



McMaster University
School of Social Work

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Dates: Wednesdays, Sept. 8 - Dec. 8, 2015

Office Hours: By Appointment

SOCIAL WORK 3S03
Social Work and Disability: Intersections and Exchanges
2015/2016 Term 1

This course will take a critical look at the construct of “disability” to consider issues that are relevant to people with disabilities and to social workers practicing with or engaging with them. We will examine different understandings of disability - the dominant, normative, and mainstream models and frameworks that, as individuals and as social workers, we may use to think about disability, to guide practice and our everyday interactions, and the social justice consequences of these. Through an examination of alternative frameworks we will trouble existing understandings: addressing questions of value, power, and privilege, students will be asked to critically reflect on constructs such as “ableism” and “disablism”, “normality”, “ability”, and “impairment”, and on how these are implicated in the oppression and marginalization of people with disabilities. Included will be the connected concerns of identity, language, and labelling, and also resistance, agency and pride. Framed along considerations of social work interventions, we will cover topics such as advocacy/self-advocacy; eugenics/newgenics; the economics of disability; sexuality and reproduction; public representations; the intersection of (dis)ability status and other social categories (e.g., race, gender, class, etc...); inclusion; violence, human rights, etc. The course will make use of academic sources but will also actively incorporate other forms of knowledge – textual, visual, and aural – from a variety of sources (including media, popular culture, and personal narratives). The aim of this course is to encourage students to engage critically with their personal and professional understandings of disability and with social work practice with disabled people, and to begin to examine how theories of “disability” and those of “social work” intersect or diverge and how each can come to inform and strengthen the other.

This course aims to help students to integrate academic work, practice, personal experience and self-reflection, and to critically (re)think disability. The course focuses on the themes and priorities that are articulated in the statement of philosophy of the School of Social Work.

Students need to take an active role to accomplish the aims of the course. Students are expected to complete assigned readings prior to class and are encouraged to contribute to class discussions in variable ways.

THEORETICAL PERSPECTIVE

In this course, we will begin from an understanding of disability as not only a personal experience but also a socio-political issue. While particular mind/body differences may create difficulties or disadvantages for people, what are arguably more problematic are societal responses to individuals labelled with mind/body difference. As such, the course is taught from a theoretical perspective compatible with the school’s philosophical statement as follows:

As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender

identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.

COURSE TEXTS

Relevant course materials will be available in the library or on-line. Additional course materials may be provided by guest speakers.

ASSIGNMENTS

No	TYPE OF ASSIGNMENT	% of Final Grade	Due
1	In-class assignment:	5%	Sept. 17 th , 2015
2	Critical Reflection/Review of a Disability Memoir, Documentary, Blog, or Artistic Expression (e.g., artwork, performance piece, etc.) <i>Or:</i> Critical Analysis of a journalistic representation of disability	25%	October 22, 2015
3	Critical Analysis of Policy <i>Or:</i> Critical Analysis of Practice	30%	November 12, 2015
4	Individual Assignment: Students choose 1 of 4 different assignments	40%	December 7, 2015
5	Optional Bonus Assignment	5%	Anytime up to the last class on December 3, 2015 *Note: the scheduled lecture by Eli Clare on October 22 nd is not eligible for consideration for this assignment

ASSIGNMENT DESCRIPTIONS

***Note: Grading rubrics for each assignment will be provided by the instructor and discussed in class**

1. **In-class assignment: A Treasure (Traitor?) Hunt for Disability and Madness on Campus**

Due: September 17th, 2015

Weight: 5%

We will be going on a cyber-campus treasure hunt to explore how disability is represented and where disabled knowledges reside at McMaster. Working in (self-selected) groups, students will break off to visit various campus locations and/or surf the McMaster website to track down answers to a list of Treasure Hunt questions. It will be helpful to have some laptops in the room so bring one if you have one.

2. **Option A: Critical Reflection/Review of a Disability Memoir, Documentary, Blog, or Artistic Expression (e.g., artwork, performance piece, etc.)**

Option B: Critical Analysis of Journalistic Reporting on Disability (e.g., television news, newspaper, news magazines, etc.)

