

**Carleton University**  
**Fall 2020**  
**Pauline Jewett Institute of Women's and Gender Studies**  
**DBST 3001A: Disability Studies: Policy and Activism**

*This course will be delivered online with a blended format for the Fall 2020 term*  
**Biweekly (every two weeks) meetings (synchronous): Thursdays, 11:35 am-1:00 pm**

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Instructor: Prof. Xuan Thuy Nguyen  
Email: xuanthuy.nguyen@carleton.ca  
Office: N/A  
Phone: 613-8698016 (only in case of emergency)  
Office Hours: Thursday, 1:00 – 2:00 pm or by appointment via ZOOM

### **COURSE DESCRIPTION**

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:

- *Identify* 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 the *Engagement Forum* and other online platforms.

**BLENDED COURSE PROTOCOLS:** This course is structured in a blended format. That means that we will meet biweekly to engage in discussions relevant to the key issues, concepts, and arguments emerging from the assigned readings. These sections will also facilitate your collaboration with your peers. You are expected to organize your learning both independently and collaboratively. All lectures and videos will be pre-recorded and posted online. You should preview all the assigned videos and readings before every class discussion. You should log in to cuLearn approximately 2-3 times per week to read, view, review, collaborate, and complete your assignments. The course is structured in a series of weekly learning modules that guide you through the content and weekly tasks. You will be invited to provide feedback at

the end of every learning module. **All assignments are to be submitted on cuLearn by 11 pm of the due date.** For group assignments, only one submission per group with the names of all team members is required.

**COURSE VALUES AND PRINCIPLES:** As our class is taking place in an unprecedented time, I acknowledge the challenges that we are all facing. I am committed to working with you to create a culture of support, understanding, engagement, and flexibility that can help us adapt to the new situations while being able to care for ourselves and communities. Our class is structured on the principles of inclusivity, non-discrimination, and respect for difference. These are human rights principles that should be respected at all times. You are welcome to propose principles which our class should govern itself by. 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, or homophobic remarks will 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.

**TECHNOLOGY REQUIREMENTS:** In addition to reliable internet access, you will need a smartphone, tablet, or laptop with a working camera and microphone. Headphones with a microphone are also recommended. Audio and video are required to participate in the ZOOM meetings.

\*Please note that while these are things required for the most effective engagement with the class, we understand that you may not always be able to have your camera on, or be able to verbally participate. If you wish to turn the camera off, please feel free to do so. We do recommend, however, that you always have audio available so that you can stay up to date with classes and discussions. Please keep your audio MUTE to avoid the background noise, when possible.

## 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. You are recommended to read supplementary readings to enrich your knowledge and deepen your understanding of children’s rights.

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 (Self-assessment)	Ongoing	20%
2. Engagement forum (5 reflections & at least 10 posts)	Ongoing, starting on <b>Sept 15<sup>th</sup>, 2020</b>	20%
3. Personal reflections (2)	<b>Sept 17<sup>th</sup>, 2020</b> <b>Dec 10<sup>th</sup>, 2020</b>	20%
4. Project-based learning (10-12 pages) - Proposal (5%) - Progress report (5%) - First draft (5%) - Paper/creative work (25%)	<b>Oct 8<sup>th</sup>, 2020</b> <b>Nov 5<sup>th</sup>, 2020</b> <b>Nov 26<sup>th</sup>, 2020</b> <b>Dec 10<sup>th</sup>, 2020</b>	40%

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### 1. Participation (Self-assessment - 20%)

Throughout the course, students are expected to participate actively by: introducing yourself to your peers, Engagement Forum posting and responses, reviewing recorded lectures, utilizing supplemental resources and activities within each module (web links, videos, feedback forms, self-assessment exercises), providing module feedback, and actively participating in biweekly class meetings via ZOOM. A self-assessment rubric provided on cuLearn will identify the criteria for evaluation in each of these areas.

### 2. Engagement forum (5 reflections & at least 10 posts – 20%)

This assignment aims to help students reflect on the key concepts, debates, and issues that have been addressed in each of the learning modules. By the end of each module, you will reflect on the module's learning objectives and assigned tasks. You will post 100-200 word reflections on at least one issue that you feel most engaged with via the **Engagement Forum**. You are also required to respond to your peers' posts and actively engage in these discussions, where relevant. Each student will post **5 reflections** and respond to **at least 10 posts (2 posts/module)** by your peers. Remember, the quality of your post/response is more important than its length or number of words. This assignment can be completed *individually or collaboratively*. Instructions and an evaluation rubric for the discussion posts will be posted in cuLearn.

