

Syllabus Version – January 15, 2019

University of Toronto Scarborough
HLTC52 Special Topics in Health Humanities
Spring 2019

Thursdays 9-11am in BV260

Prof. Cassandra Hartblay

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Office Hours: Tuesday 2-3:30pm; Thursday 11:30-1:00pm

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Grader / Term Paper Meetings: Celeste Pang

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Global Disability Studies

Course Description

This course takes a critical approach to understanding how the category of disability works globally. Starting from a decolonial approach, we will use an integrated social science and humanities approach to understand disability and ableism in global context. Through ethnography, novels, films, and other media, we encounter disability as a relational social experience across diverse locations in China, Kyrgyzstan, the Czech Republic, India, Australia, Africa, and North America. Students will be challenged to consider the manifold social processes by which multiple kinds of bodily difference are stigmatized, and the uneasy relationship of disability studies to the pathologizing practices of medical care and public health.

Prerequisites

This is a C-level course in the Health Humanities minor, and is suitable for students in the ICHS BA major, for students in medical anthropology, or for any students interested in disability studies more broadly.

Because this is the first year the course will be offered, it is listed as a special topics course, and therefore is not automatically cross-listed with other majors or minors.

Course Goals

Over the course of the term, together we will:

- Explain scholarly definitions of disability and impairment, and the way these categories may take on different social meanings across the life course
- Discuss the way that a designation of disability is predicated on a foundational cultural notion of normalcy

- Explore the ways in which a global, cross-cultural, decolonial perspective on disability differs from other disability studies approaches
- Enumerate the specific characteristics of globalization and development, and describe the complex ways in which globalization and disability are intertwined
- Review and practice the steps for developing an original research question, thesis, and outline in academic social science or professional writing
- Develop and improve academic writing skills to summarize and analyze issues of social issues in politics and transnational justice
- Term Project Option A: Write an academic paper based on course readings and library research that explores a specific issue relevant to the course theme of disability and globalization using a critical social science or humanities approach.
- Term Project Option B: Write a paper in the style of a Human Rights Watch report or other international NGO policy brief based on course readings and library research that calls for a specific recommendation to a national government or international agency.

In doing so, we will consider and address the following topics:

- Impairment vs disability vs debility
- Civil rights vs Human Rights vs Justice
- Globalization: economic, political, social, and environmental consequences
- Cross-cultural perspectives on disability, medicine, and law
- Colonialism, Development, and Capitalism
- Representation in Arts, Media & Culture
- Technology and disability
- Climate Change, Globalization, and Disability
- Global Health, Humanitarianism, and Disability
- Racialization and biopolitics
- Power and hegemony

Assignments

Grade

Participation 10%

Reading Quizzes 15%

Midterm Test 25%

Term Project

Term Paper Proposal & Preliminary Bibliography – 15%

Term Paper Meeting: Attendance – 5% + Reflection Paragraph – 5%

Final Paper – 25%

Participation (10% of your grade) and Reading Quizzes (15% of your grade)

This is an upper level course, and it relies on your participation. We have an opportunity in a class this size to learn from one another, and that requires everyone to come prepared to participate. For most class sessions I will distribute discussion/study questions that will serve to help you focus your reading and come to class prepared. Unless you keep up with

the reading, you will not be able to participate in or follow the discussion. It is your responsibility to have read the assigned reading before class and to contribute to the discussion. Participating means being in class and being on time! I will pass around an attendance sheet at the start of each day, and I also make notes of comments and questions during class.

There will be FOUR short reading quizzes distributed throughout the semester. These are pop quizzes, and the goal is to provide a low-pressure check-in that is an incentive to complete the reading each week; the in-class conversation will be better for everyone when we have all done the reading. Your Reading Quizzes will be worth 15 points each, and your total Reading Quiz grade will be an average of all four quizzes. On days when there are not quizzes, you will be asked to discuss certain reading questions in small groups, and share your groups' findings with the larger group.

