

Conceptions of Disability (SOC1 313:10) – 3 credits
Department of Sociology, St. Francis Xavier University
Fall 2018 (Sept. 4-Nov. 27) 6:30pm-9:30pm
Schwartz Room 289

This course acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People.

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COURSE OVERVIEW

Course Description

This course will provide students with an introduction to the field of disability studies through an examination of the ways in which disabled people and disability issues have been defined and treated within contemporary society. Students will employ a sociological perspective and interpretive sociological methods to understand and unpack the meaning of disability, as made to appear in research, policy, practice and everyday life. Community-based contributions and responses to disability knowledge are emphasized and common ideas and assumptions about disability are situated historically to illustrate changing relations to disability over time, and to the role of disability knowledge in social change.

This course outlines dominant ways of knowing disability and questions whether established ways of knowing disability align with the realities, needs, desires and lived experiences of disabled persons. It is guided by the following questions:

- What is disability?
- How has disability been conceived in sociology?
- How do conceptions of disability shape how disability is perceived and experienced?
- How is disability being redefined by disability communities?

* There may be times when office hours are rescheduled due to illness, personal situation or approved research travel. During those times, a notification will be shared in class where possible, via email, and on the course Moodle page. Students are encouraged to make appointments for all meetings, and each student must meet with the professor in person at least once over the course of the term to discuss their major research paper.

Within the course students will analyze the role that social institutions such as the family, education, work, government and the media, play in organizing how disability is known. Social and political conceptions of disability are contrasted to medical and individualistic definitions of disability with the aim of developing a critique of taken-for-granted conceptions of normal bodies, minds and senses.

Course Objectives

By the end of this course, the student will be able to:

- Analyze conceptions of disability;
- Identify and explain approaches to conceptualizing disability, with a focus on the social model of disability;
- Describe how conceptions of disability have changed across time and place;
- Conduct sociological research and analysis using a disability studies perspective.

Course Materials

Required Course Textbook: Titchkosky, Tanya, and Rod Michalko, eds. 2009. *Rethinking Normalcy: A Disability Studies Reader*. Toronto: Canadian Scholars' Press.

An **on-line coursepack** makes the remainder of required readings and supplementary readings available on the Course Moodle Site.

Course Moodle Site serves as our online classroom, and provides direct access to course materials, a professor's message board, and a place to submit assigned work for evaluation. Please do not use Moodle to send me messages, use my email caubrech@stfx.ca.

Teaching Methods

This seminar style course is delivered in-person and supported electronically by a Moodle online classroom. The online classroom is a resource, and students must attend seminars and participate in the course discussions to advance in the course.

To enhance the accessibility of the course, I will use a variety of teaching methods in each class, including:

1. Lecture materials, including PowerPoint presentation slides. Presentation outlines will be posted the Monday before each lecture. Outlines are shared to support class discussions, but will not include all of the information presented or discussed in class. Students are encouraged to engage in active listening and note-taking during class.
2. Required and supplementary readings and course materials that include academic publications, reports, websites, blogs, documentary film, news media, YouTube videos, as well as artistic and creative works and guest speakers. Lectures will refer to both required and supplementary readings.
3. Private online reflection submissions of a reflective response to the readings, including questions developed from the readings.

4. In class discussions and collaborative work. Through dialogue we will create a safe and stimulating space where you can creatively engage with the course content, and one another.
5. Short written assignments that provide students with an opportunity to monitor their progress in the course and receive feedback.
6. Individualized in-person meetings with students.

Expectations of Students

Weekly **participation** in the course discussions is expected of all students. The discussions are our space to share our reactions, thoughts and questions related to the readings. Each lesson will include guiding questions to support the conversation, but students are also encouraged to pose their own questions, think critically and take the conversations in new directions.

Attendance will be taken at each class. **Students who miss a total of 3 classes will have their names forwarded to the Dean's Office.** This is not done to be punitive but as a formal check-in to ensure you are supported in realizing your potential for success in the class.