Due: October 22, 2015

Weight: 25%

Option A: Students choosing this option will select an expression of personal experience with disability (e.g., a disability memoir, a documentary about someone's personal experience with disability, a blog, a work of art, or a performance piece, etc.). Students will provide a 1page description (maximum) of the work providing information on the author of the work (e.g., name, social location, information about their disability if relevant), the focus of the work, and the intended audience. (If a published work, include the reference; if an on-line work, include the link; if an art work or performance, include where and when you saw it.) Making use of course and other literatures, constructs taught in class, and class discussions, students will then write a 6-7page critical reflection paper. (Therefore, 1 page description plus 6-7 pages critique.) Note: This paper *could* be written in the format of a media review for a journal. If you wish to consider submitting your review for publication, please adhere to the guidelines for submission for the journal of your choice – you can also discuss this with the course instructor.

Option B: Students choosing this option will select a piece of current journalism (no more than 1 year old) focused on disability (e.g., magazine or newspaper article, televised news segment, on-line news reporting, etc.). Students will provide a 1page description (maximum) of the piece including name and information about the author/commentator; when, where, why and in what venue the work was produced; focus of the work; and intended audience. (If a published work, include the reference. If an on-line, televised, or radio piece, include the links or access information.) Making use of course and other literatures, constructs taught in class, and class discussions, students will then write a 6-7page critical reflection paper. (Therefore, 1 page description plus 6-7 pages critique.)

For either option, students will consider the following questions:

1. From what theoretical position do you think the author/commentator is writing/creating? What leads you to believe this?
2. Do you believe the work transforms, constrains, or entrenches both the representation of people with disabilities and the conditions under which disabled lives are lived? Explain why. To address this question, students can consider whether the work:
 - perpetuates or disrupts generally accepted and authoritative narratives and ‘truths’ of disability
 - creates or hinders the creation of new language and new understandings of disability
 - whether it challenges, erodes, or strengthens existing myths and stereotypic ideas
 - whether it promotes opportunities for new ways of knowing, or reproduces social divisions and forecloses on possibilities for interactions and exchange between people with and without disabilities.
 - whether it facilitates or inhibits opportunities for (self)advocacy, forging alliances, or political organizing
 - whether it is liberatory or another enactment of disability oppression
3. How does (or does not) the author’s/commentator’s view align with your own perspectives about disability in general and the areas being addressed in the work? Do you agree or disagree with these views (please state why or why not)?
4. How does the author’s/commentator’s view align (or not) with what you are learning in class?
5. What, in your opinion, might the author/commentator have done differently?
6. What is the most significant piece of new learning that has resulted from your engagement with this work?
7. What questions have the work raised for you?

For both Option A and Option B, students can submit either a written paper or an audiotaped report. Students choosing the audio version should speak with the course instructor to determine time length for the audio recording. Students are also encouraged to speak with the instructor if another alternative format would be preferable.

3. Option A: Policy Analysis

Option B: Practice Analysis

Due: November 12, 2015

Weight: 30%

1. Policy Analysis

Students will select a social policy (international, federal, provincial, municipal, or organizational) having relevance to people with disabilities (e.g., Ontario Disability Supports Program, Access for Ontarians with Disabilities Act, Canadian Charter of Rights and Freedoms, school board policies for students with disabilities, public or private sector organization policy, etc.). Making use of research literature, class readings and discussions, constructs taught in class, and your own perspectives, the policy should be critiqued with regards to:

- the reasons or issues leading to the policy’s development;
- how the policy was developed (by whom, the process undertaken, who was or was not involved in developing the policy, etc.);
- how disability is conceptualized in the policy;

- the relevant constructs reflected in this practice (e.g., ableism, disablism, etc.);
- the intended outcomes of the policy for people with disabilities;
- the actual or unintended outcomes and experiences people with disabilities have had (or that you believe they might have) as a result of the policy (both helpful and hurtful) and why these have occurred;
- and your suggestions for changes to the policy

2. Practice Analysis

Students will select a particular:

- *area of social work practice* (e.g., mental health, aging, child welfare, corrections, etc.)
- *population group* (e.g. based on disability label and age, geographical location, racial or ethnic location, gender, class, etc.)
- *social work issue* (e.g., poverty, inclusion, health, assessment, etc.)
- *social work intervention* (e.g., solution-focused, community development, advocacy/empowerment, assessment, clinical intervention such as CBT, DBT, etc.)

