

**Carleton University**  
**Institute of Interdisciplinary Studies (Child Studies)**  
**Advanced issues in Child Studies: Disability and Childhood**  
**CHST/DBST 3304 (Fall 2019)**

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**Instructor:** Prof. Xuan Thuy Nguyen

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

**Classroom:** Tory 217

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

**Office:** Dunton Tower 1317

**Office hours:** Monday, 1:00 pm - 2:00 pm or by appointment

**Phone:** (613) 520-2600 ext. 5042 (during office hours)

**Email:** [xuanthuy.nguyen@carleton.ca](mailto:xuanthuy.nguyen@carleton.ca)

## **COURSE DESCRIPTION**

This interdisciplinary course examines the discursive and material constructions of disabled youth and childhood in transnational contexts. It aims to investigate the cultural, historical, and structural conditions that shape disabled children's experiences through different critical theoretical lenses. Drawing on theory and research in disabled children's childhood studies, sociology of childhood, disability studies, and girlhood studies, the course explores the debates over disability and childhood in relation to emerging neo-colonial, neo-imperialist, and neo-liberal ideologies. We will discuss how these intersectional systems of oppression have shaped disability and childhood, in relation to other aspects of children's identities. We will focus on disability and childhood as a way of tackling their invisibility within dominant discourses on children and childhood. Students will explore the ways disabled childhood and girlhood are discursively shaped in historical and contemporary social relations, as well as the intersection among disability, class, race, gender, and sexuality in shaping disabled children's identities. The course will also help students to begin framing their course of action in working with, and advocating for, disabled youth and children through critical approaches to children's rights advocacy.

## **COURSE OBJECTIVES: By the end of the course, students will be able to:**

1. *Understand* how disability and childhood are socially, historically, and ideologically constructed in transnational contexts.
2. *Critically engage* with the debates over childhood/ girlhood and disability in relation to their implications for social justice transnationally.
3. *Explore* intersecting layers of oppression that shape disabled children's identities in relation to their class, race, gender, disability, and ethnicity.
4. *Discuss* research and advocacy approaches to work *with* disabled youth and children.

5. *Apply* your knowledge to the development of an innovative project that aims to engage with disabled youth and children in Canada and/or transnational contexts, and
6. *Critically reflect on* your learning process and engagement with your peers through class discussions and a symposium.

## COURSE INSTRUCTIONS

This course will offer multiple forms of instruction 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. There will be three modules on children's rights in this course, which include: 1) *Contextualizing disability and childhood*; 2) *Constructions of disabled childhoods*; and 3) *Research and activism*. I encourage you to identify your areas of interest early in the course in order to begin developing your professional knowledge in relation to the areas that you are most interested in.

Critical to the effectiveness of class instructions is the completion of weekly required and recommended readings. Course readings are structured in a cumulative manner – they help you gather bits of knowledge on an ongoing basis. Please use your readings, notes from class lectures and group work, as well as your reading reflections for completing your group and/or individual assignments. I encourage you to use collaborative learning for the completion of your assignments, where relevant, because it will allow you to develop your learning through building on collective ideas and feedback from your team members.

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 become conscious of, and engaged in, the creation of a transformative anti-oppressive learning environment. You will conduct yourself in a respectful and open manner. While your ideas add to this environment and atmosphere of intellectual growth, no sexist, racist, ableist, or homophobic remarks will be tolerated.

Finally, 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.

## READINGS

All readings are available for downloading on ARES. All required readings are mandatory. Students should also consider my lectures as the “official textbook” for the course, alongside the assigned readings. In other words, don't miss class. It is recommended that you read supplementary readings to enrich your knowledge and deepen your understanding of children's rights.

Please do your required readings *prior to your class*. This is essential for your participation and engagement in class.

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 reading(s) for the week.

## COURSE REQUIREMENTS

Activity	Due date	Weight
1. Participation	Ongoing	10%
2. Reading reflections (posting via CUlearn)	Biweekly, starting on <b>September 16th, 2019</b>	25%
3. Presentation/ Visual analysis/ Autobiography	Presentations start on <b>October 28th, 2019</b> Visual analysis due <b>October 28th, 2019</b>	25%
4. Project-based learning (12-15 pages) - Proposal (5%) - Symposium (10%) - Paper/creative work (25%)	<b>November 4th, 2019</b> <b>December 6th, 2019</b> <b>December 6th, 2019</b>	40%

### \* Participation - 10% of final grade (ongoing)

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 course, 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* **engagement with the class lectures and discussion sections** (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.