Students are expected to complete assignments before or by due dates listed on the **syllabus**, unless previous arrangements have been made. If circumstances arise which make meeting a due date difficult, please inform me in advance, as soon as possible. **Clear and continuous communication** throughout the course is critical. I care about your progress. Contact me if you have questions or require clarification around instructions or expectations for assignments.

Our criteria for success is engaged, critical and creative dialogue that is informed by the readings. For this to happen, it is expected that students will have read all of the required readings (as they are listed in the schedule), and will engage one another by listening to and responding to one another in respectful ways. A collective sense of trust, and respect for one another, will be essential to supporting meaningful engagement of all people in the class.

Supplementary resources are listed for each lesson for students who are interested in understanding more about the issues, theories and methods discussed in the required readings. The supplementary readings will also be used by in the lectures. These additional resources are not required readings and viewings.

Students may share related materials from outside of the course as part of their responses to the readings; for example, digital audio and/or visual excerpts with the class (with a description and where possible, captions), links to media stories, current events, popular culture, social policies and programs, references to poetry or literature, etc. However, it is critical that the main focus of any response is on the required readings.

It is expected that all submitted writing assignments will include **direct references to course material** cited in **ASA formatting**, in addition to the student's own reflections and creative contributions. When describing material from outside of the class, indicate where this

information is from, using quotations for direct citations, and/or a reference that shows where you retrieved the information from. Do not overuse direct quotations, since this will negatively impact your grade. When you do use a quotation be sure to introduce it, and explain the meaning of the passage in your own words.

Course Assignments

Please include your name and student ID number on each document submission. Pay particular attention to assignment due dates and please consult assignment rubrics posted on Moodle before beginning and before submitting assignments.

Assignments must be uploaded via Moodle on or before the due date. **Marks may be deducted at a rate of 5% per calendar day for late assignments. Assignments without a negotiated extension and which are not received within 10 working days of the submission date will not be accepted and will receive an automatic grade of zero.** Extensions may be granted in exceptional circumstances, upon negotiation directly with the course professor.

| Assignment | Due Date | Value |
|---|---|-------|
| 'Making Connections' Reading Reflections | Ongoing Weekly – 8 @ 3% each Sept. 11, 18; Oct. 2, 9, 23, 30; Nov. 13, 20 Post on Moodle & Share In-Class | 24% |
| In Class Collaborative Work | 2 @ 3% with 3 opportunities (lowest grade dropped) Sept. 18, Oct. 30 & Nov. 20 | 6% |
| Major Paper Proposal* *Including In-Person Meeting with Professor | Sept. 25 | 10% |
| Disability Blog Carnival | Oct. 16 | 15% |
| Midterm Grades Posted by Oct. 26/Course Drop Date Nov. 2 (via Banner) | | |
| Mythologies of Disability Writing Assignment | Nov. 6 | 15% |
| Major Research Paper | Nov. 27 | 30% |
| 'AHA!' Extra Credit Assignment | Nov. 30 - No late submissions | +2% |

GRADING RUBRIC FOR EVALUATED WORK

20% = Shows meaningful engagement (with course readings, lectures, other students)

20% = Demonstrates understanding of course material

20% = Displays critical and creative thinking (takes course material in new directions)

20% = Privileges disabled, M/mad, and D/deaf perspectives

20% = Technical aspects (proofread for spelling, grammar, organization and flow)

Detailed Assignment Instructions

'Making Connections' Reading Reflections (24% - 8 @ 3% each)

- **Due: Ongoing weekly (submit the Monday before class in which it is due, by 6pm):**
 - **Sept. 11, 18; Oct. 2, 9, 23, 30; Nov. 13, 20**
- Post a brief reflection and critical thinking question online in a private discussion forum (only the professor can read), and bring a copy of the reflection to class with you. The question should not be a rhetorical question, meaning it should be a question that can be answered using the readings, but that stimulates further thought.
- Your reflection for each lesson should be approximately **150 words**.
- Each reflection will be graded individually. Your grade will be based on your *critical analysis and creative thinking*. The grade includes an assessment of your writing (e.g., spelling, sentence and paragraph structure, transitions between thoughts, adherence to ASA formatting style).

