Carleton University
Fall 2019
Pauline Jewett Institute of Women’s and Gender Studies

DBST 2001 [0.5 credit]: Disabling Society
Prerequisite(s): second-year standing and DBST 1001

Lecture: Tuesday 2:35-4:25pm
Tory Building, Room 447

Seminar: Wednesday 2:35-3:25 or 3:35-4:25

Instructor: Natalie Spagnuolo
(my pronouns: she/her/hers)

Email: NatalieSpagnuolo@cunet.carleton.ca

Office: TBD
Office Hours: By Appointment

Carleton University acknowledges the location of its campus on the traditional Unceded territories of the Algonquin nation

*Please note that this outline is preliminary and subject to change

Contents
Course Description, Objectives, Materials and Policy on Recording  2
Course Schedule  3
Assignments and Evaluation  8
Carleton University Statement on Plagiarism  14
Accommodation Processes  14
Select Resources  15
COURSE DESCRIPTION
This course is dedicated to exploring the diverse ways in which disability and impairment are conceptualized along with the theoretical and methodological choices available to critical disability scholars. Students will consider perspectives and experiences emerging from Mad and disability communities that are attentive to race, gender, sexuality, Indigeneity and intellectual disability status, for example. Over the course of the term, students will encounter different ways of enacting and articulating disability politics, including through performance art, photography, film, and poetry.

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

LEARNING OBJECTIVES
Through this course, students will
- Develop a critical and intersectional understanding of diverse perspectives, theories, and experiences related to disability
- Explore a broad range of methodological and theoretical approaches fundamental to critical disability studies and to challenging dominant approaches within the field
- Develop and apply critical thinking skills to interpret and critique real-world issues
- Connect scholarly and community-based work in support of disability knowledge mobilization
- Engage in peer-based learning and collaborative research with peers

COURSE MATERIALS
Unless otherwise indicated, readings are available through Ares or by searching through the online journals. Details for accessing virtual exhibits, performances, films, and other arts-based content are included below, along with a summary of accessibility considerations. Should you encounter any disability-related barriers while attempting to access this content, please notify me in writing as soon as possible. Where possible, I have indicated the number of pages corresponding to assigned readings. While his may assist you in organizing your time, please keep in mind that differences in layout, writing style, content and other factors mean that the number of pages are not always a good prediction of the amount of time you will need to spend with the work.
POLICY ON AUDIO & VIDEO RECORDINGS
Absolutely no audio or video recordings are permitted at anytime during this course (this includes lectures, student presentations, and seminars). If you wish to record, you must speak with me first to discuss whether an exception can be made.

COPYRIGHT STATEMENT FROM THE EDUCATIONAL DEVELOPMENT CENTRE
My lectures and course materials (including PowerPoint presentations, handouts, and similar materials) are protected by copyright. I am the exclusive owner of copyright and intellectual property of all course materials. You may take notes and make copies of course materials for your own educational use. You may not allow others to reproduce or distribute lecture notes and course materials publicly for commercial purposes without my express written consent.

COURSE SCHEDULE
Week 1 – September 3rd & 4th
September 3rd is Orientation Day - there is no scheduled class or tutorial on the 3rd or 4th

Politics of Representation
Week 2 – September 10th & 11th
Introduction to course
Performing and Narrating Mad and Disabled Realities

  “Outing Disability is a photographic journey documenting the stories of lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ) people with disability produced in collaboration with internationally acclaimed photographer Belinda Mason” (Family Planning NSW, n.d., para. 1).
  Accessibility: detailed audio descriptions of photographs are available on the website

  Approximately 1 page
  Accessibility: poem and author bio are available in text and audio formats; the author image is captioned

Select “live stream of Day 3” to access the Youtube video by the Creative Users Project (26 January 2019). Performance begins at 46:00m and ends at 1:41m (1 hour and 5 minutes)
Accessibility: CART captioning is displayed in the upper left corner of the screen

