



AP
A. 20'09

CORE 425(Van)

Half (3-0)

New Psychologies of Disability

Calendar Description

This course is an exploration of disability as a social construction that emerges in linguistic practices and other forms of representation. Postmodern/post-structural approaches to meaning and identity will be applied to understand how self, subjectivity and disability are located and experienced within public spaces (i.e. social/cultural contexts).

Content/Objectives

- Role of language and representation in constructing disability
- Overview of historical and contemporary conceptions of disability
- The “problematizing” of disability in contemporary discourses
- The relationship between meaning and one’s experience of the body, illness, and disability
- Social problem theory and an analysis of power, social policy and empowerment.

Outcomes/Competencies

The student will demonstrate competence in:

- Articulating the social/cultural frameworks that have influenced one’s own values and beliefs about disability
- Identifying and critiquing representations of disability in public discourses
- Analyzing how public and personal power constructs and maintains conceptions of disability

Assignments

For your chosen topic/condition:

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| 1. Critical analysis of a chapter or article from required reading | 25% |
| 2. Critical analysis of cultural representation of disability | 25% |
| 3. Term Paper | 50% |

Resources

Required Textbooks:

1. Davis, L. (Ed.). (2006). *The disability studies reader (2nd ed.)*. Routledge.
2. Gergen, K.J. (2009). *An invitation to social construction (2nd ed.)*. London: Sage Publications

Details for current course offerings are available at: www.crd.s.org

Instructor and Course Information

COURSE: Core 425
TERM: Fall 2009
SECTION: L02
TIME/DATE: Tuesdays, 6:00 – 9:00 pm
LOCATION: Douglas College

INSTRUCTOR: Gord Tulloch
TELEPHONE: 604.299.4001
FAX: 604.299.0329
EMAIL: gord-tulloch@shaw.ca
OFFICE HOURS:

Course Content

<i>Date</i>	<i>Time</i>	<i>Room</i>	<i>Topic and work to be done</i>	<i>Assignments Due</i>
Sept. 8	18:00 – 21:00	1715	Review syllabus and course assignments. Who is disabled? Defining disability.	
Sept 15			Postmodernism and the deconstruction of knowledge, truth and rationality. The construction of meaning and the world.	
Sept 22			(Con't). The role of language and power in constructing and understanding social problems.	
Sept 29			Situating disability in language: constructing disability in historical and contemporary discourses.	
Oct 6			Situating disability in cultural representation: constructing disability in historical and contemporary media representation.	Assignment 1
Oct 13			Social problem theory and the “problematizing” of disability. Case Study: Down Syndrome, pre-natal testing, and the human genome project.	
Oct 20			The body as cultural text: disfigurement, difference and the emergent sense of self.	
Oct 27			The construction of self: locating and navigating identity. Autobiography and narrative in the understanding of self and others.	
Nov 3			Theoretical frameworks for the study of disability issues (Part 1): social and biomedical models, theories of difference.	Assignment 2
Nov 10			Deconstructing normalcy and the social authority of science.	
Nov 17			Theoretical frameworks for the study of disability issues (Part 2): Feminist theories and disability studies, queer theories and some ‘post’ theories.	
Nov 24			Life experiences and perspectives of people with disabilities/their families	
Dec 1			Inclusion, empowerment and professional practice. What does it all mean?	Assignment 3
Dec 8			Shifting paradigms: multiple identities and internalized ableism.	

Details of Assignments

1. *Critical Analysis of Reading*

VALUE 25%

A 750 word analysis of a chapter or article from the required texts. The analysis must demonstrate a critical understanding of both the issue under discussion and the author's presentation of it. The assignment is required to be submitted prior to being covered in class.

2. *Critical Reflection of Cultural Representations of Disability*

VALUE 25%

A 750 word analysis of a film, book, or other cultural product. Consider how disability is presented and what underlying assumptions are present (tragedy, hero, 'innocent', threat, moral depravity, etc.) and what theoretical assumptions underpin these representations. How does this contribute to the social construction of disability and what messages about disability are conveyed? This is not a research assignment but an analytic/reflective assignment designed to help you learn to analyze the way disability is constructed and the different messages that seemingly benign cultural products may carry.

3. *Term Paper*

VALUE 50%

A 2000 word analysis of a topic of interest related to issues emerging from the course themes or material.

**Late marks will be deducted from assignments that are not submitted on time, provided there is no prior agreement with the instructor. 5% will be deducted on the first late calendar day, 10% on the second, and 15% on the third, and so on.*

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 for courses and pay balance of fees for the Fall session is **September 21st, 2009**. The last day to withdraw is **December 8th, 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/ 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