

# SW3S3: Social Work, Disability and Dis/Ableism

Thursdays, January 9, 2023 to April 12, 2023, 11:30-2:20 p.m.

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# Table of Contents

[Course Overview 1](#_Toc12438429)

[Course Requirements/Assignments 3](#_Toc12438430)

[Assignment Submission and Grading 5](#_Toc12438431)

[Student Responsibilities 6](#_Toc12438432)

[Course Weekly Topics and Readings 10](#_Toc12438433)

# Course Overview

## Course Description:

Drawing on critical disability theory, an intersectional lens and an political ethics of care, this course will take a critical look at the construct of “disability”. In the course we will:

* examine different understandings of ‘disability’, ‘Madness’, ‘neurodiversity’ and other categories of disability, beginning with 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/disability justice consequences of these
* address questions of value, power and privilege, and critically reflect on constructs such as “dis/ability” and “dis/ableism”, “normality”, “ability”, “impairment”, and “care” – the roots of such and how these are implicated in the oppression and marginalization of people with disabilities
* attend to the connected concerns of identity, language and labelling, and importantly, resistance, agency and pride
* cover topics such as advocacy/self-advocacy/activism; 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.
* make use of alternative frameworks to trouble existing understandings and provide different ways of thinking about disability and bodyminds – (re)imagining disability futures and imagining different worlds

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 majority of these materials will prioritize the perspectives and experiences of disabled people and communities.

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 (and other ‘helping’ practices) 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 and analysis 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 will primarily be taught in-person (unless otherwise directed by the university). Information will shared and developed through a mix of lectures and class discussions, 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

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: Week 3, Jan. 26, 2023, worth 15% of final grade. Can be completed and submitted in class or up to January 29, 2023.
2. ‘What I know so far’: short critical review of 3 sources (mix of academic and alternative sources) related to the focus of the third assignment. Due Week 5, February 9, 2023, worth 15% of final grade.
3. Individual or small group assignment: students select from a number of options (posted on Avenue to Learn). Assignment due anytime up to March 9, 2023. Worth 35% of final grade.
4. Second in-class assignment: completed in class on March 16 and can be submitted in class or by March 19, worth 15% of final grade.
5. Final individual critical reflection and response paper: Critical reflection on your understanding of ‘disability’ and ‘disability justice’. 3-4 pages. Due up to April 12, 2023, worth 20% of final grade.

## Requirement/Assignment Details (more detailed assignment information will be posted on A2L, alternative formats are accepted but must be discussed with the instructor beforehand.)

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

* + Students have the option of completing this assignment independently or working in small groups (no larger than 5). Working with various visual/media/written materials provided in class, guiding questions (posted on A2L), other class learnings and readings, students will conduct a critical analysis of the materials (which they will be invited to share with the class) using a format selected from a list provided by the instructor and posted on Avenu. Depending on the format selection, the requirements may differ somewhat but will be equitable across all assignments – these will be posted on Avenue to Learn. Assignment will be done in class on Week 3, January 26, 2023 and can be submitted in-class or anytime up to midnight, January 29, 2023, worth 15% of final grade.

### ‘What I know so far’: short individual critical review of 3 sources

* + This assignment is to be completed independently (not as part of a group).
	+ Students will individually critically review 3 sources (a mix of academic and alternative sources, e.g., blog, media, podcast, video) related to the focus of the project they will be doing individually or in a small group (see assignment #3 below). Due anytime up to midnight, February 9, 2023, worth 15% of final grade.
1. Individual or Group Assignment
	* Working individually or in a group (groups and topic to be determined by Week 3), students will choose a focus for their project, develop a framework for the project, determine the format to be used, and then complete the assignment. A range of possible formats will be posted on A2L. Depending on the format selection, the requirements may differ somewhat but will be equitable across all assignments – these will be posted on Avenue to Learn. 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 up to midnight, March 9, 2023, worth 35%of final grade.

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

* + Students have the option of completing this assignment independently or working in groups (no larger than 5). Working with various visual/media/written materials provided in class, guiding questions (posted on A2L), other class learnings and readings, students will choose from three options for completing this assignment posted on Avenue by the instructor. This assignment will take place Week 10, March 16, 2023. It can be submitted in class or anytime up to midnight, March 19, 2023. Worth 15%of final grade.
1. Final Individual Critical Reflection and Response paper
	* To facilitate completion of the assignment, the instructor will repeat the exercise conducted in Week 1 again in the final class - Week 13. Drawing on their original response to the exercise and guiding questions provided by the instructor, students will then be required to write a critical reflection paper (4-5 pages if written; requirements for alternative format will be posted on Avenue) in which they articulate the learning and shifts in understanding they have experienced over the duration of the course. Due anytime up to midnight, April 12, 2023, 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).
* 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 or TA regarding formatting and time length of the recording.
* If submitting an approved arts-based or alternative assignment, students must speak to the instructor or TA regarding format details.