In-Class Collaborative Work (6% - 2 @ 3%)

- **Due: Sept. 18, Oct. 30 & Nov. 20**
- There will be three opportunities to participate in collaborative group work activities in class for a grade. Two of the three grades will count, to allow for the possibility that a student may be absent from class. If all three opportunities are participated in, the lowest of the three grades will be dropped. Students may not opt out of the collaborative group work due to having already participated in two activities. Groups will be formed in class, by the professor, and will change with each activity.

Major Paper Proposal (10%)

- **Due: Sept. 25 by 6pm.**
- Students will submit a proposal for their major research papers via Moodle. As part of their grade, students must meet with the professor to discuss their plans for the paper.
- In the papers students will use what they have learned from the course readings about conceptions of disability to **research, analyze and interpret a disability related controversy from a sociologically-informed disability studies perspective**.
- The proposal should be at least one page and formatted as follows:
 - The proposal must include a title page with the student's name and ID, professor's name, the date of submission, the title of the course, title of the assignment (proposal), and original title based on the expected focus of the paper.
 - In 1-2 paragraphs, describe the controversy and plan for analyzing this controversy from a disability studies perspective. Plans should be specific, listing the actual materials that will be used from the course and outside of the course (for example, specific required readings, newspaper articles and other media sources, community activist blogs, publicly available organizational communications/newsletters, academic publications, etc. It is not sufficient to say you will include journal articles).

- Students must list 1 course reading and 2 external references for published peer-reviewed academic research, presented in ASA formatting. Each source should be followed by a 2-4 sentence description of why the reference was chosen, and how it will support an analysis of the disability related controversy.

Disability Blog Carnival (15%)

- **Due Oct. 16 by 6pm**
- Students must choose a disability-related topic, research disability blogs (which adopt a disability studies perspective), and **compose a long-form blog post of at least 800 words that synthesizes the main messages from 3 blog posts written by 3 different authors related to their chosen topic, and 1 required course reading.**
- Topics may include: disability rights; disability activism; intersecting identities; neurodiversity; madness; psychiatric survivorship; capitalism and disability; disability and work; disability, carcerality and criminal justice; disability and intimate citizenship; disability and reproductive justice; eugenics; disability and family life; disability and education; disability art and culture.
- The purpose of this assignment is to have students apply knowledge of a disability studies perspective gained from the required readings to a **search, analysis, and synthesis** of materials from outside of the course, using concepts from the course readings. For this assignment, students should **NOT** include blogs that reflect medical or individual conceptions of disability (e.g., World Health Organization, Mental Health Commission of Canada). The purpose is to locate blogs that reflect a disability studies perspective, and grades will reflect how well students show their understanding of disability studies through the kinds of blogs they chose to include.
- A template will be posted on the Moodle course page with detailed instructions about the structure of the blog to be submitted, as well as links to disability blogs and examples of blog carnivals.

Mythologies of Disability Assignment (15%)

- **Due Nov. 6 by 6pm**
- Guided by the reading by Jay Dolmage and the excerpt from Roland Barthes' *Mythologies*, identify and analyze a disability myth.
- In identifying a disability myth, you may consider the full range of cultural stories – from Oedipus in Greek mythology, to 'myths of mental illness' and myths of disability as deficiency. Additional examples will be discussed in class.
- **In a 3-page double spaced paper**, describe the myth you have chosen to analyze, and using one quotation from Jay Dolmage, and one quotation from Roland Barthes, examine at least one conception of disability reproduced by the myth. Then, drawing on other course materials, consider and describe how such ways of thinking about disability impact the realities, experiences and aspirations of disabled people.
- The paper must have a separate title page and reference page, with references listed in ASA formatting.