Readings are listed on the syllabus and in the Quercus Modules as “Required” are the most important readings to focus on. At the end of each class, I will present a few guiding questions for you to consider in your reading. I will also post these to the coming week's Quercus Module after class. Optional readings are truly optional – you are not expected to have read them. Questions about optional readings will never appear on a reading quiz. However, optional readings are a resource; sometimes materials in lectures will draw on these readings, and in that case, you may wish to return to the reading in question if you decide to write about a related topic for your term paper.

Your overall participation grade is based on:

- attendance (sign in)
- participation in small group discussion and large group discussion
- preparedness for discussion and professionalism in your classroom manner

Students will receive a midterm and end of term participation grade, each equally weighted. If verbal discussions present a real challenge for you for an accessibility reason, please talk to me early: accommodations can be made to offer suitable alternatives.

Midterm Test (25% of your grade)

You will have a mid-term test covering the course up to that point, including both readings and class discussion. You will need to attend class regularly and review your notes and the readings to do well on the test. The standard allotted time for the test will be 90 minutes, and it will include definitions, short answers, and short essay answers. If you need extra time for tests, please make sure that you are registered with [Accessibility Services](#) at the start of the term.

Term Project

While many courses have only a final paper, in this course it is more properly referred to as a term project, as you will develop your ideas and research for the paper over the course of the term, with several smaller graded assignments leading you toward the final paper.

You have two options for your term paper: you may write a standard academic research paper, or you may research and write a policy brief in the style of a non-profit organization.

The paper or policy brief is on topic of the student's choice, chosen in consultation with the instructor. Given the subject matter of the course, the student is expected to engage with social science and humanities literature, and with the subject of disability in global cross-cultural perspective. A keen strategy might be to select either a topic area of interest, or a country/region of interest to research. Regardless of which option you choose, the final product must present an original argument that pertains to the subject matter of the course, based on research (primarily library and media sources) conducted during the term.

Components of the Term Project:

Week Three: Discuss preliminary ideas in class

Week Eight: Term Paper Proposal and Preliminary Bibliography: a two-page proposal describing what you plan to write about in your paper, and an annotated bibliography including at least two sources from the course readings and at least 5 other major sources.

Weeks Nine-Eleven: Term Paper Meeting & Written Response/Summary

Exams: Final Paper due at the day and time of the scheduled exam period

Term Paper Proposal & Preliminary Bibliography (15% of your grade)

As you work your way through the first half of the course, keep in mind what you might like to write your term project about. You might want to write an analysis of a film or novel; research a particular disability issue in global context; or write in the style of a policy brief to argue for a government to make some shift in policy. You will need to commit to option A or B (academic paper or policy brief) at the time of the proposal. The proposal is 1-2 pages of writing that gives an overview of what your research question is, how you think you will answer it through library research, and a description of what you know so far. You will also include a list of academic sources that you have already discovered. A detailed assignment will be handed out and discussed in class, and available on Quercus in advance of the due date. Turn in the Assignment digitally on Quercus. You will receive feedback on your proposal from the course instructor, Dr. Hartblay.

Term Paper Meeting (5% of your grade) and Written Response/Summary (5% of your grade)

Following your proposal feedback, each student will sign up for a one-on-one meeting with the grader for the course, Celeste Pang. It is important that sign up in a timely manner and stick to the timeslot that you select! Your attendance counts! Arrive at the meeting prepared to discuss your paper proposal, the feedback you received, and the work you've done so far since. A wise student will bring an outline or rough draft to the meeting. Following the meeting, you will have one week to submit (via Quercus assignment) a written response that summarizes what you discussed in the meeting, what the strengths and minuses of your paper in its current form are, and what your plan of action going forward will be in order to write the strongest paper possible.

Final Paper (25% of your grade)

Final papers must include a title, a well-formatted bibliography, and properly cited sources throughout. A detailed rubric and sample outline will be provided via Quercus and discussed in class. Papers should be 12-15 pages in length, with standard margins and font,

double-spaced. The bibliography and any graphics should not count toward the page count. Turn in a printed hard copy of your term paper in person at the start of the exam period.