After briefly describing the practice along the parameters outlined above (maximum 1 page), and making use of research literature, class readings and discussions, constructs taught in class, and your own perspectives, the practice should be critiqued with regards to:

- the theoretical framework, model or approach that you believe shapes and guides the practice (this refers to the social work framework for social work students; students from other disciplines should speak to the course instructor regarding discipline-specific frameworks);
- who the practice was designed for (i.e., were people with disabilities the target group for this practice; is there empirical evidence that the practice was tested – and determined to be effective – with disabled persons prior to its use with them);
- how disability is conceptualized in this practice;
- the relevant constructs reflected in this practice (e.g., ableism, disablism, etc.);
- the intended outcomes of the practice for people with disabilities;
- the actual or unintended outcomes and experiences people with disabilities have had (or that you believe they might have) as a result of the practice (both helpful and hurtful) and why these have occurred;
- and your suggestions for changes to the practice

For option A or option B, students can either write an 8-10page written paper or submit an audiotaped report. Students choosing the audio version should speak with the course instructor to determine time length for the audio recording. Students are also encouraged to speak with the instructor if another alternative format would be preferable.

4. Individual Assignments

Due: December 7, 2015

Length: 10-12 pages

Weight: 40%

For this assignment, students will select a disability topic to work with. The range of possible topics is intentionally broad but must be selected and approved by the course instructor by the end of October, 2015. Below are a few examples. Please note, **these are only examples and are not intended to restrict students' choices.**

1. Access/Inclusion Audit

Students choosing this option will be required to identify a particular group, agency or support service, or a private sector business and conduct an assessment of how well the setting does (or does not) work to include people with disabilities. Students may choose a setting with which they are familiar or one they are interested in looking at. Settings may include traditional or non-traditional social work agencies; educational, correctional, medical systems; community organizations; municipal organizations, advocacy and self-advocacy organizations, private sector businesses, etc. The audit must address inclusion from a broad understanding and move beyond a focus only on access related to disability (e.g., physical, sensory, learning, etc.) to also consider social, political and economic inclusion. In their audit, students should consider:

- what the setting is/is not doing in terms of access and inclusion for people with disabilities;
- the policies and practices (stated and unstated) of the setting that pertain to people with disabilities and whether and how these do or do not address access and inclusion;
- who is and is not included;
- what factors appear to influence the decisions made around access and inclusion;
- who has decision-making power in questions related to access and inclusion;
- whether access facilitates inclusion in this setting;
- whether this is meaningful access (and who makes this determination);
- and what kinds of access are necessary for meaningful inclusion.

Students should critically examine research literature on inclusion (in general and that which is relevant to the type of setting) as well as any documentation specific to the setting that might be available (e.g., mission statement, advertising, public awareness materials, etc.). Following a critical analysis of the setting, students will address two actions social workers (or others) could take to work towards meaningful access and inclusion for people with disabilities in the setting.

2. (Self) Advocacy Audit

This option is similar to the Access/Inclusion Audit but focuses on a critique of the setting's advocacy work. Students choosing this option will be required to identify a particular group, agency or support service, or a private sector business and conduct an assessment of how (self)advocacy is incorporated into practice. Students may choose a setting with which they are familiar or one they are interested in looking at. Settings may include traditional or non-traditional social work agencies; educational, correctional, medical systems; community organizations; municipal organizations, advocacy and self-advocacy organizations, private sector businesses, etc. In their audit, students should consider:

- what the setting is/is not doing in terms of (self)advocacy for people with disabilities;
- the policies and practices (stated and unstated) of the setting that pertain to people with disabilities and whether and how these address (self)advocacy;

- whether and how staff and management at the setting are involved with/demonstrate advocacy *for* people with disabilities, advocacy *with* people with disabilities, or *self*-advocacy (or some combination);
- what factors appear to influence the decisions made around (self)advocacy (pay particular attention to the attitudes of staff and management towards people with disabilities and how you feel this shapes and is reflected in practices related to (self)advocacy);
- whether you feel meaningful (self)advocacy occurs at this setting;
- and whether (self)advocacy practices and efforts for non-disabled service users/employees of this setting differ from those directed towards disabled service users/employees

Again, students should critically examine research literature on (self)advocacy (in general and that which is relevant to the type of setting), as well as any documentation specific to the setting that might be available (e.g., mission statement, advertising, public awareness materials, etc.). Following a critical analysis of the setting, students will address two actions social workers (or others) could take to work towards meaningful (self)advocacy for people with disabilities in the setting.