Major Paper (30%)

- **Due Nov. 27 by 6pm**
- Students must submit a research-informed major paper via Moodle that draws from the readings and discussions as well as an independent review of the sociology and disability studies literature on a disability related topic.
- The purpose of the major paper is to conduct an **in-depth examination of ways of *conceiving disability*, as represented in a disability related controversy, using a disability studies perspective and sociological approach.**
- As part of their examinations, papers should do the following:
 - Describe the issue/controversy and how it relates to disability (the 'problem')
 - Describe how disability is conceived and represented in the issue/controversy
 - Describe the various perspectives involved
 - Describe any proposed or recommended solutions (to the 'problem')
 - Using the course material and external sources, analyze the controversy from a sociological disability studies perspective (as part of this ask how the solution may be contributing to the problem)
 - Explain whether and how your interpretation of the issue (and disability) changes (if so, how; if not, why not)
 - Propose alternate solution and/or new directions for research
- Papers must include at least **6 external peer-reviewed academic research articles that represent a sociological/disability studies perspective**, not including the course text or other required readings (these are expected but will not count towards the 6 external research articles).
- The paper must be no less than **8-10 pages double-spaced**, with a separate title page listing the course title, your name and student ID, and the date, and a separate reference page. The paper should have one-inch margins, be double spaced 12-point font Times New Roman, and all pages should be numbered. Papers may also be submitted in 16 or 18-point font to support accessibility, and in such cases the page length must be adjusted accordingly.

'AHA!' Extra Credit Assignment (2%)

- **Due Nov. 30 by 6pm (late extra credit assignments not accepted)**
- Students may complete a voluntary extra credit assignment graded out of 100 with a value of 2% to enhance their overall grade in the course.
- In fulfillment of this assignment students must submit a **1- 2-page paper**, that describes an 'Aha moment' in the course when there was a transformation in understanding of disability. The paper should have one-inch margins, be double spaced, with a title page with the course title, your name and student ID, and the date.
- As part of the paper, describe the circumstances, readings, relationships/discussions, and other conditions that supported the change in understanding. Make direct connections to at least one reading, including a reference.

Submission of Assignments

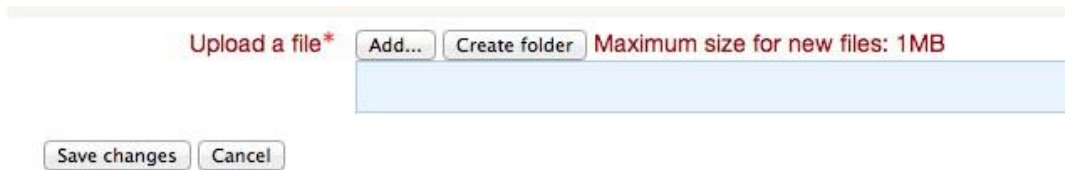
Assignments will be submitted and returned through Moodle. All the assignment drop boxes have the “Submit” icon in front of them. Click on the appropriate assignment link and click on the “upload file” button.

Submission draft

No files submitted yet

Upload files

Then click on “add” button and browse in your computer and attach the appropriate assignment. Finally click on “save changes”. Make sure your file is in MS Word format.



Upload a file* Add... Create folder Maximum size for new files: 1MB

Save changes Cancel

Statement on Equitable Learning

Everyone learns more effectively in a respectful, safe and equitable learning environment, free from discrimination and harassment. I invite you to work with me to create a classroom space – both real and virtual – that fosters and promotes values of human dignity, equity, non-discrimination and respect for diversity.

Please feel free to talk with me about your questions or concerns about equity in our classroom or in the STFX community in general. If I cannot answer your questions or help you address your concerns, I encourage you to talk to the Chair/Coordinator of the Department/Program or the Human Rights and Equity Advisor. The Human Rights and Equity Advisor is Megan Fogarty. Megan can be contacted by email at mfogarty@stfx.ca or by telephone at 902-867-5306.