### 3. Personal reflections (2) (20%)

This assignment is designed to help you document and reflect on your own learning process by critically positioning yourself in relation to disability from the standpoint of disability studies. You will submit two 2-3 page reflections (double-spaced) as an ongoing learning process. In the first reflection (due on Sept 17<sup>th</sup>), we invite you to share your personal experience and relationship with disability and your expectations when engaging in this class. In the second reflection (due Dec 10<sup>th</sup>), please reflect on your learning journey and outcomes, such as how you have engaged in this learning process, what you have learned, and how the engagement has transformed you and your learning. Ideally, this will help to connect your learning and create a foundation for your project-based learning.

### 4. Project-based learning (PBL) (40%)

This assignment (**10 - 12 pages, double-spaced**) will allow you to address one particular issue in relation to disability policy and activism from a disability studies perspective. Project-based learning is any type of project that helps you to develop problem-solving, authentic, and critical thinking skills to tackle an identified social problem. Examples of PBL could vary widely, such as developing an online learning platform that is accessible for Deaf students; developing a critical evaluation on the Carleton's Coordinated Accessibility Strategy and its implications for disability studies; a critical review of the Ontario government's responses to COVID-19 and how it may affect some groups of disabled people, such as women and girls; or developing a community project that involves disabled youth. Please feel free to choose your topic in so far as it works for you and your group members.

This assignment includes **3 sections**: 1) A 150 - 200 word proposal and planning (**5%, due by October 8<sup>th</sup>, 2020**); 2) progress report (**5%, due by November 5<sup>th</sup>, 2020**); 3) first draft (**5%, due by November 26<sup>th</sup>, 2020**); 4) final draft (**25%, due by December 10<sup>th</sup>, 2020**).

Please use the subject line "policy final assignment\_ last name(s)" when submitting your assignment.

## Communication policy

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. You are advised to read your course syllabus carefully before sending your email to me. Some questions may be readily addressed in the course outline. I am committed to responding to your email within 48 hours.

\*Please ensure that you use an appropriately respectful, professional, and academic tone when emailing your professor and peers. We are working to create an inclusive culture in which everyone should be respected.

\*Please also note that we recommend that you check your email account once every 24 hours. It will be an important way for you to keep connected to the university and it will help you stay up to date on any important communications.

## Class Meetings

Please note that our class meetings will be held in ZOOM. In order to adhere to Carleton's privacy policy, you will need to create a ZOOM account at: <https://zoom.us/signin> using your @ Carleton email. For the purpose of this class, when creating your ZOOM account you will need to create the account using your email as [NAME@carleton.ca](mailto:NAME@carleton.ca) (as indicated in your email registration for this class). Please note that zoom will not recognize your other email when pre-assigning your break-out rooms. This is a technology limitation, and it's to ensure that everyone has the same type of email in the system so when we separate into groups later in the semester, we can do so without issue.

## Academic Accommodation

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

**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](#)

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and 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 me to ensure accommodation arrangements are made. Please consult the PMC website: <https://carleton.ca/pmc/> for the deadline to request accommodations for the formally-scheduled exam (if applicable).

## **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 where 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: <https://carleton.ca/equity/sexual-assault-support-services>

## **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. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

## **PLAGIARISM**

The University Senate defines plagiarism as “presenting, whether intentional 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, which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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.

Read more about academic integrity here:

<https://carleton.ca/registrar/academic-integrity/>

## **WEEKLY SCHEDULE**

Date and Events	Readings
<p data-bbox="186 296 456 331"><b>September 10<sup>th</sup>, 2020</b></p> <p data-bbox="186 363 431 399"><i>Meeting via ZOOM</i></p> <p data-bbox="186 464 472 531">*Engagement Forum #1 due by Sept 15<sup>th</sup>, 2020</p>	<p data-bbox="581 296 1341 363">LEARNING MODULE 1: COURSE INTRODUCTION - WHY DISABILITY POLICY AND ACTIVISM?</p> <p data-bbox="505 401 743 436"><b>Required readings:</b></p> <p data-bbox="505 464 1373 531">Goodley, D. (2013). Dis/entangling critical disability studies. <i>Disability &amp; Society</i>, 28(5), 631-644.</p> <p data-bbox="505 569 797 604"><b>Recommended reading:</b></p> <p data-bbox="505 632 1352 768">Solomon, A. (2019). The dignity of disabled lives. <i>The New York Times</i>. Retrieved from <a href="https://www.nytimes.com/2019/09/02/opinion/disabled-human-rights.html">https://www.nytimes.com/2019/09/02/opinion/disabled-human-rights.html</a></p>
<p data-bbox="186 800 456 835"><b>September 17<sup>th</sup>, 2020</b></p> <p data-bbox="186 968 472 1073">*Personal reflection: Your relationships with disability (#1)</p>	<p data-bbox="656 835 1263 871">LEARNING MODULE 2 —POLICY CONTEXTS</p> <p data-bbox="662 905 1292 940">MODULE 2A -<b>International and national contexts</b></p> <p data-bbox="505 968 743 1003"><b>Required readings:</b></p> <p data-bbox="505 1031 1373 1167">CTV News (2020). COVID-19 puts people with disabilities at higher risk, advocates say (Video clip). Available at <a href="https://www.ctvnews.ca/health/coronavirus/covid-19-puts-people-with-disabilities-at-higher-risk-advocates-say-1.5010944">https://www.ctvnews.ca/health/coronavirus/covid-19-puts-people-with-disabilities-at-higher-risk-advocates-say-1.5010944</a></p> <p data-bbox="505 1199 1414 1398">Brown, L.X.Z. (2020). How to center disability in the tech response to COVID-19. Available at <a href="https://www.brookings.edu/techstream/how-to-center-disability-in-the-tech-response-to-covid-19/?fbclid=IwAR0shi-U6auw3QsCXXw1Yb23AVIRhrtuzg5nKVPfMIKCYDsYOXWSbK8AWfs">https://www.brookings.edu/techstream/how-to-center-disability-in-the-tech-response-to-covid-19/?fbclid=IwAR0shi-U6auw3QsCXXw1Yb23AVIRhrtuzg5nKVPfMIKCYDsYOXWSbK8AWfs</a></p> <p data-bbox="505 1430 1406 1535">Hutcheon, E. J., &amp; Lashewicz, B. (2019). Tracing and troubling continuities between ableism and colonialism in Canada. <i>Disability &amp; Society</i>, 1-20.</p> <p data-bbox="505 1566 797 1602"><b>Recommended reading:</b></p> <p data-bbox="505 1629 1406 1808">Hale, J. (2020). The politics of Covid-19: government contempt for disabled people. <i>Red Pepper</i>. Available at <a href="https://www.redpepper.org.uk/covid-19-disabled-peoples-rights/?fbclid=IwAR1Zw62kIoTaOBcIBuMOM8_q7ZSV84jGbfJ9Y1gENGZC3g993lwKlbd7a9w">https://www.redpepper.org.uk/covid-19-disabled-peoples-rights/?fbclid=IwAR1Zw62kIoTaOBcIBuMOM8_q7ZSV84jGbfJ9Y1gENGZC3g993lwKlbd7a9w</a></p>