Week 3 – September 17th & 18th
Framing Mad and Disabled Realities – Part I


Week 4 – September 24th & 25th
Personal Reflection due September 4th (at the start of class)
- A hard copy (printout) must be submitted in person at the start of class
- Email submissions will not be accepted unless express permission has been granted

Framing Mad and Disabled Realities – Part II


Disability Violence & Interventionism
Week 5 – October 1st & 2nd
Invited Guest – Intellectual Disability, Survivorship & (De)Institutionalization
• Alberta Union. (19 November 2013). Michener Centre: Evicting Our Most Vulnerable. 6:10 minutes; Accessibility: captioning is available for this video

Week 6 – October 8th & 9th
Personal Reflection returned at end of class  *Group Presentations Begin*
Manifestations of Institutionalization


Week 7 – October 15th & 16th
Troubling the Politics of Cure


Week 8 – FALL BREAK  *No lecture or seminars*
Disability, Capitalism & Coloniality

Week 9 – October 29th & 30th

Political Economies of Disability Rehabilitation

  Explore the following sections: Panels Biography, Contributor Statement, and FAQ
  Accessibility: audio description available at the top of the menu bar

Week 10 – November 5th & 6th

Pathologization, Normalization and Colonization - Part I


Week 11 – November 12th & 13th

Pathologization, Normalization and Colonization - Part II

Politics of Disability Engagement

Week 12 – November 19th & 20th  *Last week for group presentations*
Ethical Challenges in Disability Research
  14 pages
  32 pages

Week 13 – November 26th & 27th
Invited Guest - Collaborative Research and Arts-based Advocacy
  50 minutes; Accessibility: captioning is available for this video

Week 14th – December 3rd & 4th
Disability Activism and Movements in the United States and Canada; Summary and Final Reflections
  9 pages
  7:40 minutes; Accessibility: ASL interpretation in bottom right corner; video is captioned
ASSIGNMENTS
We will have opportunities in class to discuss assignments in more detail.

General Guidelines
- APA formatting must be used for in-text citations and reference lists
- Arts-based submissions must follow a consistent citation method that is appropriate to the approach you have chosen
- Be sure to carefully review Carleton’s guidelines on plagiarism while completing your work

Policy on Late Assignments
Unless an extension has been granted (for example, as part of an accommodation plan), students will be deducted 10% a day for late assignments, including weekend and holidays. If an assignment is due at the start of class but is submitted later that day, you will be deducted 10%. If the assignment is submitted the following day, you will be deducted 20%, and so on.

Late assignments will not be accepted if they are more than seven days late.

If you cannot meet a deadline or have missed a deadline for reasons that are beyond your control, please write me as soon as possible to discuss other options.

Graded Assignments
Graded assignments will be returned during class-time. Unclaimed assignments will be left for pick up at the Institute of Women’s and Gender Studies.

Our Collective Work
It is our collective responsibility to create a safe, comfortable and collegial environment in the classroom and in the spaces where we interact. We can do this by practicing mutual respect and developing respectful ways of communicating.

Mutual respect involves recognizing and accepting our differences. It also includes being aware of our privileges and the threat of oppression (including, but not limited to, ableism, racism, Islamophobia, xenophobia, homophobia, transphobia, sexism, anti-Semitism, classism, and ageism). Respectful communication means creating space for a plurality of opinions while expressing disagreement in a collegial and constructive manner. It also involves recognizing that individuals may have intimate experiences with some of the topics and issues that will be covered during our time together.

Course Evaluation
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>weeks 2 to 7 (5%); weeks 9 to 14 (5%)</td>
</tr>
<tr>
<td>Personal Reflection</td>
<td>30%</td>
<td>September 24th</td>
</tr>
<tr>
<td>Group Project</td>
<td>60%</td>
<td>Presentation (25%): October 8-November 19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Major Report (35%): December 3rd</td>
</tr>
</tbody>
</table>
The following represents the grading system employed at Carleton:

A+= 90-100; A= 85-89; A-=80-84; B+=77-79; B=73-76; B-=70-72; C+=67-69; C=63-66; C-=60-62; D+=57-59; D=53-56; D-=50-52; F= 0-49

Note: Standing in a course is subject to the approval of the Faculty Dean. Grades are only final once they have been approved by the Dean.