## Avenue to Learn

In this course, we will be using Avenue to Learn. We may, on occasion, use zoom. 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.

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### Submitting Assignments & Grading

* Most assignments will be submitted on Avenue to Learn, and feedback and grades for these will also be provided this way.
* Other assignments, particularly alternative formats or arts-based assignments may need to be submitted directly to the instructor or the TA – processes for submission, as well for sharing feedback and grades, will be determined as needed.
* Please submit assignments by the beginning of the class in which the assignment is due or by the assigned deadline. Extensions are possible but must be negotiated before the deadline with the instructor or the TA. Without an approved extension, assignments submitted after the due date will be penalized 2% per day.

### 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.

Students will be completing a variety of assignment types during this course – some will be submitted onto Avenue, others (for example, arts-based or audio/visual assignments) may require other arrangements. Arrangements for the return of assignments from the options above will be discussed during the first class.

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### 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 (these conversations will be confidential). We will discuss this in greater detail in the first class.
* Students should read/view/listen to material in preparation for class. Lectures are only a small portion of class time and students may be involved in other activities (e.g., small group activities and discussions). As such, it is very important that students read/view/listen to 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.
* 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

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.

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### 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

## 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. Turnitin may be enabled *only for certain assignments* in this course 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 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](http://www.mcmaster.ca/academicintegrity) .

### 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.

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### 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 questions or concerns related to access and/or accommodations, or want to talk about your learning needs and style and how the class might work better for you, please be in touch with the course instructor.

### 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.

The School of Social Work requests and expects that:

* Instructors inform students about what they will record, when they will record, and what they will do with the recording.
* Students who wish to record contact the instructor first. This is so the instructor can inform the class when permission has been given to a student to record (the identity of the student will be kept confidential by the instructor).
* Recordings by students are used for personal study only, and not shared with anyone else, and are deleted when no longer needed for personal study
* There will likely be times when students or guest speakers share personal or sensitive information. In this circumstance we expect everyone to stop recording. The instructor (or student or guest sharing) may also ask for recording to stop, and we expect everyone to respect such a request.

## Confidentiality

A cornerstone of professional social work relationships is confidentiality with respect to all matters associated with professional services to clients. Social workers demonstrate respect for the trust and confidence placed in them by clients, communities and other professionals by protecting the privacy of client information and respecting the client’s right to control when or whether this information will be shared with third parties (CASW Code of Ethics, 2005).

In courses such as the 3D06 and 4D06 integrative seminars it is recognized that students participate and learn by discussing their placement and lived experiences. As such, it is important to identify issues of confidentiality that arise in addition to those related to client confidentiality. Each student will be required to review the Confidentiality Agreement for 3D06 and 4D06 Integrative Seminars and sign off to indicate their understanding and agreement. <https://socialwork.mcmaster.ca/documents/confidentiality-agreement-3d-4d-2020.docx/view>

### 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 ) or Jennie Vengris, Undergraduate Chair (vengris@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/undergraduate-resources/policy-on-extensions-and-incompletes-november-2019.docx/view) 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* *) or* *Jennie Vengris, Undergraduate Chair (**vengris@mcmaster.ca**).*

Course Weekly Topics and Readings

## Week 1: January 12, 2023

### Topics:

### Introduction to and planning for the course

* “What do we mean by ‘Disability’ and ‘Disability Justice’?” exercise *(this exercise becomes part of the final course assignment)*
* Introduction to the focus, goals and key themes of the course
* Review of course syllabus, classroom activities and assignments; student feedback and discussion
* ‘Cripping’ the classroom - class discussion about access, learning styles, range of experiences and knowledge we all bring to the classroom, and being and learning in the (virtual) space of the classroom
* Short video

### Readings:

* No readings for this week

## Week 2: January 19, 2023

### Topics:

### Ways of Thinking About Disability (A social construction? A biological problem? Something different? Something more? Nothing at all?)