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 - 25% of final grade

This assignment (**biweekly, completion before class**) aims to help you develop critical thinking skills on disability and childhood through reading reflections. You will submit a two-page (double-spaced) reflection on your assigned readings biweekly. Your reflection should include: a synthesis of the assigned reading(s); a personal reflection on, or critique of, the key argument(s) in the texts; and a conclusion. My expectation is that you will demonstrate a clear understanding

of the text(s), be able to critique at least one of its key points, and be able to relate this to your personal experiences, where relevant.

*There should be 5 reflections over the semester starting from September 16th, 2019.* Please use the readings that fall on the same reading week. If, for some reasons, you prefer to reflect on the readings from the previous week or the week 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.

You may choose to focus on *one* reading or *all* assigned readings in the reading week. I will look for the **quality** of your reflections rather the number of texts you have chosen.

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 October 28th, 2019):** This assignment can be submitted individually or collaboratively (2-4 students/group). You will present **one** particular issue in relation to disability and childhood that is 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 October 7th, 2018.**

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

1. an overview of the context in which you will investigate your topic;
2. a critical analysis on how disability and childhood has been constructed in a particular socio-historical context.
3. a set of questions/issues for class discussion, based on the content of your presentation and the reading texts of the week. If time allows, you should invite your peers to engage in your discussions.

**OPTION 2:** If you prefer not to present, you can submit a paper (12-15 pages, double spaced) exploring the social, cultural, ideological, or political constructions of disabled childhoods in Canada or transnational contexts. Your paper should address the three components outlined for the presentation option (see *Option 1*). It can also include dimensions of policy and activism with disabled youth and children, where relevant. If you prefer a different topic, please discuss with me **by October 7th, 2019. This paper is due by October 28th, 2019.**

### \* PROJECT-BASED LEARNING - 40% of final grade

This assignment includes 3 sections: 1) a 100-word proposal (5%, **due by November 4th, 2019**); symposium (10%, **December 6th, 2019**), and a written assignment (25%, **due by December 6th, 2019**). This assignment aims to develop and enhance your critical, analytical, and presentation skills, based on your special interest in relation to disability and childhood. Divided into three sub-assignments, along with the inclusion of two writing

workshops, this assignment helps you to plan your project on a regular basis with supportive advice and resources from the instructor and your peers.

A project-based learning assignment is an authentic learning experience which aims to help you develop and implement a small-scaled project in relation to your area of interest. You can study issues/problems in relation to disabled children and childhood/girlhood, as well as ways of working with, and empowering them, through forms of interventions such as research and report, as well as creative productions such as creating arts work, films, and photo narratives.

Some examples of your project-based learning may include but are not restricted to: a critical analysis of neo-liberal and neo-colonial constructions of disabled childhood in Canada or transnational contexts; a research report on the current situation of children with disabilities in a post-colonial society; a critical analysis on representations of autistic children in social media; or a photovoice/drawing/film project with disabled children and youth of color in a public school. I strongly encourage you to conduct empirical research/project as this experience is vital to your learning as well as to your professional career with children and youth with disabilities.

For this project to be successful, you should study aspects of disability and childhood from a **critical** perspective. By “critical,” I mean you need to interrogate the types of knowledge that are represented as truth, such as images of children with disabilities on social media. For example, you should contextualize your studies by describing specific socio-historical conditions in which you conduct your research. You should offer critical observations on the research findings using theories and approaches we will be exploring in class. Your arguments/interventions should be supported by sources drawing on empirical research/peer-reviewed papers. It means that you need evidence for supporting your arguments by citing your sources, providing evidence for your claims, and giving examples where possible. Your final (written) paper needs to be clear, well-structured, and shows evidence of your engagement with the course’ content and debates.

