

## Sociology of Disability

Instructor: Alison L. Denton

Office – Ryan Building 2050

Office hours: Mondays 2.30 p.m.

\*Please feel free to drop in to my office hours\*

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Sociology Department Website: <http://sociology.lakeheadu.ca>

Class: Mondays at 11.30 a.m. to 2.30 p.m.

Room: Ryan Building 2027

Welcome to the Sociology of Disability 4511! This course is an introduction to the field of disability studies, a field that generally problematizes the definition of disability and also argues that disability is socially constructed. We will examine closely both the medical and social models of disability and they ways in which they have impacted our perceptions of disabled persons. We will also

This fourth year course will consist of both lecture and seminar, with more emphasis on seminar discussion. Students will be required and encouraged to actively participate each week and be prepared to discuss the issues raised in the readings.

**Required Texts:** (Available in the LU Bookstore)

Goodly, Dan, Disability Studies: An Interdisciplinary Introduction (London: Sage Publications Ltd., 2011)

Hall, Kim Q (ed.), Feminist Disability Studies (Indiana University Press, 2011)

### Assignments:

Participation	20%	Evaluated during the semester
Annotated Bibliography	25%	DUE: February 9 <sup>th</sup> , 2015
Essay	30%	DUE: March 9 <sup>th</sup> , 2015
Take Home Exam:	25%	DUE: April 10 <sup>th</sup> , 2015

### Learning Outcomes

At the end of this semester you should be able to:

- articulate (orally and in writing) the major concepts in Disability Studies, including the medical model of disability, the social model of disability, the rise of the Independent Living Movement in North America, feminist approaches to disability, intersectionality, ableism, oppression, privilege, difference, identity, heteronormativity, decolonization, agency and resistance
- demonstrate an understanding of disabled persons historical and contemporary participation and contribution to social change
- demonstrate an understanding of how Disability Studies generates new knowledge

-understand, synthesize and contribute to scholarly discussions in Disability Studies through the research process and in class discussions

### **Skills Outcomes**

At the end of this semester you should be able to:

- demonstrate an awareness of how ability and disability are socially constructed and how these social constructions have impacted our perceptions of disabled people.
- conduct secondary scholarly research using a variety of scholarly resources
- communicate research results in writing clearly and effectively
- engage in oral discussion regarding key issues and debates in Disability Studies

### **A note on participation and discussions:**

Discussions require that everyone participates (speaks and listens) in a meaningful and civil way. While there will likely be lots of disagreements and debates, everyone is expected to participate in a way that is respectful to everyone in the class and their ideas. Personal attacks, gender, and racial slurs, disrespectful comments on ability or able-bodiedness, or other such disrespectful behaviour will not be tolerated. Please keep in mind that this is a scholarly environment and professionalism is expected at all times. In this course we will deal with many sensitive issues and will encounter historical language no longer appropriate. Please be reminded that respect for the people we study and other students is essential to a productive and accessible discussion. Disrespectful behaviour and/or comments about people in class or being studied will not be tolerated.

### **On Campus Help Available to Students:**

**Student Success Centre:** Additional help regarding academic matters can be found at the Student Success Centre located in SC 0008 or phone 343-8018 or online at - <http://academicadvising.lakeheadu.ca/>

**Student Accessibility Services:** For assistance with accommodations for a disability, please visit Student Accessibility Services located in SC 0003 or phone 343-8047 or online at - <http://learningassistance.lakeheadu.ca/>

**Student Health and Counselling Centre:** For help with personal and/or medical issues, please visit the Student Health and Counselling Centre located in the University Centre 1007 (across from Security) or phone 343-8361 or online at - <http://healthservices.lakeheadu.ca/>

### **Assignment Guidelines - General**

Note: Assignments will also be discussed in class.

**A Note on Submitting Assignments:** All assignments must be submitted in hard copy (i.e. on paper) and stapled to ensure pages do not get lost. It is your responsibility to ensure that I receive your assignment. I prefer that you to hand in your assignment in class, but please do not interrupt the class to submit your paper. If, however, you cannot submit your assignment in class, please have it time and date stamped at security and hand it in to the Sociology Office on the second floor of the Ryan Building. Email me to ensure that I have received your paper. Papers that get 'lost' will be penalized as if they were submitted late. Electronic submission of assignments (i.e. email) will not be accepted.

**Late Policy:** All assignments are due by 11:59pm on the due date indicated in the course outline. Assignments received after the due date will be penalized 5% per day. Requests for extensions must be made prior to the due date and will ONLY be given in extenuating circumstances and may require documentation (e.g. a doctor's note). Extensions will not be granted where good time management skills could have avoided the problem; i.e. extensions will not be granted for students who have a number of assignments due at the same time during the semester or for students who have decided to take an overload of classes this semester.

