

PERESPECTIVES ON DISABILITY, CHRONIC ILLNESS AND AGING Fall, 2022

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Lecture: Tuesdays 8:30-10:20am,
Thursdays 8:30-9:20am, JHE 326H

Office Hours: By appointment (in person or online options available)

Contents

Course Description.....	3
Course Objectives	3
Required Materials and Texts	3
Class Format.....	3
Course Evaluation – Overview	3
Course Evaluation – Details	3
Discussion Session Responses (4 X 2.5%), due in class on select Thursday classes (see Weekly Course Schedule)	3
Midterm Exam (25%), October 25	4
Final Essay (30%), November 25 at 5:00 PM.....	4
Final Exam (35%), TBD (December 9-22).....	4
Weekly Course Schedule and Required Readings	5
Week 1 – Course Introduction and Introduction to Studying Disability, Chronic Illness & Aging (Sep. 6)	5
Week 2 – Historical Perspectives on Disability & Chronic Illness (Sep. 13 & 15)	5
Week 3 (Sep. 20 & 22) – Theoretical Perspectives on Disability & Chronic Illness – Part 1	5
Week 4– Theoretical Perspectives on Disability & Chronic Illness – Part 2 (Sep. 27 & 29)	5
Week 5 – Disability and Chronic Illness Across the Life Course – Part 1 (Oct. 4 & 6) .	6
Week 6 – Reading Week (Oct 11 & 13).....	6
Week 7 – Disability and Chronic Illness Across the Life Course – Part 2 (Oct. 18 & 20)	6
Week 8 – Midterm Exam (Oct. 25).....	6
Week 9 – Social Movements and Politics of Identity – Part 1 (Nov. 1 & 3)	6
Week 10 – Social Movements and Politics of Identity – Part 2 (Nov. 8 & 10)	7

Week 11 – Disability, Chronic Illness and Institutions (Nov. 15 & 17).....	7
Week 12 – Essay Writing and Course Catch-up (Nov. 22 & 24).....	7
Week 13 (Nov. 29 & Dec. 1) – Complicated Meanings of Disability Sport.....	7
Week 14 (Dec. 6 & 8) – Course Conclusion and Exam Review	8
Course Policies	8
Submission of Assignments.....	8
Grades.....	8
Late Assignments	8
Course Modification	8
University Policies	9
Academic Integrity	9
Authenticity / Plagiarism Detection	9
Courses with an On-line Element	9
Conduct Expectations.....	10
Academic Accommodation of Students With Disabilities	10
Requests For Relief For Missed Academic Term Work.....	10
Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)	10
Copyright And Recording.....	11
Extreme Circumstances.....	11
Faculty of Social Sciences E-mail Communication Policy	11

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 theories and 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. All readings are available through the McMaster library system. If you are unsure how to access journal articles through the McMaster library system, please seek assistance from the [library](#).

Class Format

This is an in-person class and lectures are not recorded. Typically, Tuesday classes will consist of lectures and Thursday classes will consist of group discussions, documentary screenings, or course material review.

Course Evaluation – Overview

1. Discussion Responses (10%; various classes throughout the term – see course schedule)
2. Midterm (25%; October 25 in class)
3. Final essay (30%; November 25)
4. Final Exam (35%; during university exam period)

Course Evaluation – Details

Discussion Session Responses (4 X 2.5%), due in class on select Thursday 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., using a course reading to analyze a video or short newspaper article). Answers must be submitted at the end of the

discussion session. Each submission will be converted to a grade out of 2.5% and the top 4 grades in the term will count toward their grade (i.e., if you attend all 5 discussion sessions, your lowest grade will be dropped). If you are absent, you will receive a grade of zero for that class.

Midterm Exam (25%), October 25

This in-class exam will cover material from Weeks 1-7 and will consist of multiple choice questions. The exam take place in class, unless you have SAS-arranged accommodations.

Final Essay (30%), November 25 at 5:00 PM

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 class.

- ***Optional Flexible Deadline:*** You may submit your essay without late penalty up to one week late (by 5:00 PM on December 2). If you opt for this extension, you will not receive any comments or feedback on your paper beyond the rubric and the instructor will not meet with you to discuss your paper or revisit grade in any fashion – no exceptions. Further, if you take the extension, you are not guaranteed to receive your essay grade before the final exam. It is not necessary to request the flexible deadline, as it will be automatically granted. Any papers received after 5:00 PM on December 2 will accrue late penalties.