This paper may be written in the format of a research paper; a report with recommendations, or a creative piece such as a film or a visual essay. Your project should include:

1. an introduction and overview of the *context framing your research* and how it is related to disability and childhood;
2. *A theoretical framework*
3. *A critical review* of the debates over childhood/girlhood and disability in Canada or/and international contexts in relation to their implications for social justice transnationally.
4. *A discussion of activist strategies* in promoting inclusion and equality for children with disabilities, where applicable.
5. Recommendations for *research and activism*, where relevant.

Please use the subject line “project-based learning\_ last name(s)” when submitting your assignment.

You will present your projects with your peers in the form of symposium on **December 6th, 2019**. The main purpose of the symposium is to create an open space for you to engage with one another through informal presentations of your projects, exchanging your ideas, and presenting your *ongoing* project in a supportive learning environment. This is a fun and

productive learning space; therefore, I strongly encourage you to fully engage with this. There should be no pressure or anxiety in utilizing this learning opportunity.

## 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:

### **Pregnancy obligation**

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. For more details, visit the Equity Services website:

[carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **Religious obligation**

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. For more details, visit the Equity Services website:

[carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### **Academic Accommodations for Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](https://carleton.ca/pmc)

### **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 is 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](https://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](https://students.carleton.ca/course-outline)

**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 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 an e-copy of 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 1315 Dunton Tower (13th 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](http://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** (4<sup>th</sup> Floor, Library, 613-520-6632; [www.carleton.ca/wts](http://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** (4<sup>th</sup> 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 schedules**

MODULE 1	CONTEXTUALIZING DISABLED CHILDHOODS
September 9 <sup>th</sup> , 2019	<p><b>Exploring childhoods: What’s disability studies got to do with it?</b></p> <p><b>Required readings:</b></p> <p>Haraldsdottir, F. (2013). Simply children. In Curran, T., &amp; Runswick-Cole, K. (Eds.). <i>Disabled children’s childhood studies: Critical approaches in a global context</i> (pp 13-21). London: Palgrave MacMillan.</p> <p>Watson, N. (2012). Theorising the lives of disabled children: How can disability theory help? <i>Children &amp; Society</i>, 26(3), 192-202.</p> <p><b>Recommended reading:</b></p>

	Tisdall, E. K. M. (2012). The challenge and challenging of childhood studies? Learning from disability studies and research with disabled children. <i>Children &amp; society</i> , 26(3), 181-191.
<b>September 16<sup>th</sup>, 2019</b>  <i>Reflection #1 due</i>	<b>Theorizing violence in national and transnational contexts</b>  <b>Required readings:</b>  Clare, E. (2017). Ideology of cure. In <i>Brilliant imperfection: Grappling with cure</i> (pp. 5-17). Durham: Duke University Press.  Berghs, M. (2011). Embodiment and emotion in Sierra Leone. <i>Third World Quarterly</i> , 32(8), 1399-1417.  <b>Recommended reading:</b>  Kafer, A. (2013). <i>Feminist, queer, crip</i> . Imagined futures (pp. 1-24). Bloomington: Indiana University Press.
<b>September 23<sup>rd</sup>, 2019</b>	<b>Disabled childhoods and the nation</b>  <b>Guest speaker: TBA</b>  <b>Required readings:</b>  Schalk, S. (2016). Ablenationalism in American Girlhood. <i>Girlhood Studies</i> , 9(1), 36-52.  Nguyen, X. T. (2016). Girls with Disabilities in the Global South: Rethinking the Politics of Engagement. <i>Girlhood Studies</i> , 9(1), 53.  <b>Recommended reading:</b>  Kennedy, S., & Newton, M. J. (2016). The hauntings of slavery: Colonialism and the disabled body in the Caribbean. In Grech, S., & K. Soldatic (Eds.). <i>Disability in the Global South</i> (pp. 379-391). Switzerland: Springer.
<b>MODULE 2 CONSTRUCTIONS OF DISABLED CHILDHOODS</b>	
<b>September 30<sup>th</sup>, 2019</b>  <i>Reflection #2 due</i>	<b>Perspectives on childhood and disability</b>  <b>Required readings:</b>  Abbas, J. (2017). Perceptions of our childhood: Confronting social constructions of care, disability, and childhood. In Chen, X., R. Raby, & P. Albanese (Eds.). <i>The sociology of childhood and youth studies in Canada</i> (pp. 128-143). Toronto: Canadian Scholars.