* Introduction to ableism and sanism, models of disability and their role in shaping understandings of ‘disability’ and responses to people with mind/body differences
* Continuing the discussion regarding safer classroom spaces stared in week 1 with guest speaker: Maddie Brockbank

### Readings: (\*please note that each reading is approx. 3 pages long)

* Kumari Campbell, F. (2015). Ability. In, Adams, R., Reiss, B., & Serlin, D. (Eds). *Keywords for Disability Studies*. NYU Press, pp. 12-14.
* Cameron, C (2016). The Medical Model. In, C. Cameron (Ed.), Disability Studies: A Student’s Guide, London: Sage Publications, pp. 99-101.
* DasGupta, S. (2015). Medicalization. In, Adams, R., Reiss, B., & Serlin, D. (Eds). *Keywords for Disability Studies*. NYU Press, pp. 120-122.
* 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.
* Wilkerson, A. (2015). Embodiment. In, Adams, R., Reiss, B., & Serlin, D. (Eds). *Keywords for Disability Studies*. NYU Press, pp. 67-70.

## Week 3: January 26, 2023

### Topics:

### “The Trouble with Normal (is it always gets worse)” (*Bruce Cockburn, 1983*)

* The power and tyranny of ‘normal’
* Colonialism, science and statistics, and reductive determinations of ‘normal’, ‘acceptable’, and ‘valuable’
* Exploring/questioning the ‘fact’ and perceived value of ‘normalcy’
* What counts as a ‘able body’, and ‘able mind’, a ‘disability’? Who gets to decide?
* Whose lives count?

### Readings: (possible options below)

* Titchkosky, T. (2015). Normal. In, Adams, R., Reiss, B., & Serlin, D. (Eds). *Keywords for Disability Studies*. NYU Press, pp. 130-132.
* Erevelles, N., & Minear, A. (2010). Unspeakable offenses: Untangling race and disability in discourses of intersectionality. *Journal of Literary & Cultural Disability Studies*, *4*(2), 127-145.
* Berne, P. (2020). What is Disability Justice? Sins Invalid. Retrieved from <https://www.sinsinvalid.org/news-1/2020/6/16/what-is-disability-justice>
* Touretteshero’s Urgent Christmas Appeal with Television’s Liz Carr: <https://www.youtube.com/watch?list=PL_Dc7DFu8ZwQ_4DUuSHBnBNfxCretxtNE&v=L2gBtxj-uJc&fbclid=IwAR2eYf-C2hQ4I3nmV3HXUGlxTlSRqP1_Tkb4YDCQLTFc_LePFdJ9NO_7Kbw>

*\*First in-class individual or small group assignment – submitted in-class or up to midnight January 29, 2023.*

*\*Students inform instructor of their selected topic for individual or group project from a list posted on A2L.*

## Week 4: February 2, 2023

### Topics:

### Thinking Differently about Disability

* Critical, Mad, Crip, Neurodiverse, Deaf/deaf perspectives
* Compulsory Heterosexuality and Compulsory Ablebodiedness/Mindedness
* Heterogeneity and differing ways of knowing, doing, and being in the world

### Readings:

* *Coming soon*

## Week 5: February 9, 2023

### Topics:

### Thinking Differently about Disability continued…

* Indigenous, Global South and Intersectional perspectives
* Guest lecturers: Nicole Diakite & Maimuna Khan

### Readings:

* TBD after conversation with guest lecturers

\**What I know so far assignment due up to midnight, February 9, 2023.*

Week 6: February 16, 2023

### Topics:

### This week will be devoted to supporting students with their individual/group assignments (Assignment #3). Details will be provided in class prior to this week.

Readings:

* No readings this week

## Week 7: Feb 20-24, 2023 *Fall Break, no class*

## Week 8: March 2, 2023

### Topics:

### Bodies in Spaces: Radical Perspectives on Bodies and Minds

* Compulsory Heterosexuality and Compulsory Ablebodiedness/Mindedness
* Queer, Trans, Neurodiverse, Autistic and other entanglements with disability and space
* Guest Lecturer: Kaiden Penney

### Readings:

* TBD after conversation with guest lecturers

## Week 9: March 9, 2023

### Topics:

### Eugenics/Newgenics (Not just a thing of the past)

* Introduction to eugenics, ideology, practices and debates
* Exploring the role eugenics thinking 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 and other ‘marginalized’ communities
* Eugenics and/as ‘care’
* Learning from survivors and from younger generations of people labelled/with intellectual and developmental disabilities about resistance and activism

### \*Note: the subject matter for this week and next week may be difficult to hear. We will discuss this in advance of the class to address students’ concerns and comfort.

