

Carleton University
The Pauline Jewett Institute of Women's and Gender Studies
(Disability Studies)
Disability Studies: Policy and Activism
DBST 3001 (Winter 2020)

Instructor: Prof. Xuan Thuy Nguyen

Class schedule: Mondays, 2:35 - 5:25 pm.

Classroom: Tory 213

Course Website: <https://carleton.ca/culearn/>

Office: Dunton Tower 1317

Office hours: Mondays, 1:00 – 2:30 pm or by appointment

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COURSE INTRODUCTION

This course examines the complex legal, policy and discursive frameworks that shape the lives of persons with disabilities in Canada and in international contexts. Students will be introduced to the history of the emergence of the disability rights movement as a scholarly and activist challenge to, and renegotiation of, those frameworks. We will critically analyze the ways in which policies at international, federal, provincial, and municipal levels organize and/or impede social life and participation for people with disabilities, and ways in which the enactment of policies excludes some and leads to surveillance for others. Some policy sectors, such as education, employment, health care, and development, will be discussed. We will highlight the contradictions between written, enacted, and de facto policies; and between formal rights and lived reality for disabled people. Through investigating these policy issues, we will learn about a range of current issues and challenges in disability policy as well as the role of disability advocacy in the development and implementation of more inclusive policies to promote inclusion and social justice.

Course objectives: By the end of this course, students will be able to:

- *Understand* the historical conditions for the emergence of disability activism in Canada and internationally;
- *Critically analyze* the ways policies are made and enacted in ways that affect the well-being of persons with disabilities;
- *Identify* existing gaps between policy development and implementation;
- *Discuss* some advocacy strategies *with* and *for* persons with disabilities, including children with disabilities;
- *Share* your learning with your peers/colleagues through classroom discussions on disability policy and practice.

COURSE INSTRUCTIONS

This course will offer multiple forms of instructions to assist you with your learning, communication, and engagement. In each class, we will incorporate mini-lectures, presentations, group discussions and individual reflections to support your learning. Critical to the effectiveness of class instructions is the completion of required and recommended readings. Course readings are structured in a cumulative manner – they help you gather bits of knowledge in an ongoing process. You should use your readings, notes from class lectures and group work, as well as journal entries as necessary resources for completing your group and individual assignments. You should apply collaborative learning for the completion of your assignments, where relevant, because it will allow you to collect more information from a wider range of sources through engaging with your peers.

COURSE EXPECTATIONS

* Please note that *each of the learning objectives is expected to be achieved by the end of the course*. To do so, you should learn how to develop and utilize your critical thinking, critical reflections, and problem-solving skills effectively. Your project-based learning has been designed to provide you with an opportunity to apply your knowledge and skills to one particular issue in which you are most interested. Students who conduct empirical research with children and youth or with community organizations *will receive 02 bonus point for your final project*. Please make use of this opportunity!

* *Weekly readings*: While you are permitted to focus on one reading for your reflection assignment, you must read all required readings before class to ensure you achieve the learning outcomes.

* *Supporting an inclusive and respectful learning environment*: As an instructor, it is my responsibility to foster a supportive, inclusive learning environment that will encourage your intellectual growth and well-being. As a full member of this environment, it is your responsibility to be conscious of, and engaged in, the creation of a transformative anti-oppressive learning environment. You are expected to conduct yourself in a respectful and open manner. While your ideas add to this environment and atmosphere of intellectual growth, sexist, racist, ableist, and homophobic remarks will not be tolerated. Please remember that faculty, support staff, and teaching assistants at Carleton University are unionized workers. Be advised that respect for labor practices will be upheld.

* Your questions, comments, and feedback are always welcome. However, for questions related to the course administration, please check the course syllabus and my announcements on CuLearn first before contacting your TA or the instructor. I appreciate your cooperation.