Resources to Support Equitable Learning:

- **Student Success Centre**, Angus L. Macdonald Library, Main Floor; Website: <http://www2.mystfx.ca/student-success/>; Email: sscentre@stfx.ca; Telephone: 902-867-5221
- **Health and Counseling Services**, Bloomfield Centre, 3rd Floor (Room 305); Website: https://sites.stfx.ca/health_and_counselling/; Telephone: 902-867-2263
- **Student Advisory Services**, Aboriginal, Black, International and LGBTQ Student Advising; Website with links to advising and student societies: https://sites.stfx.ca/equity/Student_Campus_Resources.html

Religious, Spiritual or Cultural Observance

Everyone should feel welcome and encouraged to bring their full selves to the class. Please feel free to speak with me about any religious, spiritual or cultural commemorations or celebrations that you plan to observe during the term.

Accessibility & Accommodations[†]

This course is organized to expect and welcome disabled, Mad, and Deaf students. This classroom will be a **disability, Mad, and Deaf positive space**. I recognize that accessibility should not follow a 'one-size-fits-one' standard, and therefore we will create our own access commitments, building on the accessibility already built into this course, during the first week of class. We will revisit these access commitments throughout the course to make sure that we are still following them, and that they still work for us.

The course has been developed using the **principles of universal design** for learning, and ways of enacting accessibility that I find to be useful and productive. The material for each class includes theoretical texts and life writing, blog posts and/or film, to accommodate different learning styles and preferences. I will include visual descriptions for all visual work, including art, film, and video, before showing them in class. **If you are not able to access the course material, please let me know as soon as possible.** Although participation is graded in this course, you can participate in different ways. Please feel free to get in touch with me in advance of the course to discuss your accessibility requirements with me.

St. Francis Xavier University supports academic accommodation for students with disabilities so that they may meet the learning objectives of their courses and be given the opportunity to be fairly evaluated on their mastery of course material. The Tramble Centre for Accessible Learning welcomes students with documented disabilities and offers them a student-centered program of support. For more information about access and accommodation please see: http://sites.stfx.ca/accessible_learning/ **If you have a registered accommodation, please let me know.**

Self-Care

Due to the focus of sociological study (social relations/social order/power and inequality), students need to be aware that course related discussions may contain information that could be potentially disturbing, triggering, and unsettling. If this happens students can identify it in the class discussions and talk through it collectively as a class, and/or contact the professor after class and work with the professor to develop appropriate strategies of address. In cases of more intensely felt disquiet students can also obtain peer support (talk to a friend), seek guidance from Student Services Coordinator, or seek assistance from resources listed in the STFX academic calendar.

Childcare

Many students have care responsibilities for a child in their life. If your childcare needs ever come into conflict with the course schedule, please do not feel as though you need to miss a class. I understand that sometimes plans fall through. If this happens, you are welcome to bring a child to class with you. I simply ask that you bring materials to keep them busy. (e.g., a book,

[†] This statement has been adapted from a statement created by Dr. Eliza Chandler for Ryerson University's School of Disability Studies.

drawing materials, etc.), and remain mindful of your classmates. If you have any questions about this, please feel free to contact me.

Academic Integrity

Academic integrity must be upheld throughout the course. The following offences will result in an automatic zero:

1) Plagiarism - the misrepresentation of another's ideas, words, or other work as one's own, plagiarism is a form of theft. Types of plagiarism may include: a) paraphrasing or re-arranging another's words without proper acknowledgement; b) using material from the Internet, a database, a book, a journal, or any other source without attribution.

2) Cheating - A more direct form of academic theft, cheating may include: a) buying, selling, or sharing papers or other assignments, or submitting them as one's own work; b) collaborating on assignments designated as individual; c) submitting to one instructor work completed for another; d) copying or using unauthorized aids during examinations; e) impersonating another or allowing oneself to be impersonated; f) illicitly obtaining, viewing, or sharing information about an assignment or an examination before it is administered.

3) Falsification - requesting extensions dishonestly.

4) Tampering - interfering with others' work, including their use of computer or other resources.

SCHEDULE

Week 1 (Sept. 4): Welcome

Introductions and orientation to the course.