### Readings:

### 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>

*\*Individual or group assignment due anytime up to midnight, March 9, 2023.*

## Week 10: March 16, 2023

### Topics:

### Eugenics/Newgenics: continuing the conversation….

* Newgenics and/as ‘care’
* Attending to reproduction, futurity, death and dying, and discourse of an (un)‘livable’ life:
	+ Prenatal Screening,
	+ COVID-19 and Pandemic Triage Protocols
	+ MAiD
* Resistance and Pride

### \*Note: as with last week, the subject matter for this week may be difficult to hear. We will discuss this in advance of the class to address students’ concerns and comfort.

### Readings:

### Salmon, A. (2011). Aboriginal mothering: FASD prevention and the contestations of neoliberal citizenship. Critical Public Heallth, 21(2), 165-178.

* Disability Justice Network of Ontario. (Feb 2, 2021). Death By Coercion: Panel Discussion on Impacts of Changes to Medical Assistance in Dying (MAiD) [Video]. *Youtube*. Retrieved from<https://www.youtube.com/watch?v=AZYPLoWVRlQ&t=865s>
* Zhang, Z. (2020). The Last Children of Down Syndrome. *The Atlantic.* Retrieved from: https://www.theatlantic.com/magazine/archive/2020/12/the-last-children-of-down-syndrome/616928/?utm\_source=copy-link&utm\_medium=social&utm\_campaign=shareReading

*\*Second in-class assignment takes place – can be completed and submitted in class or by March 19, 2023*

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### **Week 11: March 23, 2023**

### Topics:

### Refusing - or Desiring – Disability?

* In this class we will work towards developing a more nuanced understanding of the sexual lives of disabled people.

### Readings:

* Andrew Gurza, “Picture This”. Retrieved from, <https://www.nfb.ca/film/picture_this/>
* Quarmby, K. (2015). Disabled and Fighting for a Sex Life. The Atlantic. Retrieved from, <https://www.theatlantic.com/health/archive/2015/03/sex-and-disability/386866/>
* Mingus, Mia. (2011). Access Intimacy: The Missing Link. *Leaving Evidence*. Retrieved from, <https://leavingevidence.wordpress.com/2011/05/05/access-intimacy-the-missing-link/>

## Week 12: March 30, 2023

### Topics:

### In/ter/dependence

* In this class we critically explore entanglements between ‘disability’ and ‘dependence’, ‘independence’ and ‘interdependence’,
* their impacts on the lives of people disabled people
* different ways of thinking about ‘dependency’ and ‘vulnerability’

### Readings: (possible options)

* Powell, R. (2021). Disabled People Still Don’t Have Reproductive Freedom. *Dame*. Retrieved from <https://www.damemagazine.com/2021/07/26/disabled-people-still-dont-have-reproductive-freedom/>
* Kovac, S. (2014). On Disability and Accepting Help. The Atlantic. Retrieved from https://www.theatlantic.com/health/archive/2014/11/on-disability-and-accepting-help/382514/

## Week 13: April 6, 2023 *Last Class*

### Topics:

### “It doesn’t have to be like this”, Imagining Different (Crip) Futurities: Response / Responsibility / Response-ability

### Thinking about ‘re-worlding’ – working towards different futurities

### Thinking about resistance of diverse disability communities

### Critically explore power, tensions, and possibilities for ways of resisting

* (Self)advocacy, activism, allyship, alliances, accomplices…
* Thinking about social work’s (and our own) roles, responsibilities and possibilities for working towards disability justice and social change
* Returning to the Week 1 exercise, “What do we mean by “disability” and “disability justice”, as part of the final assignment.

\*This week’s focus is to be folded into your final course assignment.

### Readings:

### Roscigno, R. (2019) Neuroqueerness as Fugitive Practice: Reading Against the Grain of Applied Behavioral Analysis Scholarship, Educational Studies, 55:4, 405-419, DOI: [10.1080/00131946.2019.1629929](https://doi.org/10.1080/00131946.2019.1629929)

### The Laura Flanders Show. (2015, June 30). Beyond Disability Rights; Disability Justice: Leah Lakshmi Piepzna-Samarasinha. [Video]. Youtube. <https://youtu.be/n_sw6Hjtfg8>

### Kelly, C. & Chapman, C. (2015). Adversarial Allies: Care, Harm, and Resistance in the Helping Professions, Journal of Progressive Human Services, 26 (1), 46-66.

### Barnard Center for Research on Women. (2020, March 11). Intersections of Disability Justice and Transformative Justice [Video]. Youtube. <https://www.youtube.com/watch?v=8dKystkbHKQ>

\**Final assignment due anytime up to April 12, 2023.*

## Additional Resources

Additional Resources will be posted on Avenue.