READINGS: Ultimately, this is your course. To maximize your ability to follow and synthesize the information you learn through lectures and discussions, you should come to lectures and discussions having completed the assigned readings for the week. **ALL ASSIGNED READINGS ARE MANDATORY.**

COURSE REQUIREMENTS

1. Participation	Ongoing	10%
2. Reading reflections (1 personal reflection & 4 reading reflections)	Starting on Jan 13 th	25%
3. Presentation (20 minutes) OR paper (12-15 pages)	Starting on Feb 24 th Due Feb 24 th	25%
4. Field report, paper, or article (12-15 pages) Proposal (5%) Symposium (10%) Written text/essay (25%)	Due Feb 3 rd Due April 6 th Due April 6 th	40%

* **Participation:** Your full participation and engagement in class activities is critical to the success of our class. **Full attendance at all scheduled classes**, for the duration of the class, is required. If you have schedule conflicts, or if you have planned an absence for any of the classes, you must inform me at least **one** day in advance of your class schedule.

The 10% participation mark will be based on your classroom attendance (5%) and discussion in and outside class (5%). For high participation marks, you should:

1. Come to class with thoughtful questions about the assigned readings.
2. Actively engage in classroom discussions.
3. Offer resources and constructive ideas related to your peers' projects.
4. Respond to your peers' questions, reflections, and opinions.

By the end of every class, please submit an index card to briefly address: 1) *What is your key take-away from the lecture and/or readings this week?*; 2) *What did you find unclear and need further clarification?*; 3) *What would you like to learn or explore further?* Your index cards will help to maintain your meaningful engagement in class, while providing a basis for me to keep track of your learning and development of thinking.

For students who are uncomfortable with, or disadvantaged by, presenting your ideas in a group, I am happy to accept short written reflections based on in-class discussions and guest lectures. You should discuss your learning preferences and any accommodation you need with me as early as possible so that I can make an appropriate arrangement for you.

* **Reading reflections:** This assignment (**biweekly, completion before class**) aims to help you develop critical thinking skills on policy and activism through reading reflections. You will submit a two-page (double-spaced) reflection on your assigned readings biweekly. This assignment aims to help you shape your voice/perspective in relation to the policy issues being discussed. Your reflection should include: a synthesis of the assigned readings; a personal reflection on, or critique of, the key argument(s) in the texts;

and one critical thought/inquiry from the reading(s). *There should be 5 reflections over the semester starting from January 13, 2020.* However, there are certain exceptions, as specified below:

- *Reflection #1:* Instead of using the assigned readings, I would like you to **reflect on your own stories and positionality in relation to disability**. This assignment aims to help you position yourself better in relation to disability, disability policy, and disability activism. Specifically, please consider addressing one of the following questions: *How do you position yourself in relation to disability? What story would you like to share with me and your peers regarding your relationships with disabilities, or the lack thereof? What do you hope to achieve from this class regarding disability policy and disability activism?* This reflection should be built on our discussion in the first class, where you will have a time to reflect on your stories.
- *Reflection #2:* assigned reading(s)
- *Reflection #3:* you could choose either to submit a regular reflection of the assigned reading(s) OR a reflection on the Shannon Flanagan's study tour on February 10, 2019.
- *Reflection #4:* assigned reading(s)
- *Reflection #5:* assigned reading(s)

You can choose either one or all (required or recommended) readings that *fall on the same reading week*. If you prefer the readings scheduled for the week before/after, please let me know. The main point is to keep you thinking and reflecting on your texts, as well as creating a dialogue with one another, on a regular basis.

In class, you will be paired up with another student. You will each take turns asking your question, hearing the answer and discussing further on the answer. You are encouraged to do this task collectively. Please use the subject line "reading portfolio assignment_last name" when submitting your assignment.

