

## Calendar Description

This course has been designed to provide the student with an opportunity to learn about and understand various historical aspects of the situation, perception and academic inquiries related to disabled people, present considerations & thinking, and existing and future challenges related to disabled people. This is a theory course with structured practicum in the community or a research group.

## Content/Objectives

### The objectives are:

- To give an understanding of the meaning and scope of disability studies and its relationship to other fields serving disabled people
- To offer an introductory overview of the historical influences and practices within disability studies
- To introduce students to the international scene of disability studies existing today
- To expose students to present and future challenges and possibilities within the realm of disability studies

### Content to be covered includes:

- A historical overview of disability studies
- The relationship of disability studies with other academic and professional fields serving 'disabled people'
- Mindful consideration of the meaning of body image for the person(s) labelled as impaired
- An investigation and discourse into what is meant by terms like disablement and impairment,
- The medical, social and transhumanist model of a) disability studies b) of disability and c) body image
- Disability studies and the concept of health
- Impact of new and emerging science and technology on perception of disability, impairment and health and on the field of disability studies
- The impact of disability studies philosophy on other academic fields such as nursing, community health sciences, engineering, social work, other social group studies such as women studies; law, education, medicine, humanities, arts and media, culture, business, religious studies, environmental studies, public policy studies and development studies.
- The global state of disability studies and what is taught in other disability studies degrees and taught in other academic institutions related to disabled people
- Consideration of the present state of disabilities studies
- Development of mindful consideration of the future challenges and possibilities for disability studies
- An overview of the global reality for disabled people

## Outcomes/Competencies

Students will, through their meaningful participation, demonstrate an introductory understanding of the field of disability studies and its relationship to other fields serving disabled people. They will, through class participation consisting of dialogue with peers and instructors, demonstrate an application of this knowledge by analyzing and synthesizing the historical relevance with present practice and theory while considering where the future challenges and possibilities exist for disability studies. They will be able to listen to the voice of disabled people and of individuals and groups engaged in advocacy for people with disabilities. They

will be able to identify and discuss cutting edge issues in the lives of people with disabilities, and observe practices in service settings for people with disabilities, analyze issues from the perspectives of persons with disabilities and their families and understand the relationship between community rehabilitation and disability studies.

## Assignments

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|--|-----------|
| 1. Term paper on a relevant topic  | Value 25% |
| 2. Analysis of a paper given to the students using the BIAS FREE Framework (Building an Integrative Analytical System for Recognizing and Eliminating In-Equities) | Value 25% |
| 3. Practical Experience  | Value 25% |
| 4. Participation in class discussions  | Value 25% |

## Resources

Readings and other relevant information posted on CORE 205 yahoo group <http://groups.yahoo.com/group/CORE205>  
More detailed reading and resource list given towards the beginning of the course.

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*

## Instructor and Course Information

<b>COURSE:</b>	CORE 205	<b>INSTRUCTOR:</b>	Gregor Wolbring
<b>TERM:</b>	Fall 2009	<b>TELEPHONE:</b>	403-686-6179 (evening)
<b>SECTION, TIME/DATE:</b>	L01 R, 1630-1820 B 01 TBA T 01 R 1830-2020	<b>EMAIL:</b>	gwolbrin@ucalgary.ca
<b>LOCATION:</b>	EDC 280	<b>OFFICE HOUR:</b>	On-line first
		<b>INSTRUCTOR:</b>	Bill Forman
		<b>TELEPHONE:</b>	
		<b>EMAIL:</b>	bill.f@pasc-calgary.org
		<b>OFFICE HOUR:</b>	On-line first

## Course Content

- This half credit course will provide an in depth view of a) the meaning and scope of disability studies and its relationship to other fields serving and dealing with ‘disabled people’ such as community rehabilitation; b) the history of disability studies; c) the international scene of disability studies existing today and d) present and future challenges and possibilities for disability studies.

Students will develop a framework for understanding the issues through a weekly series of discussions.

