

# SW 3S03 - Social Work, Disability and Dis/Ableism

* Wednesdays, September 3rd, 2019 to December 4th, 2019, 11:30 a.m. - 2:20 p.m.
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# Table of Contents

[Course Overview 1](#_Toc19176925)

[Course Requirements/Assignments 3](#_Toc19176926)

[Assignment Submission and Grading 4](#_Toc19176927)

[Student Responsibilities 6](#_Toc19176928)

[Course Weekly Topics and Readings 9](#_Toc19176929)

# Course Overview

## Course Description:

This course will take a critical look at the construct of “disability”. In the course we will:

* examine different understandings of disability and Madness - the dominant, normative, and mainstream models and frameworks that, as individuals and as social workers, we often use to think about disability and that guide practice and everyday interactions, as well as the social justice consequences of these
* make use of alternative frameworks to trouble existing understandings
* address questions of value, power and privilege, and critically reflect on constructs such as “dis/ability” and “dis/ableism”, “normality”, “ability”, and “impairment”, and on how these are implicated in the oppression and marginalization of people with disabilities
* attend to the connected concerns of identity, language and labelling, and also resistance, agency and pride
* cover topics such as advocacy/self-advocacy; eugenics/newgenics; the economics of disability; sexuality and reproduction; public and self-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 and will also incorporate other forms of knowledge – textual, visual, aural and performance – 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 communities, 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.

## Course Objectives:

1. To support students to develop a broader and more critical understanding of ‘disability’ as a lived experience and a social construction.
2. To provide students with an opportunity to engage with a wide array of materials and ways of working with such as they explore the course topics
3. To support students to develop and use critical reflection skills to draw connections between course material, the broader social context, and their own experiences/perspectives of ‘disability’, and to consider how they might apply this learning in their lives and engagement with others.

The basic assumptions of this course concur with the broader curriculum context set by the School of Social Work's Statement of Philosophy:

*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 Format

This course is being taught in an Active Learning classroom. Information will shared and developed through a mix of short lectures, individual and group work with course readings or other forms of information (e.g., media, objects, and digital narratives), small and large group discussions, and interactive guest presentations.

## Required Texts:

Required weekly course materials will be available in the library, posted on the course Avenue to Learn site, or provided in class. Additional course materials may be provided by guest speakers. Any additional materials not listed in the course outline will be provided two-to-three weeks ahead of the class in which they are to be used.

## Additional Suggested Readings

1. Additional reading suggestions will be posted on the Avenue to Learn site.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. First in-class individual or group sharing assignment. Completed in class Sept. 18th, 2019 with final PowerPoint slides due Sept. 19th, 2019. Worth 15%of final grade.
2. Individual critical reflection and response paper, based on September 25th guest presentation. 4-5 pages. Due October 4th, 2019. Worth 15%of final grade.
3. Second in-class individual or group sharing assignment. Completed in class Nov. 13th, 2019. Final open letter or activist campaign idea due Nov. 15th, 2019. Worth 15%of final grade.
4. Individual or group assignment: students select from a number of options (posted on Avenue to Learn). Assignment due anytime between October 23rd to November 27th, 2019. Worth 35% of final grade.
5. Final individual critical reflection and response paper: Critical reflection on your understanding and definition of ‘disability’. 5-6 pages. Due December 10th, 2019. Worth 20% of final grade.

## Requirement/Assignment Details

## Please note that additional information for each assignment will provided in class and on Avenue to Learn, no less than 2-3 weeks before the assignment is due.

### First In-class Individual or Group Sharing Assignment

* + Students have the option of completing this assignment independently or working in groups (no larger than 8). Working with materials provided in class, other class learnings and readings, students will create three PowerPoint slides that will be shared with the class. Assignment will be done in class September 18th; final PowerPoint slides due midnight Sept. 19th.

### Individual Reflection and Response Assignment

* + Each student is required to complete this assignment independently. This assignment will be based on the guest presentation in the September 25th class. Students will be provided a list of guiding questions and an additional reading to complete the assignment. It is also expected that they will draw on other course materials and in-class learning to inform their reflection. 4-5 pages, (if an audio/video report then speak to course instructor about length) due October 4th, 2019.