3. Photo Essay

Students will use a camera to document and critically examine their own lived world from the lens of “disability”. Using a digital or 35 mm camera, students will create photographic images that they will compile into a photo essay that will be accompanied by a written analysis of their work. Students will:

- Select an aspect of their own lives and lived world to critically analyze and discuss (for example: home, school, work, community, field placement, etc.)
- Select any disability-related issue covered in class or approved by the course instructor (for example: ableism, disablism, accessibility, inclusion, discrimination, oppression, (self) advocacy, language, labelling, etc.)
- Use a camera to visually document the issue: your completed photo essay should have a minimum of 10 images (a maximum of 15). Images must be printed and included in your completed project. They must be labelled and include a brief description.
- Students will then append a 6 page paper or audio submission that critically discusses the photo essay. In this written component, please address:
 - your reasons for selecting this particular issue;
 - a critical analysis of what the photo essay documents – this must incorporate research literature, class readings and discussions;
 - implications for social work (or other discipline)

4. Understanding Disability Through Media Representations and Cultural Artifacts

Students will collect two to three items that relate to disability – these may be media images (e.g., public photographs, movie posters, advertisements, social service agency corporate materials, etc.), popular movies, toys, novels (fiction), cultural and/or architectural markers of disability (e.g., (in)accessible spaces or equipment), etc. Making use of research literature, class readings and discussions, constructs taught in class, and your own perspectives, students will critically examine and contrast the artifacts considering the following guiding questions:

1. Who is or are the authors or creators of the artefact?

2. When, where and why was it produced?
3. Who is the targeted audience?
4. What message or messages about ability/disability can be read in the artefact?
5. What theoretical frameworks and assumptions do you believe underlie the artefact?
6. What impact do the artifacts have on you?
7. What impact do you believe the artifact may have on non-disabled people's understandings of disability?
8. What do you feel might be the benefits/consequences of these impacts (on people with and without disabilities, on societal practices, etc)?
9. How might you change the artefact and thus change the message?

Please note: the above are only examples. Again, students are required to meet with the course instructor about topic selection prior to the end of **October, 2015**.

*This final assignment may be prepared in adherence with the requirements of a traditional academic paper (submitted either in written or audio format). **Students are also invited to complete this assignment in alternative formats.** For example, students might consider submitting hybrid texts (such as a text with an audio, video or photographic component), photo-narratives, art works, performance or reflective pieces. Students are encouraged to consider this opportunity to work with or combine different forms of writing and media.

*Students will be expected to incorporate class readings and class learning – in particular, the different constructs addressed – into all of the course assignments, in addition to relevant literature. As well, disability, social work, and other theoretical frameworks, and a consideration of social work values, should inform and be reflected in the work. *Students who are not in social work should talk to the instructor to discuss additional/alternative frameworks reflective of their discipline.*

5. Optional Bonus Assignment – Reflection on a Disability Awareness Event

Due anytime up to the last class, December 3, 2015

Weight: 5%

You have the option of attending a disability-related event (on or off campus) and then submitting a critical reflection (3 pages maximum, written or audio) about the activity you attended. In your reflection, please address the following questions:

1. What was the activity you attended? (**Be brief** – maximum one third of a page, include a link if available)
2. What do you feel were the key points or arguments being made?
3. How did these points or arguments relate to what you have been learning in class about different understandings of “disability”, and to your own personal and/or professional experiences and understandings?
4. Do you think this was an effective way for these points or arguments to be presented?
5. What questions were raised for you?

***Note:** The scheduled lecture by Eli Clare on October 22nd is not eligible for this bonus assignment.

ASSIGNMENT SPECIFICS

All written assignments must be typed (12 point font), double spaced and **properly referenced APA style**. If submitting an audio-taped report, students must speak to the instructor regarding time length of the recording. Please submit assignments by the beginning of every class. Extensions must be negotiated **before** the deadline with the instructor. Without an approved extension, assignments submitted after the due date will be penalized 5% per day.

CLASSROOM CONDUCT

Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class and, as much as is possible, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.

In the past, students & faculty have found that non-course related use of laptop computers and handheld electronic devices during class to be distracting and, at times, disruptive. Consequently, students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.

Audio or video recording in the classroom without permission of the instructor is strictly prohibited.

PRIVACY PROTECTION

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, unless otherwise instructed, please submit all assignments in an envelope with your name written clearly on the front of the envelope. This will ensure your privacy when picking up assignments in the school's office or in the classroom. Grades for the assignments for this course may be posted using your student number as the only identifying data. If, for any reason you do not want your student number posted, please notify your instructor.