Extra Credit:

If you attend an approved academic or cultural event relevant to the subject matter of the course and turn in a written description (500-750 words) describing the event content in relation to course material, you may receive 1 point extra credit on your overall grade. To receive full credit, you must critically discuss the course material. Check with the instructor by email or before or after class about possible events. The written response must be turned in within one week of the event. You can submit up to 3 extra credit assignments.

Late Work and Absences:

Any planned absences (for family reasons, personal business, health reasons, etc.) should be discussed with the instructor in the first week of class or as soon as possible. It is the responsibility of the student to follow up with an instructor and peers about content missed during an absence from class. In the event of an absence on the day of a pop quiz, please contact the instructor within 48 hours to take the quiz on your own time for partial credit. The maximum grade for a make-up quiz is 13/15. The make-up quiz must be turned in by the start of the following week's class period. Make-up quizzes may be filled out and turned in either by hand or electronically.

Disability, Accessibility, and Accommodations:

Please assert requests for accommodations often and early. It is never too late to request accommodations – our bodies and circumstances are continuously changing. You will be asked to make use of formal accessibility services on campus; however, you will not be asked to disclose personal medical information. If there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to raise your ideas with the instructor: comments and suggestions about the format of readings, lectures, and class discussions are welcome. Many students benefit from formal accessibility protocols, such as extended time on exams; to make arrangements, please contact the accessibility services office to see if you qualify. You can contact UTSC AccessAbility at ability@utsc.utoronto.ca. All students are invited to visit AccessAbility and volunteer as a notetaker.

Academic Integrity:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's academic achievement. UTSC takes cheating and plagiarism very seriously. It is the responsibility of all students to review the rules related to academic integrity, including the [*Code of Behaviour on Academic Matters*](#). The university also sponsors workshops, trainings, and tutoring for students related to issues such as avoiding plagiarism, proper citation, etc. Visit <https://www.utsc.utoronto.ca/vpdean/academic-integrity> for more information.

In this course, all suspected academic offences will be reported according to the Code of Behavior. Academic offences include:

In papers:

- Using someone else’s ideas or words without appropriate acknowledgment
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment

On tests and quizzes:

- Using or possessing unauthorized aids
- Looking at someone else’s answers during an exam or quiz
- Misrepresenting your identity

In all academic work:

- Falsifying institutional documents or grades
- Falsifying or altering any documentation required by the University, including, but not limited to, doctor’s notes.

If you have questions or concerns, please ask the instructor or refer your question to the academic integrity office.

Schedule

Thursday, January 10

Week One – No Readings

In Class:

About this course

Introductions

Participatory exercise 1: Inventory of norms

Participatory exercise 2: HRW video

Syllabus overview – major texts and assignments

Thursday, January 17

Week Two – Defining Disability and Normalcy

In Class: Detailed Syllabus Review

Required Reading:

Preface and Introduction from Ingstad, Benedicte, and Susan Whyte. 1995. *Disability and Culture*. Berkeley: University of California Press.

Optional Reading:

“Disability Rights.” 2014. Human Rights Watch. New York. Accessed December 16, 2018.

<https://www.hrw.org/topic/disability-rights>.

Meekosha, Helen, and Russell Shuttleworth. 2013. “What’s so ‘Critical’ about Critical Disability Studies.” In *The Disability Studies Reader*, edited by Lennard J. Davis, 4th ed. New York, NY: Routledge.

Shakespeare, Tom. 2006. “The Social Model of Disability.” In *The Disability Studies Reader*, edited by Lennard Davis, 2nd ed. New York: Routledge.

Thursday, January 24

Week Three – Disability in Cross-Cultural Perspective

In Class: Discuss preliminary term paper ideas in class

Required Reading:

Ghai, Anita. 2001. “Marginalisation and Disability: Experiences from the Third World.” In *Disability and the Life Course: Global Perspectives*, edited by Mark Priestley, 113–22. New York: Cambridge University Press.

Iarskaia-Smirnova, Elena. 2001. “Social Change and Self-Empowerment: Stories of Disabled People in Russia.” In *Disability and the Life Course: Global Perspectives*, edited by Mark Priestley. New York: Cambridge University Press.