* **Presentation/special interest paper**

OPTION 1: Presentation (in class, starting on February 24th, 2020): This assignment can be submitted individually or collaboratively (3-4 students/group). You will present **one** particular policy issue that is presented discussed/examined/introduced in the course curriculum, or proposed by yourself in consultation with me. Your presentation can be built on the topic that you have explored from your reading reflections, your ongoing fieldwork report, or any topic of your interest in relation to disability policy and activism. **You must register your presentation topic by January 27th, 2020.**

Your presentation (15 minutes for both individual and group presentation) should include four components, including:

1. a statement of the problem you are addressing;
2. an overview of the policy context;
3. a critical analysis on how the issue has been addressed; and
4. set of questions/issues for class discussion, based on the content of your presentation and the reading texts of the week

OPTION 2: If you prefer not to present, you can submit a paper (12-15 pages, double spaced) exploring the challenges of disability activism in Canada or international contexts. If you prefer a different topic, please discuss with me **by January 27th, 2020**. **This paper is due by February 24th, 2020**.

*** Mini research project:** This assignment includes three components (a 100-word proposal - 5% due by February 3rd, 2020, a symposium presentation - 10% due by April 6th, 2020, a written assignment (12-15 pages, double spaced) - 25% due by April 6th, 2020): This assignment aims to engage you in experiential learning by conducting a mini research project. You will conduct an authentic learning activity by examining one particular policy issue in relation to disability policy and/or activism. You will conduct documentary or empirical research to evaluate the actual implementation, gaps, and challenges of a particular policy issue in the lives of persons with disabilities. In the process of doing your research for this paper, you will:

1. identify and review international, federal, provincial, and municipal laws and policies related to this issue;
2. identify the political and economic entities organizing (around) this issue;
3. collect related policy critiques and recommendations prepared by disability advocacy groups;
4. identify potential ways to track how these laws and policies are actualized in people's lives—from the perspective of service providers, regulators, and consumers, where applicable.
5. Identify policy gaps, contradictions, and inequities related to this issue.

This assignment can be conducted in the forms of a research report, including fieldwork, a textual analysis of organizations' programs and policies, a policy paper with recommendations, or an article. I encourage you to produce this paper or report jointly in research pairs or teams. You may build on your reflections, presentations, or special interest paper to operationalize this project. You may also choose to use the same topic which you had presented or written in your special interest paper, but you must expand on this. In this case, please identify *how* you have built upon your previous assignments to conduct this project. Please use the subject line "policy final assignment_ last name(s)" when submitting your assignment.

COURSE POLICIES

1. **EMAIL.** Please note that it is official Carleton policy that ALL email correspondence between teachers and students must take place between Carleton email accounts. This means that I cannot respond to emails sent from hotmail, gmail, yahoo, or other accounts. ***Please ensure that you use an appropriately respectful, professional, and academic tone when emailing your professor.**
2. **COPIES OF WRITTEN WORK SUBMITTED.** Always retain for yourself a copy of all written assignments submitted in your courses.
3. **PLAGIARISM.** The University Senate defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This

can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

4. REQUESTS FOR ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

STUDENT GUIDE: <http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided

to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

If you require accommodation in terms of classroom materials, I am happy to work with you to develop alternate formats for your participation, where possible. These may include blogs, video or audio recordings, or other formats.

5. ESSAY FORMAT: All assignments must be typed, and double-spaced with standard margins. They must include a title page with an original title (not, for example, "Research Paper"), your name, the date of submission, and your student number. Essays or assignments submitted for this course that do not include accepted citation and bibliographic information will NOT be marked. You may only use referencing and bibliographic format from either APA or Chicago Style. It is your responsibility to familiarize yourself with the above reference formatting styles.

Unless otherwise instructed, all research/material for this course must come from a peer-reviewed source. If you do want to use sources available on websites, please make sure that these sources are reliable, that the author's bibliography can be traced, and that the dates/time of the sources are updated.

Common features of peer-reviewed journals or books:

- 1) Scholarly work has been cited. You will find endnotes or footnotes and a bibliography
- 2) The authors are identified as scholars and usually associated with an academic institution (usually this information is on the back cover for books and at the beginning of the citations for essays).
- 3) Look at the first few pages of the book or the journal. If the journal has what is called an 'editorial board' then it is a peer-reviewed journal (in most cases).