Week 2 (Sept. 11): Conceptions of Disability – An Introduction

Reaume, Geoffrey. 2009. "Foreword." P. v in *Rethinking Normalcy: A Disability Studies Reader*, edited by T. Titchkosky and R. Michalko. Toronto: Canadian Scholars' Press.

Titchkosky, Tanya, and Rod Michalko. 2009. "Preface" & "Introduction." Pp. vi- 14 in *Rethinking Normalcy: A Disability Studies Reader*, edited by T. Titchkosky and R. Michalko. Toronto: Canadian Scholars' Press.

Week 3 (Sept. 18): What is Disability?

Required Reading

Oliver, Michael. 2009. "The Social Model in Context." Pp. 19-30 in *Rethinking Normalcy: A Disability Studies Reader*, edited by T. Titchkosky and R. Michalko. Toronto: Canadian

Scholars' Press.

Oliver, Michael. 1998. "Theories of Disability in Health Practice and Research." *BMJ* 317: 1446-1449.

Kudlick, Catherine J. 2009. "The Social Model in Context." Pp. 31-37 in *Rethinking Normalcy: A Disability Studies Reader*, edited by T. Titchkosky and R. Michalko. Toronto: Canadian Scholars' Press.

Videos

Examined Life: Judith Butler & Sunaura Taylor. 2010. (15 minutes):

<https://www.youtube.com/watch?v=k0HZaPkF6qE>

Accessed Denied: A Short Documentary on Taxis in New York City. 2017. (11 minutes):

<https://www.youtube.com/watch?v=Hgvd6-Vw5uw>

Week 4 (Sept. 25/Proposal Due): Disability and Representation

Required Reading

Titchkosky, Tanya. 2009. "Disability Studies: The Old and the New." Pp. 38-62 in *Rethinking Normalcy: A Disability Studies Reader*, edited by T. Titchkosky and R. Michalko. Toronto: Canadian Scholars' Press.

Garland-Thomson, Rosemarie. 2009. "Disability, Identity, and Representation: An Introduction." Pp. 63-74 in *Rethinking Normalcy: A Disability Studies Reader*, edited by T. Titchkosky and R. Michalko. Toronto: Canadian Scholars' Press.

Overboe, James. 2009. "'Difference in Itself': Validating Disabled Peoples' Lived Experiences." Pp. 75-87 in *Rethinking Normalcy: A Disability Studies Reader*, edited by T. Titchkosky and R. Michalko. Toronto: Canadian Scholars' Press.

Miller, Charles. 2009. "'Visible Minorities: Deaf, Blind and Special Needs Adult Native Literacy Access.'" Pp. 231-235 in *Rethinking Normalcy: A Disability Studies Reader*, edited by T. Titchkosky and R. Michalko. Toronto: Canadian Scholars' Press.

Video

Rosemarie Garland Thomson Interview for Alternate Anatomies Lab. 2015.

https://www.youtube.com/watch?v=0C1Mt_e7ZQs

Week 5 (Oct. 2): Encountering Disability

Required Reading

Michalko, Rod. 2009. "Coming Face-to-Face with Suffering." Pp. 91-114 in *Rethinking Normalcy: A Disability Studies Reader*, edited by T. Titchkosky and R. Michalko. Toronto: Canadian

Scholars' Press.

Driedger, Diane. 2009. "When the Body Protests: New Versions of Activism." Pp. 115-119 in *Rethinking Normalcy: A Disability Studies Reader*, edited by T. Titchkosky and R. Michalko. Toronto: Canadian Scholars' Press.

Media Story

Ryan, France. 2018. "Why Disabled People Can't Afford to Delete Facebook" *The Guardian*.
https://www.theguardian.com/media/2018/apr/04/missing-link-why-disabled-people-cant-afford-delete-facebook-social-media?CMP=Share_iOSApp_Other

Week 6 (Oct. 9): Responding to Disability

Required Reading

Doe, Tanis and Barbara Ladouceur. 2009. "To Be or Not To Be? Whose Question is it Anyway?: Two Women with Disabilities Discuss the Right to Assisted Suicide." Pp. 12-131 in *Rethinking Normalcy: A Disability Studies Reader*, edited by T. Titchkosky and R. Michalko. Toronto: Canadian Scholars' Press.