Optional Reading:

Meekosha, Helen. 2011. “Decolonising Disability: Thinking and Acting Globally.” *Disability & Society* 26 (6): 667–82. <https://doi.org/10.1080/09687599.2011.602860>.

Thursday, January 31

Week Four – Disability and Globalization as a System

In Class: Discuss midterm test format

Required Reading:

Hartblay, Cassandra. “Disability & Globalization.” *Encyclopaedia of Disability in American Life*. Forthcoming.

Katsui, Hisayo, Elina Lehtomaki, Abebe Yehualawork Malle, and Shuaib Chalklen. 2016. “Questioning Human Rights: The Case of Education for Children and Youth with Disabilities in Ethiopia.” In *Disability in the Global South: The Critical Handbook*, edited by Shaun Grech and Karen Soldatic, 187–98. International Perspectives on Social Policy, Administration, and Practice. Cham: Springer International Publishing. https://doi.org/10.1007/978-3-319-42488-0_12.

Optional Reading:

Mills, China, and Bhargavi Davar. 2016. “A Local Critique of Global Mental Health.” In *Disability in the Global South: The Critical Handbook*, edited by Shaun Grech and Karen Soldatic, 437–51. International Perspectives on Social Policy, Administration, and Practice. Cham: Springer International Publishing. https://doi.org/10.1007/978-3-319-42488-0_28.

Kanter, Arlene S. 2006. “The Promise and Challenge of the United Nations Convention on the Rights of Persons with Disabilities Symposium: The United Nations Convention on the Rights of Persons with Disabilities: Introduction.” *Syracuse Journal of International Law and Commerce* 34: 287–322.

Thursday, February 7

Week Five – Representing Disability Experience in Global Capitalism

In Class: Review for Midterm

Required Reading:

Selections from Friedner, Michele. 2015. *Valuing Deaf Worlds in Urban India*.

Thursday, February 14

Week Six – Midterm Test

Come to class on time. Bring your writing utensil of choice. There will be a 10 minute Q&A session at the start of the class period to clarify any questions before beginning the exam (thus, everyone should come). The test is closed book.

****UTSC Spring Break****

Thursday, February 28

Week Seven – Global Disability Rights, cont: Education & Institutionalization

In Class: Review of Midterm. Reminder: Prospectus and Preliminary Bibliography due next week.

Required Reading:

(*Pick One*)

“The Stay Until They Die: A Lifetime of Isolation and Neglect in Institutions for People with Disabilities in Brazil.” HRW. 2018.

“I Would Like to Go to School: Barriers to Education for Children with Disabilities in Lebanon.” HRW. 2018. <https://www.hrw.org/report/2018/03/22/i-would-go-school/barriers-education-children-disabilities-lebanon#>

Optional Reading:

Hartblay, Cassandra, and Galina Ailchieva. 2013. “Raising Children without Complexes: Successes and Shortcomings in Implementing Inclusive Education in Northern Kyrgyzstan.” In *Learning to See Invisible Children: Inclusion of Children with Disabilities in Central Asia*, edited by Kate Lapham and Martyn Rouse. New York: Open Society Foundations.

Excerpts from Ruben Gallego. Black on White.

Thursday, March 7

Week Eight – Disability & Development

Due: Prospectus & Preliminary Bibliography

In Class: Sign up for term paper meeting

Required Reading:

(*Pick two of the following*)

Grech, Shaun. 2016. “Disability and Development: Critical Connections, Gaps and Contradictions.” In *Disability in the Global South: The Critical Handbook*, edited by Shaun Grech and Karen Soldatic, 3–19. International Perspectives on Social Policy, Administration, and Practice. Cham: Springer International Publishing. https://doi.org/10.1007/978-3-319-42488-0_1.

Meekosha, Helen, and Karen Soldatic. 2011. “Human Rights and the Global South: The Case of Disability.” *Third World Quarterly* 32 (8): 1383–97. <https://doi.org/10.1080/01436597.2011.614800>.