6. ASSIGNMENTS

In accordance with the Carleton University Undergraduate Calendar (p 45), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 56-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52

F = Below 50 WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final

exam

Submitting assignments: Do not email assignments for any reason (even to prove that you have completed the assignment on the due date but will be unable to submit in person until the following day). You are responsible for keeping a hard copy of your assignments until they have been graded. You are also responsible for keeping the graded copy for the duration of this course in the event that you are asked to produce it for a host of reasons (including errors in grade recording, calculation, or regrades)

VERY IMPORTANT: You must submit your assignments through cuLearn, by 2:30 pm on the due date. Late papers will be penalized according to my late policy outlined below.

Late Assignments: Your assignments **MUST** be submitted by the deadline. If you think you will not be able to submit your assignment in time (because of illness or bereavement) you must contact me as soon as you are aware of this. Late assignments will only be accepted providing that you make contact with me within 24 hours of the due date and you provide proper documentation within that same time period. **All assignments without documentation will be docked 10% per day that they are late (including weekend days) until they are handed in or are worth 0%.**

Please submit a paper copy of a late assignment in the drop box outside 1135 Dunton Tower (13rd Floor) AND upload it to cuLearn. All mail and assignments placed in the Institute's dropbox will be stamped with the current date of the day received. Please be sure to include your name, student number, course code, and instructor's name.

OTHER RELATED MATTERS: Please **turn off your cell phone** or ensure it is on **vibrate** during class time. As well, please remember that use of a cell phone is distracting to others during class time. Therefore, please do not use your cellphone even to record lectures or to send text messages in class. Your cooperation is appreciated. Should you be in a situation that may from time to time necessitate access to your cell phone for emergency reasons, please set the phone to vibrate and take the call/message outside class.

STUDENT SUPPORT SERVICES

There are several services for students on campus to take advantage of:

- 1) For health and counseling issues you can visit **Health and Counseling Services**; 2600 CTT Centre; 613-520-6674; www.carleton.ca/health
- 2) **Student Academic Success and Career Development Centre (SACDS)**; 302 Tory; 613-520-7850; <http://carleton.ca/sacds/> assists students with academic planning, understanding academic rules and regulations, finding a tutor, choosing or changing a major, polishing study skills, and referrals to other services.
- 3) **Academic Writing Centre and Writing Tutorial Service** (4th Floor, Library, 613-520-6632; www.carleton.ca/wts) can help you learn to write better papers. Tutors are graduate students from a range of departments who have been trained to assist you at any stage in the writing process. To make an appointment, call 613-520-6632, or drop by their office between the hours of 9:00am and 4:30pm, Monday-

Friday.

- 4) **The Learning Commons** (4th Floor, Library, 613-520-2600, ext. 1125; See also Main Floor desk) is a one-stop study-shop that combines research, IT and learning support services under one roof to enhance the student experience.

WEEKLY SCHEDULE

Date and Events	Readings
<p>January 6th, 2020</p>	<p style="text-align: center;"><u>CONNECTING DISABILITY IN A GLOBALIZING WORLD</u></p> <p>Required readings:</p> <p>Goodley, D. (2013). Dis/entangling critical disability studies. <i>Disability & Society</i>, 28(5), 631-644.</p> <p>Supplementary reading:</p> <p>Solomon, A. (2019). The dignity of disabled lives. <i>The New York Times</i>. Retrieved from https://www.nytimes.com/2019/09/02/opinion/disabled-human-rights.html</p>
<p>January 13th, 2020</p> <p>Reading reflection 1 due</p>	<p style="text-align: center;"><u>MODULE 1 – POLICY CONTEXTS</u></p> <p style="text-align: center;">International and national contexts</p> <p>Required readings:</p> <p>Hutcheon, E. J., & Lashewicz, B. (2019). Tracing and troubling continuities between ableism and colonialism in Canada. <i>Disability & Society</i>, 1-20.</p> <p>Soldatic, K. (2019). Social suffering in the neoliberal age. In Watson, N., & S. Vehmas. <i>Routledge Handbook of Disability Studies</i> (pp. 237-249). Oxon: Routledge.</p> <p>Recommended reading:</p> <p>Jongbloed, L. (2003). Disability policy in Canada: An overview. <i>Journal of Disability Policy Studies</i>, 13(4), 203-209. Available at</p>