	<p>Singal, N., &amp; Muthukrishna, N. (2014). Education, childhood and disability in countries of the South–Re-positioning the debates, <i>Childhood</i>, 21(3), 293-307.</p> <p><b>Recommended reading:</b></p> <p>Goodley, D., &amp; Runswick Cole, K. (2015). Critical psychologies of disability: boundaries, borders and bodies in the lives of disabled children. <i>Emotional and Behavioural Difficulties</i>, 20(1), 51-63.</p>
<p><b>October 7<sup>th</sup>, 2019</b></p> <p><i>Proposal for presentation/ visual analysis due</i></p>	<p><b>Queering childhoods: Rethinking ‘normalcy’</b></p> <p><b>Required readings:</b></p> <p>Shanouda, F., &amp; Yoshida, K. K. (2019). Playing with Normalcy: A Disability Material Culture Analysis. <i>Review of Disability Studies: An International Journal</i>, 15(2).</p> <p>Pyne, J. (2017). Arresting Ashley X: Trans Youth, Puberty Blockers and the Question of Whether Time is on Your Side. <i>Somatechnics</i>, 7(1), 95-123.</p> <p><b>Recommended reading:</b></p> <p>Cooper, H., J. (2013). The oppressive power of normalcy in the lives of disabled children: Deploying history to denaturalize the notion of the “normal” child. In Curran, T., &amp; Runswick-Cole, K. (Eds.). <i>Disabled children's childhood studies: Critical approaches in a global context</i> (pp 136-151). London: Palgrave MacMillan.</p>
<p><b>No class on October 14th, 2019 - Thanksgiving</b></p>	
<p><b>No class on October 21st, 2019 - Study break</b></p>	
<p><b>October 28th, 2019</b></p> <p><i>Reflection #3 due</i></p> <p><i>Presentations Visual analysis autobiography due</i></p>	<p><b>Intersectionality</b></p> <p><b>Required readings:</b></p> <p>Todd, A. (2016). Disabled Girlhood and Flexible Exceptionalism in HBO's Miss You Can Do It. <i>Girlhood Studies</i>, 9(1), 21.</p> <p>Moore, L. (2017). <i>Black disabled art history 101</i> (pp. 1-14). San Francisco: Xóchitl Justice Press.</p> <p><b>Recommended reading:</b></p>

	<p>Nguyen, X. T., &amp; Mitchell, C. (2014). Inclusion in Vietnam: An intersectionality perspective on girls with disabilities and education. <i>Childhood, 21</i>(3), 324-338.</p>
<p><b>November 4th, 2019</b></p> <p><i>Presentations</i></p> <p><i>Project-based learning proposal due</i></p>	<p><b>Childhood disability, risk, and neoliberal futurity</b></p> <p><b>Required readings:</b></p> <p>Fritsch, K., &amp; McGuire, A. (2019). Risk and the Spectral Politics of Disability. <i>Body &amp; Society</i>, 1-6.</p> <p>Salmon, A. (2011). Aboriginal mothering, FASD prevention and the contestations of neoliberal citizenship. <i>Critical Public Health, 21</i>(2), 165-178.</p> <p><b>Recommended reading:</b></p> <p>Orsini, M. &amp; McGuire, A. (2016, October). Sickkids' new ad campaign: Fighting words? Available at <a href="https://impactethics.ca/2016/10/19/sickkids-new-ad-campaign-fighting-words/">https://impactethics.ca/2016/10/19/sickkids-new-ad-campaign-fighting-words/</a></p>
<p><b>November 11th, 2019</b></p> <p><i>Reflection #4 due</i></p> <p><i>Presentations</i></p> <p><i>Writing workshop 1</i></p>	<p><b>Disabled children's childhood studies</b></p> <p><b>Required readings:</b></p> <p>Curran, T., &amp; Runswick-Cole, K. (2014). Disabled children's childhood studies: a distinct approach?. <i>Disability &amp; Society, 29</i>(10), 1617-1630.</p> <p>Jones, L., &amp; Liddiard, K. (2018). A diversity of childhoods: Considering the Looked After Childhood. In K. Runswick-Cole, T. Curran, &amp; K. Liddiard (Eds.), <i>The Palgrave handbook of disabled children's childhood studies</i> (pp. 389-408). London: Palgrave MacMillan.</p> <p><b>Recommended reading:</b></p> <p>Thackray, L. (2018). Anonymity, Confidentiality and Informed Consent: Exploring Ethical Quandaries and Dilemmas in Research with and About Disabled Children's Childhoods. In K. Runswick-Cole, T. Curran, &amp; K. Liddiard (Eds.), <i>The Palgrave handbook of disabled children's childhood studies</i> (pp. 299-313). London: Palgrave MacMillan.</p>
<p><b>November 18th, 2019</b></p>	<p><b>"War on autism"</b></p> <p><b>Required readings:</b></p>

