

# PERSPECTIVES ON DISABILITY, CHRONIC ILLNESS AND AGING

## Winter, 2020

**Instructor:** Dr. Mark Norman  
**Email:** [normam2@mcmaster.ca](mailto:normam2@mcmaster.ca)  
**Lecture:** Monday, 12:30-1:20 PM; &  
Thursday, 11:30 AM-1:20 PM

**Office:** KTH 206  
**Office Hours:** Monday, 11:30 AM-12:20  
PM (by appointment)  
**Classroom:** ABB 136

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## **Course Description**

This course provides a critical examination of the interdisciplinary aspects of disability, chronic illness and aging and to gain deeper insights into the complex nature of living with a disability and/or chronic illness. Issues and challenges related to definitions, concepts, models, research, policy, program and practice implications will be discussed.

## **Course Objectives**

By the end of the course students should be able to:

- Recognize and explain major models of disability and chronic illness.
- Demonstrate an understanding of how disability and chronic illness intersect with various social factors, notably aging, to produce diverse lived experiences and social constructions of health.
- Explain how disability and chronic illness have been constructed and embodied in various social and historical contexts.

## **Required Materials and Texts**

There is no text in this course. The schedule below lists the readings for each week. All are available through the McMaster library system or are linked on the course website (<http://avenue.mcmaster.ca>). If you are unsure how to access journal articles through the McMaster library system, please seek assistance from the library (<https://library.mcmaster.ca/research>).

## **Class Format**

This class typically consists of lectures and group discussion sessions. Thursday classes will typically consist of lectures, while Mondays will involve group work. Occasionally, class format will be different (e.g., a guest lecture, a documentary, or an exam review session). Such instances are noted in the syllabus and will be communicated in class and via Avenue.

## **Course Evaluation – Overview**

1. Discussion session group responses (15%)
2. Midterm (25%)
3. Final essay (25%)
4. Final exam (35%)

## **Course Evaluation – Details**

### **Discussion Session Group Responses (5 X 3%), due in class on select Monday classes (see Weekly Course Schedule)**

Students will work in groups to answer a series of questions that apply course material to ongoing events or contemporary media (e.g., analyzing a video or short newspaper article using a course reading). Answers must be submitted at the end of the discussion session. Each submission will be converted to a grade out of 3% and the top 5 grades in the term will count toward their grade (i.e., if you attend all 6 sessions, your lowest grade will be dropped). If you are absent, you will receive a grade of zero for that class.

### **Midterm Exam (25%), in class on February 27**

This exam will cover material from Weeks 1-6 and will involve multiple choice and short answer questions.

### **Final Essay (25%), due March 30 (in class)**

Students will submit an original essay on a topic to be determined. A detailed overview of this assignment will be communicated in class and on Avenue within the first three weeks of the course.

### **Final Exam (35%), date TBD (between April 13-28)**

Exam will be held during the exam period April 13-28. The exam will be cumulative and will involve multiple choice and essay questions. Students must be available to write the exam during this time period. Please plan holiday and travel plans accordingly.

## **Weekly Course Schedule and Required Readings**

### **Week 1 (January 6 & 9)**

#### **January 6 – Introduction to the Course**

Readings: *None*

#### **January 8 – Introduction to Disability, Chronic Illness & Aging**

Readings:

- T. Koch, "The Ideology of Normalcy: The Ethics of Difference," *Journal of Disability Policy Studies* 16(2) 2005, pp. 123-129
- P. Singer, "Ethics and Disability; A Response to Koch," *Journal of Disability Policy Studies* 16(2) 2005, pp. 130-133

### **Week 2 (January 13 & 16)**

#### **January 13 – Introduction to Disability, Chronic Illness & Aging cont.**

Readings: *None in addition to those assigned on Jan. 8.*

## **January 16 – Historical Perspectives on Disability & Chronic Illness**

Readings:

- K. Figlio, "Chlorosis and Chronic Disease in 19th-Century Britain: The Social Constitution of Somatic Illness in a Capitalist Society," *International Journal of Health Services* 8(4) 1978, pp. 589-617.
- A. Phelps, "Diseased, Maimed, Mutilated" *Journal of Social History*, Fall 2010, pp.23-37.

## **Week 3 (January 20 & 23)**

### **January 20 – Historical Perspectives**

Notes: *Discussion Session #1 based on Jan. 16 readings and lecture*

### **January 23 – Theoretical Perspectives on Disability & Chronic Illness Part 1**

Readings:

- P. Solvang, "The emergence of an us and them discourse in disability theory," *Scandinavian Journal of Disability Research* 2(1), 2000, pp. 3-20.
- J. Swain & S. French, "Towards an Affirmation Model of Disability" *Disability & Society* 15(4) 2000, pp. 569-582

## **Week 4 (January 27 & 30)**

### **January 27 – Theoretical Perspectives on Disability & Chronic Illness Part 1**

Notes: *Discussion Session #2 based on Jan. 23 readings and lecture*

### **January 30 – Theoretical Perspectives on Disability & Chronic Illness Part 2**

Readings:

- N. Hansen & C. Philo, "The normality of doing things differently: Bodies, spaces and disability geography," *Tijdschrift voor economische en sociale geografie*, 98(4), 2007 pp. 493-506.
- S. Gabel & S. Peters, "Presage of a Paradigm Shift? Beyond the Social Model of Disability towards Resistance Theories of Disability," *Disability & Society* 19(6) 2004, pp. 585-600.