	<p>http://video.med.ubc.ca/videos/osot/faculty/lj/Disability_Policy_in_Canada.pdf</p>
<p>January 20th, 2020</p>	<p style="text-align: center;">Provincial contexts</p> <p>Guest speaker: TBA</p> <p>Required readings:</p> <p>Walsh, M. (2019). Protests over autism changes ‘boggles my mind’: Ford. <i>iPolitics</i>. Retrieved from https://ipolitics.ca/2019/06/19/protests-over-autism-changes-boggles-my-mind-ford/</p> <p>Smith-Carrier, T., Kerr, D., Wang, J., Tam, D. M., & Ming Kwok, S. (2017). Vestiges of the medical model: a critical exploration of the Ontario Disability Support Program in Ontario, Canada. <i>Disability & Society</i>, 32(10), 1570-1591.</p> <p>Supplementary readings:</p> <p>Hande, M. J., & Kelly, C. (2015). Organizing survival and resistance in austere times: shifting disability activism and care politics in Ontario, Canada. <i>Disability & Society</i>, 30(7), 961-975.</p> <p>Accessibility for Ontarians with Disabilities Act. Available at https://www.ontario.ca/laws/statute/05a11</p>
<p>January 27th, 2020</p> <p>Reading reflection 2 due</p> <p>Registration for presentation/special interest paper</p>	<p><u>MODULE TWO – ISSUES IN DISABILITY POLICY</u></p> <p style="text-align: center;">Defining disability: On whose terms?</p> <p>Required readings:</p> <p>Wasserman, D., Asch, A., Blustein, J., & Putnam, D. (2016). Disability: Definitions, Models, Experience. <i>The Stanford Encyclopedia of Philosophy (Summer 2016 Edition)</i>. Available at http://plato.stanford.edu/archives/sum2016/entries/disability/</p> <p>Harnish, A. (2017). Ableism and the Trump phenomenon. <i>Disability & Society</i>, 32(3), 423-428.</p> <p>Recommended reading:</p>

	<p>Oliver, M. (1990). Disability definitions: the politics of meaning. In <i>The Politics of disablement</i> (pp. 1-11). London: Macmillan. Available at http://pf7d7vi404s1dxh27mla5569.wpengine.netdna-cdn.com/files/library/Oliver-p-of-d-Oliver1.pdf</p>
<p>February 3rd, 2019</p> <p>Project Proposal Due</p>	<p style="text-align: center;">Citizenship Status</p> <p>Required readings:</p> <p>Devlin, R., & Pothier, D. (2006). Introduction: Towards a critical theory of dis-citizenship. In D. Pothier & R. Devlin (Eds.), <i>Critical disability theory: Essays in philosophy, politics, policy, and law</i> (pp. 1-22). Vancouver, Canada: UBC Press. Available through Carleton library as ebook</p> <p>Rioux, M. H., & Patton, L. (2011). Beyond Legal Smoke Screen: Applying a Human Rights Analysis to Sterilization Jurisprudence. In M. H. Rioux, L. A. Basser, & M. Jones (Eds.), <i>Critical Perspectives on Human Rights and Disability Law</i> (pp. 242-271). Leiden, Netherlands: Martinus Nijhoff Publishers.</p> <p>Recommended readings:</p> <p>Government of Canada (n.d.) Medical Assistance in Dying. Available at https://www.canada.ca/en/health-canada/services/medical-assistance-dying.html</p> <p>Kusari, K., El-Lahib, Y., & Spagnuolo, N. (2019). Critical Reflections on the Process of Developing a Resource Manual for Service Providers Working with Immigrants & Refugees with Disabilities. <i>Canadian Journal of Disability Studies</i>, 8(5), 98-119.</p>
<p>February 10th, 2019</p> <p>Reading reflection 3 due</p>	<p style="text-align: center;">Rights</p> <p style="text-align: center;">Study tour at CU Art Gallery: Disability culture and access (Shannon Finnegan's art projects)</p> <p>Required readings:</p> <p>Sabatello, M. (2015). Rights. In Adams, R., B. Reiss & D. Serlin (Eds.), <i>Key words for disability studies</i> (pp. 158-160). New York and</p>

