

ANTHROPOLOGY 3354G-200/9230B

Department of Anthropology

Disability and Health in Local and Global Worlds

Course Outline

Winter 2022

Version date: July 12, 2021

Classes:

This is a “blended” course. There are 2 hours of class-time Tuesdays 10:30-12:30 plus 1 hour online. Classroom is FNB-2220.

Instructor:

Pamela Block

Office: SSC-3425

Office hours: TBD

Email: pblock@uwo.ca

Requisites:

Prerequisite: Registration in third or fourth year in any Anthropology module or Disability Studies module.

Antirequisites: None.

Course Syllabus:

This is a course about intersections. Disability cuts across age, gender, class, caste, occupation, religion- or does it? By some measures, people with disabilities are the largest minority group in the world today. In this course, we critically examine both the experiences of people with experiences with disability or chronic health conditions as well as the politics and processes of writing about such experiences through an anthropological lens. Indeed, questions of representation are perhaps at the core of this course. Is there such a thing as an international or universal disability experience? What does it mean to be disabled or have a chronic health condition in different social, economic, and political contexts in today’s world?

In the beginning of the course, we will develop an anthropological foundation from which to talk about local and global contexts as well as disability. We will consider

issues of local development, globalization, and transnationalism (Note: of specific relevance to MER students). We will ask whether disability is a universal category and we will consider how experiences of health, illness, disability, and debility vary over temporal and spatial contexts. We will engage in “concept work” by analyzing the relationships between disability and impairment and we will critically evaluate the different models employed to think about disability. In doing so, we will rethink (perhaps) previously taken for granted understandings of disability and health and we will also engage with broader questions about international development, human rights, the boundaries of the nation, the family and other kinship affiliations, and identity and community formation (Note: Of specific relevance to MER students). How is occupying and decolonizing health and disability both a productive analytic and a lens for thinking about pressing questions and concerns in today’s world?

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Evaluate disability, occupation and health in diverse local and global political, economic, and social contexts
- Analyze the role that development or policy initiatives have played historically and currently in occupying and decolonizing disability and health
- Evaluate what is specific and what is universal about diverse health and disability experiences
- Understand the multi-disciplinary and inter-disciplinary nature of disability studies and key debates in the field
- Remember terms, definitions, and controversies regarding health and disability
- Analyze readings competently and critically
- Work collaboratively with a group of peers to develop shared understandings of class readings and to prepare regular oral presentations on those themes

Course Materials:

For this course we will use the textbook: *Occupying Disability: Critical Approaches to Community, Justice, and Decolonizing Disability*.

Evaluation:

Participation – 20%

Two Essays – 50%

Final Group Presentations – 30%

Participation – 20%

Students are encouraged to post Discussion Questions (DQs) and Real World Reflections (RWRs) for the week's readings in the week's online forum and to bring them to class. I will be seeking volunteers to share their DQs and RWRs in class. If you prefer writing to speaking, the online forum is the place you can post and respond to each other's DQs and RWR. Discussion questions should be essay-type questions that don't have a simple yes or no answer. Real World Reflections can be anything that connects the readings to something from your experiences out in the world. They might be drawn from literature, film, social media, news articles, blogs or personal experiences. During the semester we may engage in breakout groups and other in-class assignments related to DQs and RWRs.

In person there will be a brief 30-minute period of questions/lecture/discussion (highlighting the broader context of the work or scholar under consideration, rather than explaining the reading itself) and to identify key themes, questions, topics. Students will then discuss in small groups (20 min) and debate as a whole class (70 min). Online forums will give students opportunities to further discuss their thoughts on DQs and RWRs or to create new ones.

The 20% participation grade will be based on your self-evaluation and include online and in person discussions as well as any other forms of participation as you define it (this could be mentoring, supporting other students, meet-ups to watch relevant films, peer-reviewing assignment drafts, and collective access notetaking. Student self-evaluations should include a description of their participation strategy (e.g. did you primarily participate online or in class, and briefly provide some examples). Half of your participation grade will be awarded at the 6th week of class and the other half at the completion of the course.

Essays – 50%

Twice, during this course, undergraduates will be expected to turn in a paper of 750 words (up to 1250 words will be accepted) and graduate students are expected to turn in a paper of 1250 (up to 1500 will be accepted). One of these might be submitted in an alternative format (video, graphic narrative, object histories etc.) on a topic of your choosing related to issues related to the readings and class discussions. The first essay is due via on-line submission between February 8-11th (final submission deadline is February 11th 1pm) and the second essay due between March 31-April 3. Final submission deadline for the second essay is via on-line submission at 11:55 pm (just before midnight) April 3rd. Accommodations or extensions to these deadlines may be provided on a case by

case basis upon formal request, prior to the final submission deadline, possibly in consultation with students' academic counselors.

Note: Examples of possible essay formats may be to: compare readings or analyze or synthesize the authors' differing approaches. You may write in support or disagreement with the authors, discussing what you consider to be the strengths and weaknesses of the approaches used in the readings. You are expected to provide evidence for all your assertions using the texts assigned or in supplemental materials. Use your DQs and RWRs to explore possible topics. Essays may be expansions of these.

In the first two weeks of the semester you will develop a supplemental reading list with the help of the course instructor – you will be expected to complete these readings and incorporate them into discussion forum and your two essay assignments.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Final Group Presentations and Peer Evaluations – 30%

Final Group presentations will be worth 20% of your grade for the course. Groups of up to four students may work together. Presentations should be recorded. Recordings and supplementary materials (e.g. poster, powerpoints, alternative media such as animations, graphic narratives etc.) will be due March ~~20-23~~ but no later than Monday, March 23rd by 11:55 pm. Note that these presentations must be accessible to everyone in the class (e.g. if there are people with hearing impairment the presentation must be captioned and the images must be described if there are people with vision impairment). These recordings will be posted online and classmates will watch and complete a peer evaluations from March 23-April 1st but no later than April 1st by 11:55 pm. Completing these peer evaluations constitutes 10% of your assignment grade. For the Group projects, group members will also be required to evaluate their own and each other's participation in the group process of preparing these presentations. These evaluations will be considered as a part of the grading process for the 20% Group Project grade. Topics for these presentations should be based on the course topics and readings though supplementary materials may be used.

Course Specific Statements and Policies:

Collective Access. In this course we are all “in it” together. It is our shared responsibility to ensure that everyone has access to information and needed supports to be successful this course. This may mean describing images, making sure videos are captioned, taking notes collectively, etc. Collective access needs vary from course to course, so I will let you know of any specific access guidelines that we need for this course. This site discusses some examples of [collective access](#). I would suggest briefly describing any photos you post and make sure any videos you post (including ones you personally make) are captioned. Auto-Captioning is very easy to do on [YouTube](#). If you have access needs or concerns feel free to contact me, and I will be happy to meet to discuss how to best support your success in this course.

Statement on Seeking Academic Consideration:

It is important that you please contact me as soon as possible **in advance of any due dates** if you are seeking academic consideration. Please consult [university policies on procedures for seeking academic consideration](#).

Statement on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course.

Plagiarism is a major scholastic offence. See link below for more details on the penalties for plagiarism. All assignments will be evaluated using Turn-It-In in the Assignments portal (video/audio submissions must include a transcript). **All assignments are required to have a Turn-It-In score below 15%.**

Institutional Statements and Policies:

All students should familiarize themselves with Western's current academic policies regarding accessibility, plagiarism and scholastic offences, and medical accommodation. These policies are outlined in Western's academic policies by clicking on this link: [Western's academic policies](#).