ACADEMIC INTEGRITY

Students 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. Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and 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 the student's responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3 at http://www.mcmaster.ca/senate/academic/ac_integrity.htm. The following illustrates only three forms of academic dishonesty:

- a) plagiarism (e.g. the submission of work that is not one's own or for which other credit has been obtained);
- b) improper collaboration in group work; or
- c) copying or using unauthorized aids in tests and examinations

SUPPORT SERVICES AND ACCOMODATIONS

I want everyone to be able to learn in the best possible way for them. If you have particular learning needs due to life circumstances, health, mental health or disability issues please get in touch with me

as early in the term as possible. For disability-related learning needs, you could also contact Student Accessibility Services. SAS can help you identify your accommodation needs so that you can negotiate them with me and other professors. Student Accessibility Services offers group and individual consultation about effective learning strategies, essay writing, and study habits; accommodations, assistive technology, advocacy and support for students with disabilities; and personal counseling. 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. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities. <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

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.

Email Forwarding in MUGSI: <http://www.mcmaster.ca/uts/emailforward/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link
(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

COURSE TIMETABLE

The following outline is to serve as a guide. There may be adjustments to the outline depending on class interests and scheduling changes. Also, additional/alternative course materials may be assigned by the course instructor and by guest lecturers: these will not be excessive and reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes.

	DATE	TOPIC & ASSIGNMENT	READINGS
Fall 2015			
1	Sept 10	<p>Introduction to course: Class assignments and expectations</p> <p>What Do We Mean By "Disability"? Part 1 of a (short) in-class exercise – this will be ungraded and viewed by no-one but the student. Part 2 will take place on the last day of class.</p>	

2	Sept 17	<p><i>In-class Assignment:</i> A Treasure (Traitor?) Hunt for Disability and Madness on Campus</p>	<p>Barnes, Colin. 1997. A Legacy of Oppression: A History of Disability in Western Culture. In <i>Disability Studies: Past Present and Future</i>, edited by L. Barton and M. Oliver. Leeds, UK: The Disability Press, pp. 3-25. Available: http://www.leeds.ac.uk/disability-studies/archiveuk/Barnes/chap1.pdf</p>
3	Sept 24	<p>What is “Disability”?</p> <p>Understandings of ‘Disability’: Models and Theoretical Frameworks</p> <p><i>Note: Please read at least 2 of these articles.</i></p>	<p>Malacrida, C. (2012). Bodily practices as vehicles for dehumanization in an institution for mental defectives. <i>Societies</i>, 2, 286–301.</p> <p>O’Brien, G.V. (2011). Eugenics, genetics, and the minority group model of disability: Implications for social work advocacy. <i>Social Work</i>, 56(4), 347-354.</p> <p>Stubblefield, A. (2007). “Beyond the pale”: Tainted whiteness, cognitive disability, and eugenic sterilization. <i>Hypatia</i>, 22 (2), 162-181.</p> <p>Roets, G., Adams, M. & Van Hove, G. (2006). Challenging the monologue about silent sterilization: Implications for self-advocacy. <i>British Journal of Learning Disabilities</i>, 34(3), 167-174.</p> <p>Lantos, J. (2010). It’s not the growth attenuation, it’s the sterilization! <i>The American Journal of Bioethics</i>, 10(1), 45-60.</p>
4	Oct 1	<p>Understandings of Disability cont: Models and Frameworks cont.</p> <p><i>Note: Please read at least 2 of these articles.</i></p>	<p>Cameron, C., & Tossell, D. (2012). Another way of looking. <i>Social Work Education: The International Journal</i>, 31(2), 241-245.</p> <p>Titchkosky, T. (2001). Disability: A rose by any other name? “People-First” language and Canadian society. <i>The Canadian Review of Sociology and Anthropology</i>, 38(2), 125-140.</p> <p>Oliver, M. (1994). Politics and language: Understanding the disability discourse. http://www.leeds.ac.uk/disability-studies/archiveuk/Oliver/pol%20and%20lang%2094.pdf</p> <p>Reaume, G. (2002). Lunatic to patient to person: Nomenclature in psychiatric history and the influence of patients’ activism in North America. <i>International Journal of Law and Psychiatry</i>, 25, 405-426.</p>