	<p>London: New York University Press.</p> <p>Rioux, M. H., & Patton, L. (2011). Beyond Legal Smoke Screen: Applying a Human Rights Analysis to Sterilization Jurisprudence (continued).</p> <p>Supplementary readings:</p> <p>Convention on the Rights of Persons with Disabilities (CRPD). Available at https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html</p> <p>Portero, I. (2012). Are there rights in a time of crisis?. <i>Disability & Society</i>, 27(4), 581-585</p>
	<p>NO CLASS ON FEBRUARY 17th, 2020 - STUDY BREAK</p>
<p>February 24th, 2020</p> <p><i>PRESENTATIONS</i></p>	<p>Accessibility</p> <p>Titchkosky, T. (2011). Access as an act of perception. In <i>The question of access: Disability, space, meaning</i> (pp. 3-29). Toronto: University of Toronto Press.</p> <p>Fritsch, K. (2016) Accessible. In Fritsch, K., C. O'Connor, and A. K. Thompson (Eds). <i>Keywords for Radicals: The Contested Vocabulary of Late-Capitalists Struggle</i> (pp. 23-28). Chico, CA: AK Press.</p> <p>Accessible Canada Act. Available at https://laws-lois.justice.gc.ca/eng/acts/A-0.6/</p> <p>Supplementary readings:</p> <p>Keller. (2019). Our meeting on accessibility is just down those stairs. Retrieved from https://www.mcsweeneys.net/articles/our-meeting-on-accessibility-is-just-down-those-stairs?fbclid=IwAR0oBaunBdACk5fUNPgekRLSRgWIFdeuNWKQzg8RBVGEV3gArANPaJx6oCA</p>
<p>March 2nd, 2020</p> <p><i>PRESENTATIONS</i></p> <p>Reading reflection 4 due</p>	<p>Mental Health & International Development Project-based learning with Hannah Edwards (Undergraduate student in Anthropology/Disability Studies)</p> <p>Required readings:</p> <p>Stienstra, D. (2019). Troubling activism: Canada and transnational disability activism. In K. Soldatic & K. Johnson (Eds.), <i>Global</i></p>

	<p><i>perspectives on disability activism and advocacy</i> (pp. 298-314). London and New York: Routledge.</p> <p>Aubrecht, K. (2019). 'Nothing but': University student mental health and the hidden curriculum of academic success. <i>Canadian Journal of Disability Studies</i>, 8(4). Retrieved from https://cjds.uwaterloo.ca/index.php/cjds/article/view/535/806</p> <p>Recommended readings:</p> <p>Mental Health Commission of Canada http://www.mentalhealthcommission.ca</p> <p>Barlette, P. (2010). Thinking about the rest of the world: Mental health and rights outside the "First World". In B. McSherry & P. Weller (Eds.), <i>Rethinking rights-based mental health laws</i> (pp. 397-418). Oxford and Portland, OR: Hart Publishing.</p>
<p>March 9th, 2020</p> <p><i>PRESENTATIONS</i></p>	<p style="text-align: center;">Intersectionality</p> <p>Required readings:</p> <p>Artiles, A. J. (2013). Untangling the Racialization of Disabilities: An Intersectionality Critique Across Disability Models. in <i>Du Bois Review: Social Science Research on Race</i> 10 (2): 329–347. doi: 10.1017/S1742058X13000271</p> <p>Kandasamy, N., & Soldatic, K. (2019). Gender, disability and leadership in Sri Lanka. In Soldatic, K., & K. Johnson (Eds.), <i>Global perspectives on disability activism and advocacy</i> (pp. 98-113). London and New York: Routledge.</p> <p>Recommended reading:</p> <p>Erevelles, N. (2014). Crippin' Jim Crow: Disability, dis-location, and the school-to-prison pipeline. In <i>Disability incarcerated</i> (pp. 81-99). Palgrave Macmillan: New York.</p>
<p>March 16th, 2020</p> <p><i>PRESENTATIONS</i></p> <p>Reading reflection 5 due</p>	<p style="text-align: center;">Education</p> <p>Required readings:</p> <p>Stagg, J. (2019). Policy or Pathologization?: Questions into the Rhetoric of Inclusion and Acceptance in Schools. <i>Canadian Journal of Disability Studies</i>, 8(5), 18-41.</p>