The topics for discussion include :

- The history of disability studies
- The relationship of disability studies with other fields serving ‘disabled people’
- The body image discourse in disability studies
- The discourse around the discourse of what causes disablement
- The medical, social and transhumanist model of a) disability studies b) of disability and c) body image
- Disability studies and the concept of health
- Impact of new and emerging science and technology on perception of disability, impairment and health and on the field of disability studies
- The impact of disability studies philosophy on other academic fields such as nursing, community health sciences, engineering, social work, other social group studies such as women studies; law, education, medicine, humanities, arts and media, business, culture, religious studies, public policy studies and development studies.
- The global situation of disabled people

Students will develop through the course an appreciation for the interconnectedness of a) the meaning and scope of disability studies and its relationship to other fields serving and dealing with ‘disabled people’ such as community rehabilitation and other academic fields; b) the history of disability studies; c) the international scene of disability studies existing today and d) present and future challenges and possibilities for disability studies.

**This course will rely heavily on student participation in class discussions.**

# Assignments

## 1. Term Paper

Value = 25%

Due date 1<sup>st</sup> Dec , 2009

Students are required to complete a paper of 10-12 pages in length on cutting edge issues that affect the lives of people with disabilities. Students should articulate the impact that this issue has in the lives of people with disability and also include the student's perspective on the issue. Topic suggestions will be given at the beginning of the course and students may write a term paper on a different topic if it is pre-approved by the instructor. The student's perspective should be well thought out and supported by references. A minimum of seven references must be used and the paper is to be written in American Psychological Association (APA) format for citations and references. For topical issues references can include newspapers, magazines, popular books and the internet. However, at least four references must be from peer reviewed periodicals, books and hard cover materials.

### *Grading Criteria for Term Paper*

Introduction and framing of ideas	4 marks
Major context of paper a) Expansion of ideas in introduction b) Review and critique current literature c) Right usage of the terms disability, impairment, variability d) Transhumanist implication e) Global implications	10 marks
Conclusion	5 mark
Presentation/Style a) Organization (e.g. use of headings) b) Flow of ideas c) Grammar	4 marks
Adherence to APA	2 marks
Total	25 marks

## 2. Analysis of a paper given to them using the BIAS FREE Framework

Value 25%

Each of the students will be given a paper that should be critically analyzed using the BIAS FREE Framework  
Due: Nov 16

## 3. Practical Experience & Journal

Value 25%

This course requires that the students complete a 24-hour (2 hr. per week) practical component (research group or community). The student will complete a reflective practical experience journal (10%) and will be evaluated by the agency or research group leader, senior practicum student coordinator and course instructor (10%), participation in tutorial (5%).

### **NOTE:**

Each student will be expected to hand in a time log of their practicum hours which is to be signed by the site facilitator and turned in at the final class. Any student who does not complete their hours will be deducted up to 25% from their overall grade in the class. The only exception will be the provision of a medical letter, or a situation that is beyond the control of the student, i.e. emergency circumstances. It is required that students in this situation review this in a meeting with the instructor and the practicum coordinator.

#### **4. In Class Discussions**

**Value 25%**

Students are expected to have read their assigned readings and have thought about the questions given to them for any given week BEFORE they attend class. Students are also expected to scan the public media for articles on current cutting edge issues related to the class to bring to class for discussion. Readings for the class can be found CORE 205 yahoo group <http://groups.yahoo.com/group/CORE205>

#### **Discussion Guide**

The instructor will monitor the content and quality of the discussions and contribute reflections and feedback as the discussion progresses. Students are encouraged to ask questions, elaborate on information, challenge and produce ideas about the given topic. Contributions to the discussion must be content based, and not comprised of brief summative comments. The purpose of the discussion is to facilitate learning and engage with other students to promote a broad knowledge base regarding the material. Grades will be based on participation in discussions as well as the quality of on-line postings including: display of critical thought, understanding of concepts, and application to professional practice.

#### ***Grading criteria for on-line postings***

Participation in discussion: consistent participation, responds to postings, poses reflective questions, and respectfully challenges peers, instructors and guests	6.25 marks
Quality of on-line postings: understands the concepts and integrates information, displays an understanding of different positions, incorporates reflection and critical thought	6,25 marks
Analysis of Content: contributes new ideas based on analysis or readings and prior discussion	6.25 marks
Application to professional practice: demonstrates the ability to apply concepts to practice	6.25 marks
Total	25 marks

## Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

**NOTE: The last day to change/register and pay balance of fees for the Fall session is *September 21, 2009*. The last day to withdraw is *December 8, 2009*.**

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

### **Academic Accommodation**

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. ***It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.***

IMPORTANT: Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

## Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line [www.calgarybookstore.ca/](http://www.calgarybookstore.ca/) Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4