Fraze, Catherine. 2014. "A Respectful Postscript to Edward Hung's End-of-Life Letter." *The Star*, March 30. Retrieved January 25, 2016
(http://www.thestar.com/opinion/commentary/2014/03/30/a_respectful_postscript_to_edward_hungs_endoflife_letter.html).

Documentary

Fraze, Catherine. 2016. "Sense and Debility: How Disability Figures in Progressive Social Policy." *The Dr. Richard B. Splane Lecture in Social Policy*. LIU Institute for Global Issues, University of British Columbia (approx.. 55 minutes). Retrieved from
<https://www.youtube.com/watch?v=x6lFZu5lQdM>

Week 7 (Oct. 16/Disability Blog Carnival Due): Typifying Disability

Required Reading

Longmore, Paul. 2009. "Conspicuous Contribution and American Cultural Dilemmas: Telethon Rituals of Cleansing and Renewal." P. 137-157 in *Rethinking Normalcy: A Disability Studies Reader*, edited by T. Titchkosky and R. Michalko. Toronto: Canadian Scholars' Press.

Simmel, Georg. 1950. "The Stranger." Pp. 402-408, in *The Sociology of Georg Simmel*, edited and translated by K. Wolff. New York: Free Press. Retrieved January 25, 2016
(<http://www.wattis.org/MEDIA/00413.pdf>).

Garland-Thomson, Rosemarie. 2011. "Misfits: A Feminist Materialist Disability Studies Concept." *Hypatia* 26(3): 591-609.

Video

Rosemarie Garland Thomson: Staring and Its Implications in Society. 2010.

<https://www.youtube.com/watch?v=jALsDVW63wo>

Week 8 (Oct. 23): Disability Myths and Disabling Conceptions

Dolmage, Jay. (2014). "An Archive and Anatomy of Disability Myths." Pp. 31-62, in *Disability Rhetoric*. New York, Syracuse University Press.

Barthes, Roland. (1972). "Myth is Depoliticized Speech." Pp. 142-145, in *Mythologies*, New York: The Noonday Press. Electronic copy retrieved from

<http://faculty.georgetown.edu/irvinem/theory/Barthes-MythToday-excerpt.pdf>

Week 9 (Oct. 30/ Mythologies Assignment Due): Disability Dualisms: Vulnerability and Violence

Required Reading

Hollomotz, Andrea. (2012). "Disability, oppression and violence: Towards a sociological explanation." *Sociology*, 47(3), 477-493.

Hughes et al. (2012). "Prevalence and Risk of Violence Against Adults with Disabilities: A Systematic Review and Metanalysis of Observational Studies." *The Lancet*, 379 (9826), 1621-1629. Retrieved from

http://www.who.int/disabilities/publications/violence_children_lancet.pdf?ua=1

Watts, Ivan Eugene and Nirmala Erelles (2004). "These Deadly Times: Reconceptualizing School Violence by Using Critical Race Theory and Disability Studies." *American Educational Research Journal*, 41(2), 271-299.

Website

Dawn Canada. "Violence Against Women with Disabilities and Deaf Women":

<http://www.vawlearningnetwork.ca/network-areas/violence-against-women-disabilities-deaf-women>

Media Stories

Canadians with Disabilities Twice as Likely to Experience Violence:

https://www.ctvnews.ca/canada/canadians-with-disabilities-twice-as-likely-to-experience-violence-statistics-canada-1.3844365#_gus&_gucid=&_gup=twitter&_gsc=WLEJFpY

The Strange Case of Anna Stubblefield: <https://www.nytimes.com/2018/04/05/magazine/the-strange-case-of-anna-stubblefield-revisited.html>

Week 10 (Nov. 6): Life and Work in Total Institutions

Required Reading

Reaume, Geoffrey. 2009. "Patients at Work: Insane Asylums Inmate's Labour in Ontario, 1841-1900." Pp. 158-180 in *Rethinking Normalcy: A Disability Studies Reader*, edited by T. Titchkosky and R. Michalko. Toronto: Canadian Scholars' Press.