Final Exam (35%), TBD (December 9-22)

A cumulative final exam will be held online during the exam period. The exam will consist of multiple choice and written 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 – Course Introduction and Introduction to Studying Disability, Chronic Illness & Aging (Sep. 6)

Sep. 6 – Lecture

Sep. 8 – No class

Week 2 – Historical Perspectives on Disability & Chronic Illness (Sep. 13 & 15)

Sep. 13 – Lecture

Sep. 15 – Discussion session #1

Readings:

- C. Thomas, "How is disability understood? An examination of sociological approaches," *Disability & Society*, 19(6), pp. 569-583.
- A. Phelps Coco, "Diseased, Maimed, Mutilated" *Journal of Social History*, Fall 2010, pp. 23-37.

Week 3 (Sep. 20 & 22) – Theoretical Perspectives on Disability & Chronic Illness – Part 1

Sep. 20 – Lecture

Sep. 22 – Discussion session #2

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.
- 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 4– Theoretical Perspectives on Disability & Chronic Illness – Part 2 (Sep. 27 & 29)

Sep. 27 – Lecture

Sep. 29 – Film: *SHAMELESS: The Art of Disability*, 2006.

Readings:

- J. Swain & S. French, "Towards an Affirmation Model of Disability" *Disability & Society* 15(4) 2000, pp. 569-582

- 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.

**Week 5 – Disability and Chronic Illness Across the Life Course – Part 1
(Oct. 4 & 6)**

Oct. 4 – Lecture

Oct. 6 – Discussion session #3

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 – Reading Week (Oct 11 & 13)

NO CLASS

**Week 7 – Disability and Chronic Illness Across the Life Course – Part 2
(Oct. 18 & 20)**

Oct. 18 – Lecture

Oct. 20 – Film: *Sweet Dreams for Chiyo*, 2017.

Readings:

- 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 8 – Midterm Exam (Oct. 25)

Oct. 25 – Midterm exam (held in-class)

Oct. 27 – No class

Week 9 – Social Movements and Politics of Identity – Part 1 (Nov. 1 & 3)

Nov. 1 – Lecture

Nov. 3 – Discussion session #4

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 – Social Movements and Politics of Identity – Part 2 (Nov. 8 & 10)

Nov. 8 – Lecture and film: *Fight Back, Fight AIDS: 15 Years of ACT-UP*

Nov. 10 – Independent work on essay (no class)

Readings:

- H. Jonson & A. Larsson, "The Exclusion of Older People in Disability Activism and Policies" *Journal of Aging Studies* 23, 2009, pp. 69-77.

Week 11 – Disability, Chronic Illness and Institutions (Nov. 15 & 17)

Nov. 15 – Lecture

Nov. 17 – Independent work on essay (no class)

Readings:

- C. Malacrida, "Bodily Practices as Vehicles for Dehumanization in an Institution for Mental Defectives," *Societies* 2 2012, 286-301.
- T. Maschi & 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 12 – Essay Writing and Course Catch-up (Nov. 22 & 24)

Nov. 22 – TBD: lecture catch-up, if necessary; OR independent work on essay – Instructor will be available for appointments

Nov. 24 – Independent work on essay (no class)

Readings: none

Week 13 (Nov. 29 & Dec. 1) – Complicated Meanings of Disability Sport

Nov. 29 – Lecture

Dec. 1 – Discussion session #5

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* 9(1), 2021.
- 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 14 (Dec. 6 & 8) – Course Conclusion and Exam Review

Dec. 6 – Course Conclusion

Dec. 8 – Exam Review

Course Policies

Submission of Assignments

Group discussion responses should be emailed to the Instructor by the end of the class in which they are assigned. The essay should be submitted on Avenue, in the designated assignment dropbox. The midterm and final exam will be held and submitted in-person.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
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 essays will be deducted 5% per day. Discussion responses and the midterm or final exam cannot be submitted late.

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 his/her McMaster email and course websites weekly during the term and to note any changes.

University Policies

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

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 behaviour 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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

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 other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Courses with an On-line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware

that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Academic Accommodation of Students With Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

Requests For Relief For Missed Academic Term Work

In the event of an absence for medical or other reasons, students should review and follow the [Policy on Requests for Relief for Missed Academic Term Work](#).

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 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.

Copyright And Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

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.

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.