5	Oct 8	<p>Understandings of Disability cont:</p> <p>1st half of class: Intersectionality – guest speaker <i>*Note: Additional articles may be assigned by the guest speaker</i></p> <p>2nd half of class: Disability and Identity</p>	<p>Watson, N. (2002). Well, I know this is going to sound strange to you, but I don't see myself as a disabled person: Identity and disability. <i>Disability & Society</i>, 17(5), 509-527.</p>
Oct 15 Mid-Term Recess			
7	Oct 22	<p>Guest Presenter: ELI CLARE</p> <p><i>Assignment #2 Due:</i></p> <p>Option A: Critical Reflection/Review of a Disability Memoir, Documentary, Blog, or Artistic Expression (e.g., artwork, performance piece, etc.)</p> <p>Option B: Critical Analysis of Journalistic Reporting on Disability (e.g., television news, newspaper, news magazines, etc.)</p>	<p><i>*Note: readings may be assigned for this class by Eli Clare</i></p>
8	Oct 29	<p>Understandings of Disability cont: (Self)representation and Informing Contemporary Social Work Interventions</p> <p><i>Note: Please read at least 2 of these articles.</i></p>	<p>Fudge Schormans, A. (2013). Weightless?: Disrupting relations of power in/through photographic imagery of persons with intellectual disabilities. <i>Disability & Society</i>, pp.1-25.</p> <p>Peters, S., Gabel, S. & Symeonidou, S. (2009). Resistance, transformation and the politics of hope: Imagining a way forward for the disabled people's movement. <i>Disability & Society</i>, 24(5), 543-556.</p> <p>Stevens, A.R.A. (2008). Social models of disability and social work in the Twenty-first Century. <i>Ethics and Social Welfare</i>, 2(2), 197-202.</p>

			Grant, J. G., & Cadell, S. (2009). Power, pathological worldviews, and the strengths perspective in social work. <i>Families in Society, 90</i> (4), 425-430.
9	Nov 5	Alise DeBie: The Mad Movement and Mad Studies: Crazy People Rising Up and Entering the Academy	<p>Overview Readings:</p> <p>Triest, A. (2012). Mad? There's a Movement for that!. <i>Shameless, 21</i>, 18-21. Available here: https://www.dropbox.com/s/3rersyga4mydzl7/Issue%2021%20-%20Mad%20Movement%20FEATURE.pdf?dl=12.</p> <p>Costa, L. (2014). Mad Studies: What it is, and why you should care. <i>C/S Info Bulletin, 518</i>, 4-5. Available here: http://csinfo.ca/bulletin/Bulletin_518.pdf.</p> <p>Peruse the website of the Mad Studies Network https://madstudies2014.wordpress.com/ □</p> <p>Watch this video: The Inmates are Running the Asylum: Stories from the MPA: www.youtube.com/watch?v=JwyaRU1svrA</p> <p>Academic Mad Studies Scholarship (written by Mad people): Read 1 of:</p> <p>[if you're interested in Mad student experiences / social work] Reid, J., & Poole, J. (2013). Mad students in the social work classroom? Notes from the beginnings of an inquiry. <i>Journal of Progressive Human Services, 24</i>, 209–222. [available through McMaster e-journals]</p> <p>[if you're interested in "inspiration porn"/"patient porn" and non-exploitative ways of telling our Mad stories] Costa, L. et al. (2012). “Recovering our stories”: A small act of resistance. <i>Studies in Social Justice, 6</i>(1), 85-101. Retrieved from http://ojs.uwindsor.ca/ojs/leddy/index.php/SSJ/article/view/3741/2896</p>

			<p>[if you're interested in the early days of Mad Pride organizing] Finkler, L. (1997). <i>Psychiatric survivor pride day: Community organizing with psychiatric survivors</i>. Available here: http://digitalcommons.osgoode.yorku.ca/cgi/viewcontent.cgi?article=1596&context=ohlj</p> <p>[if you're interested in language and psychiatric survivor movement history] Reaume, G. (2002). Lunatic to patient to person: Nomenclature in psychiatric history and the influence of patients' activism in North America. <i>International Journal of Law and Psychiatry</i> 25: 405–426 [available through McMaster e-journals]</p> <p>Additional "Readings": History of Madness in Canada: http://historyofmadness.ca</p> <p>Psychiatric Survivor Archives of Toronto (PSAT): www.psychiatricsurvivorarchives.com</p> <p>Madness Radio: www.madnessradio.net/</p>
10	Nov 12	<p>The Economics of Disability: Poverty, Employment, and Financial Supports</p> <p>Note: Please read at least 2 of these articles.</p> <p>Assignment #3 Due:</p> <p>Option A: Policy Analysis</p> <p>Option B: Practice Analysis</p>	<p>Barnes, C. (2000). A working social model? Disability, work and disability politics in the 21st century. <i>Critical Social Policy</i>, 20(4): 441-457.</p> <p>Chouinard, V. & Crooks, V. (2005). 'Because they have all the power and I have none': state restructuring of income and employment supports and disabled women's lives in Ontario, Canada. <i>Disability & Society</i>, 20(1), 19-32.</p> <p>Gibson, B.E., Secker, B., Rolfe, D., Wagner, F., Parke, B. & Mistry, B. (2012). Disability and dignity-enabling home environments. <i>Social Science & Medicine</i>, 74, 211-219.</p>