**Participation [10%]** 5% (weeks 2 to 7) + 5% (weeks 9 to 14)
- Note that this is not an attendance grade; it is a reflection of your engagement with course content and contribution to our collective learning experience which includes shaping a safe, comfortable, and collegial environment
- For example, you will be invited to share your observations on current disability issues, drawing insights from the readings. These discussions will help prepare you and your peers for the first assignment (Personal Reflection). Similarly, you will be invited to share your thoughts on readings and artworks to support your peers in developing new insights into course materials. Your participation grade will be based on your ability to meaningfully engage with course content during these discussions
- Your participation grade will also reflect the support you lend to colleagues by providing critical, constructive and respectful feedback on their project presentations
- Please contact me if you wish to discuss any accommodation requests related to this requirement (e.g. email participation)

**Personal Reflection [30%]** Due September 24th at the start of class
- A written or arts-based response to a current issue impacting disabled people that draws upon sources listed in the Course Schedule
- Written responses should be 5-6 double-spaced pages in length (not including references or cover page)
- Arts-based responses are strongly encouraged and must be discussed with me in advance (these may include video-based submissions, zines, performances, and much more)

**General Instructions**
- Select and briefly describe a current issue that impacts disabled people, citing media sources using the appropriate format
- Discuss how (at least) two of the authors or artists we covered during weeks 2, 3 and 4 would approach the issue, using examples from their work to support your claims. Your discussion should include an analysis of the issue that draws upon and explains key ideas introduced by the author(s) and/or artist(s)
- Explain the ways in which the two (or more) perspectives you introduced are similar or different, and account for why this may the case
Evaluative Criteria
Your grade will be based upon the following inter-connected criteria:

- Clarity and sophistication in presentation and organization – this relates to your ability to communicate your ideas through your chosen medium
- Comprehension and application of course content to new issues – this relates to your ability to interpret and then apply lessons derived from the readings
- Depth of analysis and originality of thesis – this relates to your ability to present and justify an original argument

*This evaluative criteria will be discussed in more detail during class

Group Project [60%]
Group Project [60%] = Major Report [40%] + Presentation [20%]

General Instructions
- You will be asked to form a group of five (depending on the size of our class, there may be a few exceptions); this will serve as your working group throughout the course
- Your group will prepare a presentation [25%] and a major report [35%]
- The presentation and report constitute different stages of the same assignment, which builds upon the first assignment (Personal Reflection)
- All group members are expected to contribute in meaningful ways and you will be asked to account for your division of labour and attention to collaborative research practices

Evaluative Criteria
Your grade will be based upon the following inter-connected criteria:

- Clarity and sophistication in presentation and organization – this relates to your ability to communicate your ideas through your chosen medium
- Originality, comprehension and application of research – this relates to your ability to locate, interpret and then apply lessons derived from secondary and primary sources
- Depth of analysis and originality – this relates to your ability to present and justify original arguments and ideas

*This evaluative criteria will be discussed in more detail during class

Major Report: 40% [Due December 3rd]

General Instructions
At the end of the term, each group will submit a major report that presents an original analysis of a current disability issue, an original analysis of existing and possible responses to the issue, an original action plan for addressing the issue, and a description of how the group organized itself and distributed roles.
Written reports should be 15-17 pages in length and presented as a single stapled document.

Reports that incorporate arts-based research and advocacy are strongly encouraged. Arts-based elements will vary in length and will need to be discussed with me in advance.