**Style and grammar:** Marks are not directly deducted for poor writing style and grammar. However, you simply cannot achieve a good grade if the paper is difficult to read and the argument difficult to discern. It is essential to proofread.

**Referencing:** Assignments must be entirely your own work. If the exact words or phrases of another author are used they must be in quotation marks with an accompanying reference. Material that is paraphrased – that is, an idea from another author but put into your own words – must also be accompanied by a properly formatted citation. Please use appropriate style (either MLA or Chicago) and form in a consistent manner throughout the paper. References are essential and have four purposes. They indicate the source of the "quotations," acknowledge the interpretations and ideas of others, provide authority for facts which might be challenged or result from the research of others, and point to other sources or interpretations of the same topic. In general, they acknowledge the use of another person's ideas and are essential in avoiding plagiarism. Failure to provide adequate references constitutes plagiarism.

### **Plagiarism and Academic Dishonesty:**

Plagiarism is a serious academic offence. Presenting an idea, words or an exact phrase of another author as your own work constitutes plagiarism. All students are required to know what constitutes plagiarism and how to avoid it. If you have questions about what constitutes plagiarism you can consult the Lakehead University calendar available online at

<http://calendar.lakeheadu.ca/current/contents/regulations/univeregslXacdishon.html> or the professor. All cases of plagiarism will be dealt with in accordance with the Code of Student Behaviour and Disciplinary Procedures approved by Senate and the Board of Governors. Other instances of Academic Dishonesty, including but not limited to double submission, purchasing of assignments (either online or from another student on campus), or copying of assignments will also dealt with in accordance to the University regulations

on Academic Dishonesty. Students may obtain a copy of the “Code of Student Behaviour and Disciplinary Procedures” from the Office of the Registrar for more information. Please do your own work.

### Specific Assignment Guidelines

#### **Participation: 20%**

Your voice is important!

Your participation and active discussion are essential to the success of this course and your own academic success. Discussion will be centred on the lecture, and readings listed for each week on the course outline. Readings are complementary to other course components (lectures, assignments, et cetera). Ultimately, a discussion should become a forum for the analysis and expression of ideas based on evidence from the readings, and for integrating the information/ideas presented in the varied components of the course.

In evaluating the readings consider the following:

- What is the thesis or central argument?
- What points or information does the author use to prove the argument(s)?
- Does the author have an obvious perspective or purpose for writing the article? What is it?
- What sources were used to write the article? What are the strength/weaknesses of these sources?
- What are some of the similarities and differences between the readings regarding time period, place, argument and evidence?
- How do the readings fit together? What are some common themes of the readings? How do they complement this week's lectures? How do they fit with other readings/lectures from the course?

Participation from all members of the group is crucial if a discussion is to be both interesting and instructive. Discussion requires preparation which includes reading all the articles and thinking critically about them before attending class. It is necessary that students critically read the materials in advance so they are fully prepared to speak about and ask questions about the readings. Participation marks are based on active involvement in the discussion and on the content of the student's comments.

#### **Annotated Bibliography - Preliminary Research Assignment : 25% Due February 9<sup>th</sup>, 2015**

This preliminary assignment is designed to get you thinking about and exploring the resources for your final paper (due at the end of the semester). This research will form the basis of your final paper and therefore you need to perform this research carefully and seriously. It requires research done primarily through the library website and in the library. (Note: You can connect to the library website off campus using the proxy server. On the Library homepage click on Connect from Home and login using your LU email address and password.) You will need to have a working research question included at the top of your bibliography. A good research question is on a subject that will sustain your interest over the course of the research, is specific enough to limit to research so that you are able to complete in a reasonable timeframe. Your research can be global or local in orientation as well as either historical or contemporary. The question should reflect both a time period and a place or when and where things happened. This will inform your research and evaluation of the sources.

For this assignment you are required to pick a topic of your choice in Disability Studies. Using the library you will find a variety of sources (including, but not limited to books, journal articles, and internet sites) that will be useful in writing the paper. This still requires that you critically think about the sources you find in order to evaluate whether or not they will be useful in conducting your research. You will hand in a bibliography of between 10 and 15 potential sources in proper bibliographic style. (You are also encouraged to save your research findings in RefWorks, but please keep in mind that RefWorks isn't perfect so you will still have to edit your bibliography for style.) Your bibliographic listing will also need to include 3-4 sentences describing/analyzing the source.

You are encouraged to search broadly for any potential sources. You need to ensure that all of your sources have a connection to your topic and all of the secondary sources must be scholarly sources.