			<p>Hughes, B., Russell, R. Paterson, K. (2005). Nothing to be had ‘off the peg’: consumption, identity and the immobilization of young disabled people. <i>Disability & Society</i>, 20(1), 3-17.</p> <p>Wilton, R. D. (2006). Working at the margins: Disabled people and the growth of precarious employment. In, D. Pothier and R. Devlin, (Eds.), <i>Critical Disability Theory: Essays in Philosophy, Politics, Policy, and Law</i>. Vancouver & Toronto: UBC Press, 129-150.</p>
11	Nov 19	<p>Disability, Gender, Sexuality, Reproduction and Parenting</p> <p>Guest Speaker</p> <p>Note: Please read at least 2 of these articles.</p> <p>*Note: Additional articles may be assigned by the guest speaker</p>	<p>Hollomotz, A. and The Speak-Up Committee, (2009). “May we please have sex tonight?” – people with learning difficulties seeking privacy in residential group home settings. <i>Journal of Learning Disabilities</i>, 37(1), 91-97.</p> <p>Eli Clare: Sex, Celebration and Justice http://www.disabilityhistory.org/dwa/queer/paper_clare.html</p> <p>Prilleltensky, O. (2004). My child is not my carer: Mothers with physical disabilities and the well-being of children. <i>Disability & Society</i>, 19(3), 209-223.</p> <p>Corman, M. (2009). The positives of caregiving: Mothers’ experiences caregiving for a child with autism. <i>Families in Society</i>, 90 (4), 439-445.</p> <p>Booth, T. & Booth, W. (2006). The uncelebrated parent: Stories of mothers with learning difficulties caught in the child protection net. <i>British Journal of Learning Disabilities</i>, 34(2), 94-102.</p> <p>Rogers, C. (2010). But it’s not all about the sex; mothering, normalization and young learning disabled people. <i>Disability & Society</i>, 25(1), 63–74</p> <p>*FYI only: Promoting Sexual and Reproductive Health for Persons with Disabilities, WHO/UNFPA Guidance Note http://whqlibdoc.who.int/publications/2009/9789241598682_eng.pdf</p>
12	26	Disability, Indigenous	Chapman, C. (2012). Colonialism, disability and possible

		<p>Peoples, and the Global South</p> <p>Note: Please read at least 2 of these articles.</p>	<p>lives: The residential treatment of children whose parents survived Indian residential schools. <i>Journal of Progressive Human Services</i>, 23(2), 127-158.</p> <p>El-Lahib, Y. & Wehbi, S. (2012). Immigration and disability: Ableism in the policies of the Canadian state. <i>International Social Work</i>, 55(1), 95-108.</p> <p>Meekosha, H. (2011). Decolonising disability: Thinking and acting globally. <i>Disability & Society</i>, 26(6), 667-682.</p> <p>Wehbi, S. (2012). Advancing a disability rights agenda in the context of war: Challenges and opportunities. <i>International Social Work</i>, 55(4), 522-537.</p> <p>Kliewer, C. & Fitzgeralds, L.M. (2001). Disability, schooling, and the artifacts of colonialism. <i>Teachers College Record</i>, 103(3), 450-470.</p>
13	Dec 3	<p>Course Review and Evaluation</p> <p>Note: Assignment #4 Due on Dec. 7th, 2015</p> <p>Also, last day to submit Optional Bonus Assignment is Dec. 3rd, 2015</p>	<p>No readings</p> <p>In this class: Discussion of main themes from the course -Reflection on personal learning related to disability issues and social work practice (facilitated by completion of Part 2 of in-class exercise that began in the first class).</p>

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of 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.