## **Week 5 (February 3 & 6)**

### **February 3 – Theoretical Perspectives on Disability & Chronic Illness Part 2**

Notes: *Discussion Session #3 based on Jan. 30 readings and lecture*

### **February 6 – Disability and Chronic Illness Across the Life Course Part 1**

Readings:

- Watson, N. Theorising the lives of disabled children: How can disability theory help? *Children & Society* 26(3), 2012, pp. 192-202.

- F.J. Moola & M.E. Norman, “Down the rabbit hole’: Enhancing the transition process for youth with cystic fibrosis and congenital heart disease by re-imagining the future and time,” *Child: Care, Health and Development* 37(6), 2011, pp. 841-851.

### **Week 6 (February 10 & 13)**

#### **February 10 – Disability and Chronic Illness Across the Life Course Part 1**

Notes: *Discussion Session #4 based on Feb. 6 readings and lecture*

#### **February 13 – Disability and Chronic Illness Across the Life Course Part 2**

Readings:

- H. Jonson & A. Taghizadeh Larsson, “The Exclusion of Older People in Disability Activism and Policies” *Journal of Aging Studies* 23, 2009, pp. 69-77.
- E. Radcliffe, K. Lowton, & M. Morgan, “Co-construction of chronic illness narratives by older stroke survivors and their spouses,” *Sociology of Health & Illness* 35(7), 2013, 993-1007.

### **Week 7 (February 17 & 20)**

**Reading Week – NO CLASS**

### **Week 8 (February 24 & 27)**

#### **February 24 – Midterm Review (optional)**

Notes: *Class time will be devoted to reviewing course content and details about the upcoming midterm. Ample time for student questions will be provided.*

#### **February 27 – Midterm Exam**

Notes: *The exam will take place in class.*

### **Week 9 (March 2 & 5)**

#### **March 2 – topic**

Notes: *A documentary will be screened.*

#### **March 5 – Social Movements and Politics of Identity**

Readings:

- B. Hughes, “Disability Activisms: Social Model Stalwarts and Biological Citizens,” *Disability & Society*, 24(6) 2009, pp. 677-688;
- K. Runswick-Cole, “‘Us vs Them’: The Limits and Possibilities of a ‘Politics of Neurodiversity’ in Neoliberal Times” *Disability & Society* 29(7), 2014, pp. 1117-1129.

## **Week 10 (March 9 & 12)**

### **March 9 – Social Movements and Politics of Identity**

Notes: *Discussion Session #5 based on March 5 readings and lecture*

### **March 12 – Institutions**

Readings:

- C. Malacrida, “Bodily Practices as Vehicles for Dehumanization in an Institution for Mental Defectives,” *Societies* 2 2012, 286-301.
- T. Machi & R.H. Aday, “The Social Determinants of Health and Justice and the Aging in Prison Crisis: A Call for Human Rights Action,” *International Journal of Social Work* 1(1), 15-33.

## **Week 11 (March 16 & 19)**

### **March 16 – Research Paper preparation (optional)**

Notes: *Students may use this time to seek advice on or work on their Research Paper, which is due two weeks from this date.*

### **March 19 – Guest Lecture: Topic to be determined**

Readings: Readings are TBD depending on expertise of guest lecturer.

Notes: *A guest lecturer with expertise on disability and chronic illness will present.*

## **Week 12 (March 23 & 26)**

### **March 23 – Institutions**

Notes: *Discussion Session #6 based on March 12 readings and lecture*

### **March 26 – The Complicated Meanings of Disability Sport**

Readings:

- D. McGillivray, H. O'Donnell, G. McPherson, & L. Misener, “Repurposing the (Super) Crip: Media Representations of Disability at the Rio 2016 Paralympic Games,” *Communication & Sport*, 2019. (*Found in the OnlineFirst section of journal website*).
- K. Lindemann & J.L. Cherney, “Communicating In and Through “Murderball”: Masculinity and Disability in Wheelchair Rugby,” *Western Journal of Communication* 72(2), 2008, pp. 107-125.

## **Week 13 (March 30 & April 2)**

### **March 30 – Disability and Sport**

Readings: *A documentary will be screened.*

Notes: *Research Paper due in class.*

## **April 2 – “Solving” Disability?**

Readings:

- E. Barnes, “Valuing Disability, Causing Disability,” *Ethics* 125(1) 2014, pp. 88-113.
- K. Beauchamp-Pryor, “Impairment, Cure, and Identity” *Disability & Society* 26(1) 2011, pp. 5-17

## **Week 14 (April 6)**

### **April 6 – Course Conclusion and Exam Review**

Readings: *None*

## **Course Policies**

### **Submission of Assignments**

Discussion session responses should be submitted to the Instructor by email or hard copy before the end of the relevant class. Final essays should be submitted in hard copy in class.

### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

### **Late Assignments**

Late assignments will be deducted 5% per day.

### **Requests for Relief for Missed Academic Term Work**

#### **McMaster Student Absence Form (MSAF)**

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.



## **Avenue to Learn**

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

## **Course Modification**

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

## **University Policies**

### **Academic Integrity Statement**

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

### **Academic Accommodation of Students with Disabilities**

Students who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. [Student Accessibility](#)

[Services](#) can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

If you require this course outline in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: [hasdept@mcmaster.ca](mailto:hasdept@mcmaster.ca)).

### **Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### **Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

### **Extreme Circumstances**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.