	<p>Soldatic, K. (2019). Social suffering in the neoliberal age. In Watson, N., &amp; S. Vehmas. <i>Routledge Handbook of Disability Studies</i> (pp. 237-249). Oxon: Routledge.</p>
<p><b>September 24<sup>th</sup>, 2020</b></p> <p><i>Meeting via ZOOM</i></p> <p>* Engagement Forum #2 due by Sept 29<sup>th</sup>, 2020</p>	<p style="text-align: center;"><b>MODULE 2B - Provincial contexts</b></p> <p><b>Guest speaker: Rebecca Andre – 4<sup>th</sup> year Undergrad student presenting on Coordinated Accessibility Strategy</b></p> <p><b>Required readings:</b></p> <p>CBC News (2020). Ontario drastically reduced comprehensive long-term home inspections a year before COVID-19 (video clip). Available at <a href="https://www.cbc.ca/player/play/1724667971829/">https://www.cbc.ca/player/play/1724667971829/</a></p> <p>Hande, M. J. (2020). COVID-19 Renews the Struggle for Anti-Capitalist Care Models, Available at <a href="https://canadiandimension.com/articles/view/covid-19-renews-the-struggle-for-anti-capitalist-care-models?fbclid=IwAR2_OOLPSVkvj-6YdAMir2jjM_h_KvfCuXi5hKFEMCZgn-NAqk-FtgZx4uA">https://canadiandimension.com/articles/view/covid-19-renews-the-struggle-for-anti-capitalist-care-models?fbclid=IwAR2_OOLPSVkvj-6YdAMir2jjM_h_KvfCuXi5hKFEMCZgn-NAqk-FtgZx4uA</a></p> <p>Walsh, M. (2019). Protests over autism changes ‘boggles my mind’: Ford. <i>iPolitics</i>. Retrieved from <a href="https://ipolitics.ca/2019/06/19/protests-over-autism-changes-boggles-my-mind-ford/">https://ipolitics.ca/2019/06/19/protests-over-autism-changes-boggles-my-mind-ford/</a></p> <p><b>Recommended reading:</b></p> <p>Hande, M. J., &amp; Kelly, C. (2015). Organizing survival and resistance in austere times: shifting disability activism and care politics in Ontario, Canada. <i>Disability &amp; Society</i>, 30(7), 961-975.</p>
<p><b>October 1<sup>st</sup>, 2020</b></p>	<p style="text-align: center;"><b>MODULE 3—ISSUES IN DISABILITY POLICY</b></p> <p style="text-align: center;"><b>MODULE 3A: Defining disability: On whose terms?</b></p> <p><b>Required readings:</b></p> <p>Acevedo, S. (n.d.). Living disability (CIIS Public Program). Available at <a href="https://soundcloud.com/publicprograms/sara-acevedo?fbclid=IwAR08J8KKJIEe73wC76U9UxQ1VpgfIxJ2oIqc80R5huSZec-7I7w_Jht1w2k">https://soundcloud.com/publicprograms/sara-acevedo?fbclid=IwAR08J8KKJIEe73wC76U9UxQ1VpgfIxJ2oIqc80R5huSZec-7I7w_Jht1w2k</a></p> <p>Harnish, A. (2017). Ableism and the Trump phenomenon. <i>Disability &amp; Society</i>, 32(3), 423-428.</p> <p><b>Recommended reading:</b></p> <p>Wasserman, D., Asch, A., Blustein, J., &amp; Putnam, D. (2016). Disability:</p>

	<p>Definitions, Models, Experience. <i>The Stanford Encyclopedia of Philosophy</i> (Summer 2016 Edition). Available at <a href="http://plato.stanford.edu/archives/sum2016/entries/disability/">http://plato.stanford.edu/archives/sum2016/entries/disability/</a></p>
<p><b>October 8<sup>th</sup>, 2020</b></p> <p><i>Meeting via ZOOM</i></p> <p>*Project-based learning (PBL) proposal due</p>	<p style="text-align: center;"><b>MODULE 3B: Citizenship Status</b></p> <p><b>Required readings:</b></p> <p>World Without Bodies (documentary). Available at <a href="https://www.youtube.com/watch?v=vry33t9BWL8">https://www.youtube.com/watch?v=vry33t9BWL8</a></p> <p>CBC News (2020). Medical assistance in dying in Canada: The National Conversation. Available at <a href="https://www.facebook.com/watch/?v=627409851231090">https://www.facebook.com/watch/?v=627409851231090</a></p> <p>Devlin, R., &amp; Pothier, D. (2006). Introduction: Towards a critical theory of dis-citizenship. In D. Pothier &amp; 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><b>Recommended readings:</b></p> <p>Government of Canada (n.d.) Medical Assistance in Dying. Available at <a href="https://www.canada.ca/en/health-canada/services/medical-assistance-dying.html">https://www.canada.ca/en/health-canada/services/medical-assistance-dying.html</a></p>
<p><b>October 15<sup>th</sup>, 2020</b></p>	<p style="text-align: center;"><b>MODULE 3C: Rights</b></p> <p><b>Required readings:</b></p> <p>Crip Camp: A disability revolution (documentary film). Trailer available at <a href="https://www.youtube.com/watch?v=XRrIs22plz0">https://www.youtube.com/watch?v=XRrIs22plz0</a></p> <p>Sabatello, M. (2015). Rights. In Adams, R., B. Reiss &amp; D. Serlin (Eds.), <i>Key words for disability studies</i> (pp. 158-160). New York and London: New York University Press.</p> <p>Rioux, M. H., &amp; Patton, L. (2011). Beyond Legal Smoke Screen: Applying a Human Rights Analysis to Sterilization Jurisprudence. In M. H. Rioux, L. A. Basser, &amp; M. Jones (Eds.), <i>Critical Perspectives on Human Rights and Disability Law</i> (pp. 242-271). Leiden, Netherlands: Martinus Nijhoff Publishers.</p> <p><b>Recommended readings:</b></p> <p>Convention on the Rights of Persons with Disabilities (CRPD). Available at <a href="https://www.un.org/development/desa/disabilities/convention-">https://www.un.org/development/desa/disabilities/convention-</a></p>