Your report will consist of four elements:

- **Part A: Analysis of the issue drawing on scholarly sources [5 pages]**
  - Select a recent issue that impacts disabled people; this could be an issue that a group member covered during the first assignment (Personal Reflection)
  - In Part A of the report, briefly describe the issue and then present your original analysis of any implications arising from the issue
  - To prepare your analysis, you will need to
    a) Research secondary sources that are relevant to your issue: these may be directly or only loosely related (for example, if you are discussing budget cuts to a particular program, you may want to draw upon research that specifically discusses the history of the program or a similar program, as well as research addressing broader concerns around disability and austerity measures)
    b) Draw upon this body of research to describe broader trends that are reflected in your specific issue. These could be historical trends or trends related to societal values and discourses, for example
    c) Explore the implications of this analysis in order to shape a thesis statement. Your thesis should be an original argument that is well supported by the secondary literature

- **Part B: Analysis of disability community engagement with the issue [5 pages]**
  - Consider how your issue intersects with the concerns of disabled people’s organizations (DPOs). Drawing on websites, media releases, and other publicly-available evidence of engagement by the organization(s), summarize how the issue has been addressed. *If the issue has not been directly taken up by any disability organization(s), you can discuss how related issues have been addressed and imagine a possible response based on these precedents.* Be sure to carefully cite any sources you use during this stage
  - In Part B of the report, briefly summarize how the issue has been or is likely to be addressed and then present an original analysis of these responses
To prepare your analysis, you will need to
   a) Briefly introduce the organization(s) under consideration and in a few sentences, explain why it may be characterized as a DPO
   b) Refer to research conducted during Part A of the report to assess any perspectives that are missing from the response(s) and/or how key perspectives have been addressed
   c) Draw upon secondary sources to present an original analysis of these responses that considers and accounts for any strengths, limitations, or ways in which they may be expanded. Your analysis must include a thesis statement and should be directly supported by the secondary literature and evidence collected from any disability organization(s) you cite

**Part C: Proposal for an advocacy campaign to address the issue [4-5 pages]**

- Building upon your argument from Part B, imagine a plan of action that addresses your issue and that could be carried out by an advocacy organization
- Your advocacy campaign should aim to mobilize the public around the knowledge and insights you presented during Parts A and B of your report
- In proposing your plan of action, you should
  a) Describe in detail the steps involved, including the resources, skills, and time potentially required. Explain the various roles involved during each step. You may also wish to demonstrate some of these steps by providing samples of work that could support your imagined campaign. For example, if your campaign includes a poster or video component, you may wish to submit a poster or short video
  b) Describe how your campaign accounts for accessibility considerations and is inclusive of diverse members of the disability community
  c) Describe how your campaign mobilizes knowledge from Parts A and B of your report
  d) Drawing upon your analysis in Part A, describe the desired and potential impact of your campaign

**Part D: Group reflection**

- Briefly describe and account for your group's organizational decisions
- You can do this be reflecting on how you worked to ensure a collaborative research process inclusive of all members. For example, explain how and why tasks were assigned to certain members, how your group ensured that all members participated in meaningful ways that suited their
particular strengths and interests, and any strategies involved in communicating ideas and negotiating key decisions
- Your reflection should also explain how you collectively responded to any challenges or concerns that may have arisen

- **Reference list**
  - The last page(s) of your report should include a list of sources cited throughout your report in APA format

---

**Presentation: 20% [From October 8th to November 19th]**

Your group will be asked to deliver a 12-15 minute presentation that describes how you plan to research and prepare your Major Report and any steps you have already taken.

Following your presentation, there will be a **Q&A period**. By sharing your research plans with the class, you will have the opportunity to receive constructive feedback in support of your work. This will assist you in planning for your Major Report. The more information you can share at this stage, the more your Major Report will benefit from peer feedback.

You must also submit a **1-2 page** summary that accounts for your organizational decisions, division of labour, and how these relate to your understanding of collaborative research that is inclusive of all group members. Since your group will receive a collective grade, all members are expected to contribute in meaningful ways that reflect collaborative research practices.