### Second In-class Individual or Group Sharing Assignment

* + Students have the option of completing this assignment independently or working in groups (no larger than 8). This assignment will be based on the forum theatre presentation scheduled for the November 13th class. Students will choose from two options – writing an open letter or developing an activist campaign idea. Additional details will be provided on Avenue to Learn and shared in class 2-3 weeks before the forum theatre presentation. Students will be expected to draw on course materials and in-class learnings to complete this assignment. Due Nov. 15th, 2019. Worth 15%of final grade.

### Individual or Group Assignment

* + Working individually or in a group (no larger than 8), students will choose from a range of options that will be posted on Avenue to Learn. Depending on the selection, the requirements may differ somewhat but will be equitable across all assignments – these will be posted on Avenue to Learn. Students will need to discuss their selection with the instructor. Students will be expected to draw on research literature and other sources of information (media etc.), course materials and in-class learnings to complete this assignment. Due anytime between October 23rd and November 27th, 2019. Worth 35%of final grade.

### Final Individual Critical Reflection and Response paper

### To facilitate completion of the assignment, the instructor will repeat the exercise conducted in Week 1. Students’ original responses, in a sealed envelope, will be returned to them. They will then be required to write a critical reflection paper (5 pages if written; if an audio report then speak to course instructor about length) in which they articulate the learning and shifts in understanding they have experienced over the duration of the course. Due December 10th, 2019. Worth 20% of final grade.

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* Assignments should be stapled together. Please do NOT use plastic report covers or binders.
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.
* Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments. When submitting, please keep a spare copy of your assignments.
* If submitting an audiotaped or videotaped report, students must speak to the instructor regarding time length of the recording.
* If submitting an arts-based assignment, students must speak to the instructor regarding format details.

## 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 with the course instructor.

## Submitting Assignments & Grading

* Some assignments will be submitted on Avenue to Learn, and feedback may also be provided this way. Grades for all assignments will be recorded on paper copies and will also be made available via Avenue.
* Please submit assignments (assignments that are not completed as part of a class) by the beginning of the class in which the assignment is due or by the assigned deadline. 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.
* Assignments due after the final class must be dropped off in the School of Social Work office (KTH 319) or in the drop box outside of KTH319 if after hours. If you wish to receive feedback on your assignment, please attach a self-addressed envelope with sufficient postage to your assignment.
* Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their assignments. In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. This will be enabled on Avenue to Learn *only for certain assignments* and students will be notified in advance which assignments it will apply to. Assignments will not be submitted without your permission. Students who do not wish to submit their work to Turnitin.com must speak to the course instructor or TA regarding alternate options.  All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com policy, please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

## Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last five digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

## 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.

# Student Responsibilities

* Students are expected to contribute to the creation of a respectful and constructive learning environment. We will be covering some difficult and challenging material, respect and sensitivity is thus paramount. The instructor will let students know in advance what will be covered in the following week’s class. If participation in particular discussions may be difficult, students are invited to discuss this with the instructor in advance of the class to determine how best to support the student’s learning in that class.
* Students should read material in preparation for class. In that the course is being taught in an Active Learning classroom, lectures are only a small portion of class time. As such, it is very important that students read the assigned materials in advance of class.
* Students should 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. We recognize however that there may be times when this may be difficult. Because of the group and class engagement that will happen in this course, please let the instructor know *in advance* of any absences, late arrivals or requirements around leaving early, etc. Students are invited to move around in the class as needed.
* In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class, students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
* Please check with the instructor before using any audio or video recording devices in the classroom.

## Attendance

As noted above, this class is being held in an Active Learning classroom. In light of the types of learning and engagement with course materials, instructor and other students that will take place, attendance is important. Please let the instructor know *in advance* of any absences or requirements around leaving early, etc. so that alternative arrangements might be made.

## 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. 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. 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](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf). 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

In this course, we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the [Turnitin.com Policy](file:///C:\Users\Lorna\Documents\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\J07G1XFK\www.mcmaster.ca\academicintegrity),

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. 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](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf) policy.

## Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom, and working towards classrooms that welcome diverse learners.

If you have accessibility concerns or want to talk about your learning needs, please be in touch with the Ann Fudge Schormans (fschorm@mcmaster.ca). She will treat that information as private and confidential.

## Religious, Indigenous and 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.

Please review the [RISO information for students in the Faculty of Social Sciences](https://socialsciences.mcmaster.ca/current-students/riso) about how to request accommodation.

## 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, they may not reply.

## 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”.

### Extensions and Incomplete Courses

Extensions

All instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your instructor – in advance of the assignment deadline. Once you and your instructor have agreed on a new due date, it is your responsibility to submit your assignment on time. If you find yourself unable to meet deadlines in more than one course, please reach out to Tammy Maikawa, Administrator ([millet@mcmaster.ca](mailto:millet@mcmaster.ca) ) or Sandra Preston, Undergraduate Chair ([prestosl@mcmaster.ca](mailto:prestosl@mcmaster.ca) ). We are here to support you to think about options (such as reducing your course load) that can take the stress off and contribute to your success in the program overall.

Incomplete courses

If you are not able to complete all of your assignments by the end of term, you have the option of contacting the instructor to request an Incomplete (INC) on the course. If the instructor agrees (taking into account the amount of outstanding coursework and the time it will likely take to complete), the instructor will enter the grade you have so far in the course (the default grade) and the course will appear in Mosaic as INC (incomplete).

The School’s requirements for completing courses depend on a) the nature of the course (whether it is a foundation course\*, or a social and political context course) and b) when you are hoping to start placement. For example, a student who has an incomplete in a foundation course cannot start placement. Please see the [Policy on Extensions and Incompletes in the BSW Program](https://socialwork.mcmaster.ca/resources/general-school-policies/policy-on-extensions-and-incompletes-october-2017.pdf) for more details.

At approximately 52-60 days after the end of term, the Mosaic system will automatically change an INC to the default grade. Depending on the default grade, this might affect your standing or progress in the program.

*As always, if you have any questions or concerns about your progress in the program, please connect with Tammy Maikawa, Administrator (*[*millet@mcmaster.ca*](mailto:millet@mcmaster.ca) *) or Sandra Preston, Undergraduate Chair (*[*prestosl@mcmaster.ca*](mailto:prestosl@mcmaster.ca)*).*

# Course Weekly Topics and Readings

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. Additional/alternative materials will be posted on A2L.

In this course, students will also be working with a range of materials in the classroom – typically websites, blogs, images and videos.

## Week 1: September 4, 2019

### Topics: Introduction to and planning for the course:

Introduction to the focus of the course; review of course syllabus, classroom activities and assignments; student feedback and discussion

* Class discussion about access, learning styles, using and being in the space of the classroom
* Introduction to Active Learning Classroom
* ‘What do we mean by Disability?’ exercise

### Readings:

* There are no assigned readings for this first class.

Note: Parts of the activities used in this class will inform the final critical reflection & response assignment.

## Week 2: September 11, 2019

### Topics: Ways of Thinking About Disability

* Introduction to models of disability and their role in shaping understandings of ‘disability’ and responses to people identified/identifying with disabilities

### Readings: (please note that each of the following articles is quite short)

* Cameron, C. (2016). The Medical Model. In, C. Cameron (Ed.), *Disability Studies: A Student’s Guide*, London: Sage Publications, pp.99-101.
* Cameron, C. (2016). Charity. In, C. Cameron (Ed.), *Disability Studies: A Student’s Guide*, London: Sage Publications, pp.24-26.
* Cameron, C. (2016). The Social Model. In, C. Cameron (Ed.), *Disability Studies: A Student’s Guide*, London: Sage Publications, pp.137-140.
* Cameron, C. (2016). The Affirmation Model. In, C. Cameron (Ed.), *Disability Studies: A Student’s Guide*, London: Sage Publications, pp.4-7.
* Cameron, C. (2016). Feminist Disability Studies. In, C. Cameron (Ed.), *Disability Studies: A Student’s Guide*, London: Sage Publications, pp.60-62.