Malacrida, Claudia. 2009. "Discipline and Dehumanization in a Total Institution: Institutional Survivors' Descriptions of Time-Out Rooms." Pp. 181-195 in *Rethinking Normalcy: A Disability Studies Reader*, edited by T. Titchkosky and R. Michalko. Toronto: Canadian Scholars' Press.

Rossiter, Kate and Annalise Clarkson. 2013. "Opening Ontario's "Saddest Chapter": A Social History of Huronia Regional Centre." *Canadian Journal of Disability Studies* 2(3). Retrieved from <http://cjds.uwaterloo.ca/index.php/cjds/article/view/99/0>

Digital Audio and Video Recordings

The Gristle and the Stew: Revisiting the Horrors of Huronia (34 minutes):

<http://www.cbc.ca/radio/docproject/the-gristle-in-the-stew-revisiting-the-horrors-of-huronia-1.3673553>

Former Residents of the Huronia Centre Return to the Site (3 minutes):

<https://barrie.ctvnews.ca/former-residents-of-the-huronia-regional-centre-return-to-the-facility-1.1793177>

Week 11 (Nov. 13): Negotiating Disability in University Student Life

Required Reading

Bruce, Cynthia. 2016. "Divergent Encounters with Normal: Are They Really So Different After All?" *Canadian Journal of Disability Studies*, 5(1). Retrieved September 4, 2018 from (<http://cjds.uwaterloo.ca/index.php/cjds/article/view/252/436>).

Low, Jacqueline. 2009. "Negotiating Identities, Negotiating Environments: An Interpretation of the Experiences of Students with Disabilities." Pp. 236-250 in *Rethinking Normalcy: A Disability Studies Reader*, edited by T. Titchkosky and R. Michalko. Toronto: Canadian Scholars' Press.

Aubrecht, Katie. 2012. "The 'New Vocabulary' of Resilience and the Governance of University 'Student Life'." Special Issue of *Studies in Social Justice*: "The Politics of Resilience and

Recovery in Mental Health Care.” 6(1): 67-83. Retrieved February 18, 2016 from (<https://brock.scholarsportal.info/journals/SSJ/article/view/1069/1039>).

Website

Mad Positive In The Academy: <https://www.ryerson.ca/ds/madpositive/>

Week 12 (Nov. 20): Disability Justice and Social Change

Required Reading

McRuer, Robert. 2009. “We Were Never Identified: Feminism, Queer Theory and a Disabled World.” Pp. 312-317 in *Rethinking Normalcy: A Disability Studies Reader*, edited by T. Titchkosky and R. Michalko. Toronto: Canadian Scholars’ Press.

Rice, Carla, Hilde Zitzelsberger, Wendy Porch, and Esther Ignagni. 2009. “Creating Community Across Disability and Difference.” Pp. 318-329 in *Rethinking Normalcy: A Disability Studies Reader*, edited by T. Titchkosky and R. Michalko. Toronto: Canadian Scholars’ Press.

Blogs

Mingus, Mia. 2013. “Beyond Access: Mia Mingus on Disability Justice.” *Equitable Education.ca*. Retrieved February 18, 2016 from (<http://equitableeducation.ca/2013/mia-mingus-disability-justice/>).

Mingus, M. 2011. “Changing The Framework: Disability Justice. How Our Communities Can Move Beyond Access to Wholeness.” *Leaving Evidence*. Retrieved from <https://leavingevidence.wordpress.com/2011/02/12/changing-the-framework-disability-justice/>

Week 13 (Nov. 27/Final Paper Due): Class Conclusion, Review and Future Directions