Your group should collectively prepare the presentation. However, it is up to each group to decide how they want to deliver the presentation (for example, you may wish to nominate one or two speakers, or you may wish to divide the talk between all 5 members).

Your presentation should cover the following elements:

- A very brief overview of the issue you plan to address
- Your criteria for selecting secondary sources that will assist you in preparing Part A of the report (for example, what key topics or themes will guide your search?); if you have already begun locating sources, provide a summary of your findings and any arguments you have already developed in support your analysis
- The DPO(s) whose responses you plan to explore, why you selected the(se) organization(s), and how you plan to analyze their responses or potential responses; if you have already conducted a preliminary analysis, provide a summary of any findings and arguments that will support Part B of your report
- Any preliminary plans or steps taken to develop an advocacy campaign, why you feel this approach will be effective and how it will incorporate the analysis you develop during Part A and B of your report
CARLETON UNIVERSITY’S STATEMENT ON 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/

ACADEMIC ACCOMMODATIONS
You may require certain arrangements to meet your academic obligations throughout the term. The processes for various accommodation requests are as follows:

Disability accommodations
You are encouraged to write me as soon as possible to discuss disability-related accommodations.

Carleton University’s statement regarding 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 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).

**Pregnancy obligation**
Please 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. You can access Carleton’s policy around family status, including pregnancy and parental leave at this link: https://carleton.ca/equity/accommodation/academic/students/. For more details see the Student Guide.

**Accommodations related to family status**
You are encouraged to write me as soon as possible to discuss any needs related to your family status. You can access Carleton’s policy around family status, including pregnancy and parental leave at this link: https://carleton.ca/equity/accommodation/academic/students/

**Religious and spiritual obligation**
Please write to me with any requests for academic accommodations related to religious or spiritual obligations during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Visit the following link to read Carleton’s policy on religious accommodation and to access further resources: https://carleton.ca/equity/accommodation/religious-observances/. For more details see the Student Guide.

**Carleton University’s statement regarding 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. For more details, see the policy.

**SELECT RESOURCES**

**Paul Menton Centre**
Visit: https://carleton.ca/pmc/
Tel: 613-520-6608 | TTY and video relay: 613-520-3937
Email: pmc@carleton.ca
Location: 501 University Centre
Students with disabilities may wish to register with the PMC to discuss accommodations and access disability-related supports.
**International Student Services Office**
Visit: https://carleton.ca/isso/services-for-current-students/
Tel: 613-520-6600
Email: isso@carleton.ca
Location: 128 University Centre
ISSO hosts a variety of services and information for international students, including peer mentoring, information on health insurance, and immigration support.

**Sexual Assault Support Services**
Visit: https://carleton.ca/sexual-violence-support/sexual-assault-support-services/
Tel: 613-520-5622
Location: 3800 Carleton Technology and Training Centre (Equity Services)
From the website: “We will listen, provide resources and work with you as you choose the best option for you. You have access whether the sexual violence happened on or off campus. Our services are free, confidential, and available to all students, staff and faculty at Carleton”.

**On-Campus Counselling Services**
Visit: https://carleton.ca/health/counselling-services/
Tel: 613-520-6674
Location: 2600 Carleton Technology and Training Centre Building
Visit the website to learn about counselling services, including same-day (walk in) services, operating hours, confidentiality, and clinic policies. Information is also available on other resources, such as residence counselling, counselling groups, and mental health resources (apps, videos, and other sources).

**Ottawa Walk-in Counseling**
Visit: https://walkincounselling.com/
The above link will allow you to view clinics across the city that offer free same-day counseling in a variety of languages. Please note that there is an LBGTQ2S+ clinic on Cooper Street. Once you select a clinic, you can view their hours of operation and contact information.

**Student Academic Support**
Visit: https://carleton.ca/csas/
Location: 4th floor MacOdrum Library
Tel: 613-520-3822
The Centre offers free one-on-one drop-in writing sessions, English conversation sessions, learning support workshops, and much more.