<p><i>Presentations</i></p> <p><i>Writing workshop</i> 2</p>	<p>Quiet hands. Available at <a href="https://juststimming.wordpress.com/2011/10/05/quiet-hands/">https://juststimming.wordpress.com/2011/10/05/quiet-hands/</a></p> <p>McGuire, A. (2016). Delivering disorder: Historical perspectives on the emergence of autism and advocacy in the West. In <i>War on Autism: On the Cultural Logic of Normative Violence</i> (pp. 1-25). University of Michigan Press.</p> <p><b>Recommended reading:</b></p> <p>Sarrett, J. C. (2011). Trapped children: Popular images of children with autism in the 1960s and 2000s. <i>Journal of medical humanities</i>, 32(2), 141-153.</p> <p>Grinker, R. R. (2008). Bringing autism into focus. In <i>Unstrange minds: Remapping the world of autism</i> (pp. 1 -19). New York: Basic Books.</p>
<p><b>November 25th, 2019</b></p> <p><i>Reflection #5 due</i></p> <p><i>Movie and discussions</i></p>	<p><b>Representations of disabled childhood/girlhood in films and novels</b></p> <p><b>Required readings:</b></p> <p>Carly, F. (2017). My concern about Wonder the film (and how to talk to your kids about Wonder). Available at <a href="http://carlyfindlay.com.au/2017/11/24/my-concerns-about-wonder-the-film-and-how-to-talk-to-your-kids-about-wonder/">http://carlyfindlay.com.au/2017/11/24/my-concerns-about-wonder-the-film-and-how-to-talk-to-your-kids-about-wonder/</a></p> <p>Smith-D'Arezzo, W., &amp; Holc, J. (2016). Reframing Disability through Graphic Novels for Girls: Alternative Bodies in Cece Bell's El Deafo. <i>Girlhood Studies</i>, 9(1), 72.</p> <p><b>Recommended reading:</b></p> <p>Anand, S. (2016). From a Bendy Straw to a Twirly Straw: Growing up Disabled, Transnationally. <i>Girlhood Studies</i>, 9(1), 142-146.</p>
<p><b>MODEL 3 RESEARCH AND ACTIVISM</b></p>	
<p><b>December 2nd, 2019</b></p> <p><i>Presentations</i></p>	<p><b>Working with disabled children and their families</b></p> <p><b>Required readings:</b></p> <p>Wickenden, M., &amp; Elphick, J. (2016). Don't forget us, we are here too! Listening to disabled children and their families living in poverty. In Grech, S., &amp; Soldatic, S. (Eds). <i>Disability in the Global South</i> (pp. 167-185). Switzerland: Springer.</p>

	<p>Moore, L. (2017). <i>Black disabled art history 101</i> (pp. 1-14). San Francisco: Xóchitl Justice Press.</p> <p><b>Recommended reading:</b></p> <p>Runswick-Cole, K. (2013). "Wearing it all with a smile": Emotional labour in the lives of mothers and disabled children. In Curran, T., &amp; Runswick-Cole, K. (Eds.). <i>Disabled children's childhood studies: Critical approaches in a global context</i> (pp 13-21). London: Palgrave MacMillan.</p>
<p><b>December 6<sup>th</sup>, 2019</b></p> <p><i>Final paper due</i></p>	<p><b>Symposium</b></p> <p><b>No required readings</b></p>