<p><b>November 12<sup>th</sup>, 2020</b></p>	<p><b>MODULE 4B: Mental Health &amp; International Development</b></p> <p><b>Required readings:</b></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 <a href="https://cjds.uwaterloo.ca/index.php/cjds/article/view/535/806">https://cjds.uwaterloo.ca/index.php/cjds/article/view/535/806</a></p> <p>Balaji, M., &amp; Patel, V. (2020). Mental health and COVID-19 in India. Available at <a href="https://idronline.org/mental-health-and-covid-19-in-india/?fbclid=IwAR27ijrU5ZI_ay2vOVdOnE9ILhBArtaWdNaWUjpAFAbVkXb6PVvyREBAi_g">https://idronline.org/mental-health-and-covid-19-in-india/?fbclid=IwAR27ijrU5ZI_ay2vOVdOnE9ILhBArtaWdNaWUjpAFAbVkXb6PVvyREBAi_g</a></p> <p><b>Recommended readings:</b></p> <p>Nguyen, X. T. (2015). Genealogies of disability in global governance: A Foucauldian critique of disability and development. <i>Foucault Studies</i>, 67-83.</p>
<p><b>November 19<sup>th</sup>, 2020</b></p> <p><i>Meeting via ZOOM</i></p>	<p><b>MODULE 4C: Education</b></p> <p><b>Required readings:</b></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><b>Recommended readings:</b></p> <p>Malhotra, R. &amp; Rowe, M. (2014). Chapter three - Educational barriers. In <i>Exploring Disability Identity and Disability Rights through Narratives</i> (pp. 66-97). London &amp; New York: Routledge.</p> <p>Vickerman, P. &amp; Blundell, M. (2010). Hearing the voices of disabled students in higher education, <i>Disability &amp; Society</i>, 25(1), 21-32.</p>
<p><b>November 26<sup>th</sup>, 2020</b></p> <p>*PBL first draft due</p>	<p><b>MODULE 4D: Employment</b></p> <p><b>Required readings:</b></p> <p>Russell, M. (2002). “What disability civil rights cannot do: Employment and political economy.” <i>Disability &amp; Society</i>, 17:2: 117-135. <a href="http://dx.doi.org/10.1080/09687590120122288">http://dx.doi.org/10.1080/09687590120122288</a></p>

<p>* Engagement Forum #4 due by Dec 1<sup>st</sup>, 2020</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><b>Recommended reading:</b></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., &amp; 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><b>December 3<sup>rd</sup>, 2020</b></p> <p><b>Meeting via ZOOM</b></p> <p>Personal reflection on your learning outcomes (#2)</p> <p>* Engagement Forum #5 due by Dec 8<sup>th</sup>, 2020</p>	<p><u>MODULE 5 - POLICY ACTIVISM</u></p> <p style="text-align: center;"><b>Disability activism</b></p> <p><b>Required readings:</b></p> <p>Stienstra, D. (2019). Troubling activism: Canada and transnational disability activism. In K. Soldatic &amp; K. Johnson (Eds.), <i>Global perspectives on disability activism and advocacy</i> (pp. 298-314). London and New York: Routledge.</p> <p>Nguyen, X. T., Stienstra, D., Gonick, M., Do, H., &amp; Huynh, N. (2019). Unsettling research versus activism: How might critical disability studies disrupt traditional research boundaries?. <i>Disability &amp; Society</i>, 1-20.</p> <p>Transforming Disability Knowledge, Research, &amp; Activism (2019). <i>Our Journey</i> (TDKRA film) Available at <a href="https://www.youtube.com/watch?v=nIfIV0zuL8k&amp;t=1s">https://www.youtube.com/watch?v=nIfIV0zuL8k&amp;t=1s</a></p> <p><b>Recommended reading</b></p> <p>Haang'andu, P. (2019). Towards an Afrocentric disability activism: Opportunities and challenges of transnationalizing disability advocacy in Africa. In K. Soldatic &amp; K. Johnson (Eds.), <i>Global perspectives on disability activism and advocacy</i> (pp. 281-297). London and New York: Routledge.</p>
<p><b>December 10<sup>th</sup>, 2020</b></p> <p>*PBL final paper due</p>	<p>No readings</p>