Senior, Siobhan, and Beatriz Miranda-Galarza. 2016. “From Colonialism to Postcolonialism and Contemporary Empire.” In *Disability in the Global South: The Critical Handbook*, edited by Shaun Grech and Karen Soldatic, 393–405. International Perspectives on Social Policy, Administration, and Practice. Cham: Springer International Publishing. https://doi.org/10.1007/978-3-319-42488-0_25.

Thursday March 14

Week Nine – Disability & Debility, Race & Biopolitics

Outside of Class: Term Paper Meetings

Required Reading:

Kolářová, Kateřina. 2015. “‘Grandpa Lives in Paradise Now’: Biological Precarity and the Global Economy of Debility.” *Feminist Review* 111 (1): 75–87.

Excerpts from Puar, Jasbir K. 2017. *The Right to Maim: Debility, Capacity, Disability*. Anima. Durham: Duke University Press. *Please read:* Preface & Introduction

“Make It Safe: Canada’s Obligation to End the First Nations Water Crisis.” 2016. New York: Human Rights Watch. <https://www.hrw.org/news/2016/06/07/canada-water-crisis-puts-first-nations-families-risk>.

Optional Reading:

Murphy, Michelle. 2013. “Chemical Infrastructures of the St. Clair River.” *Toxicants, Health and Regulation since 1945*, 103–15.

Introduction in Heinrich, Ari Larissa. 2018. *Chinese Surplus: Biopolitical Aesthetics and the Medically Commodified Body*. Perverse Modernities. Durham: Duke University Press.

Thursday, March 21

Week Ten – Disability & Cultural Hegemony

Outside of Class: Term Paper Meetings / Meeting Reflections Due

In Class: Discuss term projects

Wiedlack, M. Katharina, and Masha Neufeld. 2016. “Dangerous and Moving? Disability, Russian Popular Culture and North/Western Hegemony.” *Somatechnics* 6 (2): 216–34. <https://doi.org/10.3366/soma.2016.0192>.

Thursday, March 28

Week Eleven – Disability Access, Design, and Modernization

Outside of Class: Term Paper Meetings / Meeting Reflections Due

Required reading:

Rattray, Nicholas A. 2013. “Contesting Urban Space and Disability in Highland Ecuador: Contesting Urban Space and Disability in Highland Ecuador.” *City & Society* 25 (1): 25–46. <https://doi.org/10.1111/ciso.12008>.

Friedner, Michele, and Jamie Osborne. 2013. “Audit Bodies: Embodied Participation, Disability Universalism, and Accessibility in India.” *Antipode* 45 (1): 43–60. <https://doi.org/10.1111/j.1467-8330.2012.00990.x>.

Optional Reading:

Hartblay, Cassandra. 2015. “Disabling Structures: Perspectives on Marginalization in a Russian Cityscape.” *Landscapes of Violence* 3 (1). <http://scholarworks.umass.edu/lov/vol3/iss1/4/>.

Hartblay, Cassandra. 2017. “Good Ramps, Bad Ramps: Centralized Design Standards and Disability Access in Urban Russian Infrastructure.” *American Ethnologist* 44 (1): 9–22. <https://doi.org/10.1111/amet.12422>.

Friedner, Michele, and Jamie Osborne. 2015. “New Disability Mobilities and Accessibilities in Urban India.” *City & Society* 27 (1): 9–29. <https://doi.org/10.1111/ciso.12054>.

Thursday, April 24

Week Twelve – Global Humanitarianism, Poverty, Inequality & Pity

Outside of Class: Meeting Reflections Due

In Class: Questions, Concerns, and Tips about Term Papers

Required Reading:

Kim, Eunjung. 2014. “The Specter of Vulnerability and Disabled Bodies in Protest.” In *Disability, Human Rights and the Limits of Humanitarianism*, edited by Michael Carl Gill and Cathy J. Schlund-Vials. Interdisciplinary Disability Studies. Farnham, Surrey, UK: Ashgate.

Optional Reading:

Murphy, Michelle. 2015. “Unsettling Care: Troubling Transnational Itineraries of Care in Feminist Health Practices.” *Social Studies of Science* 45 (5): 717–37.

Final Exams – Final Papers (for both Option A and Option B) due in hard copy at the start of Exam Period. End of term Discussion / Celebration.