## Week 3: September 18, 2019

**Topics:** **Eugenics/Newgenics: Not just a Thing of the Past**

* Introduction to eugenics, the role it has played in shaping contemporary dominant understandings of ‘disability’ as a construct and responses to disabled people, and its impact on the lives of people labeled/with disabilities
* ‘Newgenics’ ideology, practices and debates
* Attending to reproduction, futurity, death and dying, and discourse of an (un)‘livable’ life
* Preparing for week 3

### Readings:

* Maynard, A. (2014). Genetics, Disability and Bioethics. In, J. Swain, S. French, C. Barnes & C. Thomas (Eds.), *Disabling Barriers – Enabling Environments,* London: Sage, 287-304.
* Armer, B. (2014). Disability, Death and Dying: A Rights-based Discussion of the Ultimate Barrier Facing Disabled People. In, J. Swain, S. French, C. Barnes & C. Thomas (Eds.), *Disabling Barriers – Enabling Environments,* London: Sage, 305-311.
* Salmon, A. (2011). Aboriginal mothering, FASD prevention and the contestations of neoliberal citizenship. *Critical Public Health, 21*(2), 165–178.

**Note:** First individual or group shared assignment due by midnight, September 19th, 2019.

## Week 4: September 25, 2019

### Topics: Talking with Survivors…

* to learn from survivors of Ontario’s large-scale institutions about their experiences and longer-term implications of eugenics practices (institutionalization, violence, etc.)
* to learn from survivors about resistance and activism
* to learn about social worker/ally relationships and responsibilities related to survivors, eugenics, activism

### Readings:

* Facebook Group – Remember Every Name [link]
* Malacrida, C. (2015). A Special Kind of Hell, Institutional Life in Alberta’s Eugenic Years. Toronto: University of Toronto Press. Chapter 1: Introducing the Michener Centre.
* "Trauma from the Past". The article can be found by using the link below: <http://cjds.uwaterloo.ca/index.php/cjds/article/view/363/592>

**Guest Speakers: Pat Seth, Marie Slark, & Marilyn Dolmage**

**Note:** The first individual reflection and response assignment will be based on this class discussion and is due October 4th, 2019.

## Week 5: October 2, 2019

### Topics: “What’s so good about being normal?”

* Exploring/questioning the ‘fact’ and perceived value of ‘normalcy’
* What counts as a ‘disability’? Who gets to decide?
* Valuing other ways of being in the world

### Readings:

* TBD by guest speaker
* Groce, N. (1980). Everyone here spoke sign language. *Natural History*, *89*(6), 10-16.
* Baggs, A. M. (n.d.). In my language [video]. http://www.youtube.com/watch?v=JnylM1hI2jc
* Hannah Gabsby, TED Talk, Three ideas. Three contradictions. Or not. April 2019

### Guest Speaker: Hannah Munroe

## Week 6: October 9, 2019

### Topics: Disability and Intersectionality

* Exploring the complexity of ‘disability’ through an intersectional lens

### Readings:

* Erevelles, N., & Minear, A. (2015). Unspeakable offenses: Untangling Race and Disability in Discourses of Intersectionality. In, L. J. Davis (Ed). The Disability Studies Reader, Fifth Ed., New York & London: Routledge, pp.381-395.
* Disability Visibility Podcast, Episode 34: Intersectionality, Guests: Sandy Ho and Jean-Luc Pierite

<https://disabilityvisibilityproject.com/wp-content/uploads/2018/09/Intersectionality.pdf>

## Fall Break: October 14-18, 2019

## Week 7: October 23, 2019

### Topics: Disability and Intersectionality cont.

* Compulsory Heterosexuality and Compulsory Ablebodiedness/Mindedness
* Gender non-conformity as disability?

### Readings:

* Penney, K. (2017). Medical and Social Models of Disability: Implications for Disabled Trans People (will be posted on A2L)
* Daley, A. (2013). Spaces in place: Negotiating Queer In/visibility within Psychiatric and Mental Health Service Settings. In, B. A. LeFrancois, R. Menzies, & G. Reaume (Eds.), *Mad Matters, A Critical Reader in Canadian Mad Studies,* Toronto: Canadian Scholars’ Press, pp. 298-308.
* Samuels, E., (2015). My body, my closet: Invisible disability and the limits of coming out. In, L. J. Davis (Ed). The Disability Studies Reader, Fifth Ed., New York & London: Routledge, pp.343-359.