Each bibliography **must** include at least 10 and no more than 15 sources from the following:

1. books
2. journal articles
3. online sites (specific, educational sites related to your topic – not Wikipedia or the like. Look for websites ending in .edu and .org or containing .gov.ca.)
4. representative primary sources (newspaper and magazine articles relevant to your topic)

Please note: Course materials **cannot** be used for this assignment

Your assignment will be graded on the following criteria:

1. Strength of thesis statement – specific, well-thought out and articulated
2. Strength of research – excellent, relevant sources that will provide a strong foundation for further research development
3. Accurate, concise, and clear explanations of individual bibliographic entries
4. Proper bibliographic style

### **Essay - Secondary Research Assignment: 30% Due March 9<sup>th</sup>, 2015**

Using your previous assignment and the feedback you received on you will develop a strong 10-12 page research paper including: an introduction, thesis statement, key points and evidence used for each key point, and an appropriate bibliography.

Additional details and support for completion of this assignment will be provided and discussed in class. However, please be prepared to write a strong academic research paper with appropriate citations and formatting. Essential components:

Below are key questions which guide the assessment of your essay:

#### Structure and Quality of Argument

Is the essay plan stated in the introduction?

Is there a strong research question and thesis statement?

Is the overall structure of the argument clear and coherent?

Are the points made in a logical sequence?  
Is the argument sufficiently analytical?  
Is there a conclusion?  
Does the conclusion address the essay question directly?  
Is the conclusion adequately supported by the preceding argument?

#### Use of Evidence

Are the points made supported by evidence from cited sources?  
Are the sources drawn on sufficient and appropriate?  
If empirical evidence is used, is it described clearly and in appropriate detail?  
Does the evidence presented support the conclusions reached?  
Is the interpretation of the evidence presented appropriately qualified (i.e. avoiding over generalizations and sweeping statements)?

#### Contents

Is the writer's argument adequately backed up rather than just asserted?  
Are the sources used subjected to analysis and critical reflection?  
Has the student researched the topic sufficiently?  
Are there any important omissions?  
Has the student thought about what they have read or simply reproduced material from sources?  
Is there evidence of critical thinking or an original synthesis?  
Does the student have an argument?  
Has the student gone beyond the essential reading?

#### Writing and Presentation Skills

Is the essay referenced correctly?  
Are quotations identified and fully referenced?  
Are the ideas presented fully credited?  
Is there any evidence of plagiarism?  
Is the essay fluent and readable?  
Is the grammar and spelling adequate?  
Has the writer made an effort to use their own words?

**Please note: Course materials cannot be used for this assignment**

**Take Home Exam: 25% Due April 10<sup>th</sup>, 2015**

The take-home exam will be handed out in the last class and a detailed overview of the exam will be provided. The exam will be completed and handed in via email or in person at the Sociology office on or before the due date of April 10<sup>th</sup>, 2015. The exam will consist of a choice of a number of short essays based on course content and readings.

**Weekly Schedule for Lectures, Readings, and Seminars**

**Week 1: January 5<sup>th</sup>** Welcome and Introduction: Why Disability Studies?

**Week 2: January 12<sup>th</sup>** Global and Feminist Disability Studies  
Readings: Introduction (Chapter 1 Goodley) from both Goodley and Hall

**Week 3: January 19<sup>th</sup>** Medical Model of Disability: Political Disability Studies  
Readings: Chapter 2 Goodly Chapter 2 Hall

**Week 4: January 26<sup>th</sup>** Rehabilitation Model and the Social Model of Disability  
Readings: Chapter 4 Goodly Chapter 6 Hall

**Week 5: February 2<sup>nd</sup>** Intersections and Integrations: Diversity  
Readings: Chapter 3 Goodly and Chapter 5 Hall

**Week 6: February 9<sup>th</sup>** Identity, Inequality, and Invisibility  
Readings: Chapter 9 Goodley and Chapters 3 and 4 Hall  
\*Assignment 1 due\*

**Week 7: February 16<sup>th</sup>** – Family Day  
No Class

**Week 8: February 23<sup>rd</sup>** Sexuality and Disability  
Readings: Chapter 5 Goodley and Chapter 9 Hall

**Week 9: March 2<sup>nd</sup>** Education, Disability and Employment  
Readings: Chapter 9 Goodley and Chapter 12 Hall

**Week 10: March 9<sup>th</sup>** Freaks, Gimps and the Carnival: Bodies and Performance  
Readings: Chapter 7 Goodley and Chapter 11 Hall  
\*Assignment 2 due\*

**Week 11: March 16<sup>th</sup>** Transformation and Development:  
Readings: Chapter 10 Goodley and Chapter 13 Hall

**Week 11: March 23<sup>rd</sup>** Techno Disability  
Readings: TBD

**Week 12: March 30<sup>th</sup>** Wrap up and Exam Review and hand out of Take Home Exam Question(s).

**Take Home Exam Due April 10<sup>th</sup>, 2015**