	<p>Dolmage, J. (2017). The retrofit. In <i>Academic ableism</i> (pp. 67-97). Ann Arbor: University of Michigan Press. Available from professor.</p> <p>Supplementary readings:</p> <p>Malhotra, R. & Rowe, M. (2014). Chapter three - Educational barriers. In <i>Exploring Disability Identity and Disability Rights through Narratives</i> (pp. 66-97). London & New York: Routledge.</p> <p>Vickerman, P. & Blundell, M. (2010). Hearing the voices of disabled students in higher education, <i>Disability & Society</i>, 25(1), 21-32.</p>
<p>March 23rd, 2020</p> <p>PRESENTATIONS</p>	<p style="text-align: center;">Employment</p> <p>Required readings:</p> <p>Russell, M. (2002). "What disability civil rights cannot do: Employment and political economy." <i>Disability & Society</i>, 17:2: 117-135. http://dx.doi.org/10.1080/09687590120122288</p> <p>Abbas, J. (2016). Economy, exploitation, and intellectual disability. In R. Malhotra (Ed.), <i>Disability Politics in a Global Economy: Essays in Honour of Marta Russell</i> (pp. 135-147). London: Routledge.</p> <p>Recommended reading:</p> <p>Galer, D. (2018). Disability activism, work, and identity. In <i>Working towards Equity: Disability Rights, Activism, and Employment in Late Twentieth Century Canada</i> (Chapter 1, pp. 19-34). Toronto: University of Toronto Press.</p> <p>Stapleton, D. C., O'Day, B. L., Livermore, G. A., & Imparato, A. J. (2006). Dismantling the poverty trap: Disability policy for the twenty-first century. <i>The Milbank Quarterly</i>, 84(4), 701-732.</p>
<p>March 30th, 2020</p>	<p><u>PART THREE - POLICY ACTIVISM</u></p> <p>Required readings:</p> <p>Sherry, M. (2019). Sex trafficking, activism and disability. In Soldatic, K., & K. Johnson (Eds.), <i>Global perspectives on disability activism and advocacy</i> (pp. 162-178). London and New York: Routledge.</p>

	<p>Nguyen, X. T., Stienstra, D., Gonick, M., Do, H., & Huynh, N. (2019). Unsettling research versus activism: How might critical disability studies disrupt traditional research boundaries?. <i>Disability & Society</i>, 1-20.</p> <p>Transforming Disability Knowledge, Research, & Activism (2019). <i>Our Journey</i> (TDKRA film) Available at https://www.youtube.com/watch?v=nIfIV0zuL8k&t=1s</p> <p>Recommended reading</p> <p>Haang'andu, P. (2019). Towards an Afrocentric disability activism: Opportunities and challenges of transnationalizing disability advocacy in Africa. In K. Soldatic & K. Johnson (Eds.), <i>Global perspectives on disability activism and advocacy</i> (pp. 281-297). London and New York: Routledge.</p>
<p>April 6th, 2020</p> <p>Symposium presentations</p> <p>Final paper due</p>	<p>No readings</p>