**Guest Speaker, Kaiden Penney**

**Note:** This is the first date to submit individual or group assignments – assignments can be submitted anytime up to November 27th, 2019.

## Week 8: October 30, 2019

### Topics: Desiring Disability/Disabled Bodies

* In this class we will work towards developing a more nuanced understanding of the sexual lives of disabled people.
* We will explore the sexual expression and activity of disabled people as well as some of the challenges to sexual expression that they face.

### Readings:

* Picture This by Jari Osborne. Retrieved from:

<https://www.nfb.ca/film/picture_this/>

* SantineleMartino, A. (2019). "Power Struggles over the Sexualities of Individuals with Intellectual Disabilities". In K.A. Malinen (Ed.). *Dis/Consent: Perspectives on Sexual Consent and Sexual Violence*. Fernwood Press.

**Guest Speaker:** **Alan Santinele Martino**

## Week 9: November 6, 2019

### Topics: Disability (self)representation

* Exploring the ways that people identified/identifying with disabilities are represented by others
* Exploring the ways that people identified/identifying with disabilities would choose to represent themselves
* Thinking about the values, ideas, understandings and priorities/goals that underlie representations

### Readings:

* TBD – students will be assigned different materials closer to the date of the class

## Week 10: November 13, 2019

### Topics:

* A forum theatre scene will be presented that speaks to questions of ‘care’ for disabled youth experiencing homelessness.
* Critical look at constructs and exercise of care, (in)dependence and agency, inter-agency/sector collaboration, responsibility and rights, systemic dis/ableism

### Readings:

* Voronka, J. (2013). Rerouting the weeds: The move from criminalizing to pathologizing “troubled youth” in *The Review of the Roots of Violence.* In, B. A. LeFrancois, R. Menzies, & G. Reaume (Eds.), *Mad Matters, A Critical Reader in Canadian Mad Studies,* Toronto: Canadian Scholars’ Press, pp. 309-322.
* Kelly, C. & Chapman, C. (2015.) Adversarial Allies: Care, Harm, and

Resistance in the Helping Professions, *Journal of Progressive Human Services, 26* (1), 46-66.

**Guest Presenters: Members of the Partnering For Change Co-researcher Group**

### Note: Second in-class individual or group sharing assignment is based on this forum theatre presentation and is due on November 15th, 2019.

## Week 11: November 20, 2019

**Topics: Bodies in Spaces: Radical Perspectives on Fatness**

To look at the connection between fatness and disability

* To explore how fat bodies are taken up in both physical and metaphorical space (e.g., medical/healthcare settings, schools, relationships and sex, mothering, etc.)

### Readings:

* Blog: Fat shaming is not an individual problem, it is a cultural one. (Link provided on A2L)
* Freidman, M. (2012). Fat is a Social Work Issue: Fat Bodies, Moral Regulation, and the History of Social Work *Intersectionalities: A Global Journal of* *Social Work Analysis, Research, Polity, and Practice, Vol. 1, pp.* 53-69

**Guest Presenters: Lauren VanCamp & Dianne Feirheller**

**Note:** The second in-class individual or group assignment is due November 15th, 2019.

## Week 12: November 27, 2019

### Topics: Disability Activism

* Drawing on several examples, we will explore disability activism: its forms, goals, successes and challenges
* Disability alliances

### Readings:

### TBD – students will be assigned different materials closer to the date of the class

Note: Last day for submission of large individual or group assignment.

## Week 13: December 4, 2019

### Topics: Wrap Up

* Reviewing what has been learned; identifying questions that still remain; thinking of ways to move forward
* Returning to the ‘What do we mean by Disability?’ exercise
* Providing feedback on the course

### Readings:

* TBA

Note: Parts of the activities used in this class will inform the final critical reflection & response assignment, due December 10, 2019.

## Additional Resources

**Additional resources will be provided on the Avenue to Learn site.**