

## **DBST 2001: Disabling Society (late Summer 2020)**

Instructor: Alan Santinele Martino (pronouns I use: he, him, his)

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### **Course Time/Location:**

**Blended** Course with **some** meetings at the originally scheduled time:

Mondays & Wednesdays 6:30-9:30 pm.

This course will be conducted online through CULearn and other communication tools. The course is a blend of asynchronous content and synchronous seminars. This means that students will be able to access learning materials, including readings, recorded lectures, and assignments, whenever they want; however, **once per week (Monday evenings)** there will be synchronous seminars where students will engage with the course material and participate in live group discussions.

### **Course Description:**

This course is dedicated to exploring the diverse ways in which disability and impairment are conceptualized along with the theoretical and methodological choices available to critical disability scholars. Students will consider perspectives and experiences emerging from Mad and disability communities that are attentive to race, gender, sexuality, Indigeneity and intellectual disability status, for example. Over the course of the term, students will encounter different ways of enacting and articulating disability politics, including through performance art, photography, film, and poetry.

An important aim of this course is to support students in reflexively engaging with a range of intersectional and embodied disability realities. In this way, students will develop a critical understanding of various manifestations of disability oppression and responses to problems confronting diverse disability communities. Through key readings, arts-based works, class discussions and assignments, students will further their appreciation of pressing disability issues – including custodialism, (neo)colonialism and neoliberalism – in nuanced ways. Students will consider the historical dimensions of some of these experiences and encounter examples of resistance and critique. Simultaneously, students will be invited to critically reflect upon key challenges and tensions in disability research and advocacy in order to deepen their understanding of the politics of disability engagement and representation.

### **Course Readings:**

Students require access to a computer with Internet. It is also recommended that they have access to Word, PowerPoint, Adobe Acrobat Reader in order to view course materials.

All readings and reference materials will be available online through Carleton University's library. Students are not required to purchase textbooks or other reading materials.

### **Assessments:**

There are NO exams/quizzes that require students to be online at the same time. The due dates and requirements for various assessments will be clearly indicated in the syllabus. All assignments will be submitted via CULearn.

Assessments for this course will include reactions to readings/lectures through online discussion forums, live group discussions, and written assignments. We will explore different assignment formats in order to accommodate different modes of learning.

**Accessibility Statement:**

I expect that students in this class have many different physical, mental, sensorial and emotional ways of being in the virtual classroom, learning, and engaging. I also expect that as a class, we will collectively attend to and respect all of these needs. I encourage you to bring your accessibility needs up with me and/or with the class in order to begin a conversation about how we can collectively make the virtual classroom and the course more accessible. This commitment to making the class accessible should be shared by all of us (by students, the course instructor, and guest lecturers).