

PERESPECTIVES ON DISABILITY, CHRONIC ILLNESS AND AGING Fall, 2021

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Course Description

This course provides a critical examination of the interdisciplinary aspects of disability, chronic illness and aging and to gain deeper insights into the complex nature of living with a disability and/or chronic illness. Issues and challenges related to definitions, concepts, models, research, policy, program and practice implications will be discussed.

Course Objectives

By the end of the course students should be able to:

- Recognize and explain major theories and models of disability and chronic illness.
- Demonstrate an understanding of how disability and chronic illness intersect with various social factors, notably aging, to produce diverse lived experiences and social constructions of health.
- Explain how disability and chronic illness have been constructed and embodied in various social and historical contexts.

Required Materials and Texts

There is no text in this course. The schedule below lists the readings for each week. All are available through the McMaster library system or are linked on the [course website](#). If you are unsure how to access journal articles through the McMaster library system, please seek assistance from the [library](#). All films assigned are available for free online.

Class Format

This course is **online and asynchronous**. There will be no required in-person components. The course consists of thematic topics, each corresponding with one or two weeks of the term, which are divided into several modules for which video lectures will be provided. Occasionally, a documentary film will be assigned in addition to lecture modules. In lieu of in person discussion, students will be assigned to small groups for the purposes of online discussion board participation.

Course Evaluation – Overview

1. Academic integrity quiz (1%)
2. Discussion board participation (9%)
3. Midterm (25%)
4. Final essay (30%)
5. Final exam (35%)

Course Evaluation – Details

Academic Integrity Quiz (1%), to be completed no later than Sept. 24

A short quiz on academic integrity will be posted on Avenue. Achieving a 100% grade will result in earning 1% toward your final grade; students may take the quiz as many times as they like before the completion date in order to achieve the required grade. The quiz must be completed and a grade of 100% achieved no later than 11:59 PM on September 24 in order to receive the 1% grade (otherwise a grade of 0% will be assigned). Details on the quiz will be posted on Avenue.

Discussion Board Participation (9%), see Weekly Course Schedule

Throughout the term, students must post substantive responses to weekly course readings and must engage in online discussion in response to classmates' posts. Further details are posted on Avenue.

Take-home Midterm Exam (25%), October 25-27

This take-home exam will cover material from Weeks 1-6 and will consist of a written essay response. The exam will be posted on Avenue at 9:00 AM on Monday October 25 and must be submitted by 11:59 PM on Wednesday October 27. Late submissions will receive a grade of 0%, so early submissions are encouraged.

Final Essay (30%), November 26

Students will submit an original essay on a topic to be determined. A detailed overview of this assignment will be communicated in class and on Avenue within the first three weeks of class.

Final Exam (35%), TBD (December 9-22)

A cumulative final exam will be held online during the exam period. Students must be available to write the exam during this time period. Please plan holiday and travel plans accordingly.

Weekly Course Schedule and Required Readings

Week 1 (Sep. 7-10)

Introduction to Studying Disability, Chronic Illness & Aging

Readings:

- C. Thomas, "How is disability understood? An examination of sociological approaches," *Disability & Society*, 19(6), pp. 569-583.

Week 2 (Sep. 13-17)

Historical Perspectives on Disability & Chronic Illness

Notes: *Introductory discussion post must be posted by 11:59 PM on September 17.*

Readings:

- K. Figlio, "Chlorosis and Chronic Disease in 19th-Century Britain: The Social Constitution of Somatic Illness in a Capitalist Society," *International Journal of Health Services* 8(4) 1978, pp. 589-617.
- A. Phelps Coco, "Diseased, Maimed, Mutilated" *Journal of Social History*, Fall 2010, pp. 23-37.

Weeks 3 and 4 (Sep. 20-24 and Sep. 27-Oct. 1)

Theoretical Perspectives on Disability & Chronic Illness

Film:

- B.S. Klein (Director), *SHAMELESS: The Art of Disability*, 2006.

Readings:

- P. Solvang, "The emergence of an us and them discourse in disability theory," *Scandinavian Journal of Disability Research* 2(1), 2000, pp. 3-20.
- J. Swain & S. French, "Towards an Affirmation Model of Disability" *Disability & Society* 15(4) 2000, pp. 569-582
- N. Hansen & C. Philo, "The normality of doing things differently: Bodies, spaces and disability geography," *Tijdschrift voor economische en sociale geografie*, 98(4), 2007 pp. 493-506.
- S. Gabel & S. Peters, "Presage of a Paradigm Shift? Beyond the Social Model of Disability towards Resistance Theories of Disability," *Disability & Society* 19(6) 2004, pp. 585-600.

Weeks 5 and 7 (Oct. 4-8 and Oct. 18-22 – Week 6 is Midterm Recess)

Disability and Chronic Illness Across the Life Course

Notes: *Second discussion post must be posted by 11:59 PM on October 8.*

Film:

- Film: K. Ehara & R. Ehara (Directors), *Sweet Dreams for Chiyo*, 2017.

Readings:

- Watson, N. Theorising the lives of disabled children: How can disability theory help? *Children & Society* 26(3), 2012, pp. 192-202.
- F.J. Moola & M.E. Norman, "'Down the rabbit hole': Enhancing the transition process for youth with cystic fibrosis and congenital heart disease by re-imagining the future and time," *Child: Care, Health and Development* 37(6), 2011, pp. 841-851.

- E. Radcliffe, K. Lowton, & M. Morgan, "Co-construction of chronic illness narratives by older stroke survivors and their spouses," *Sociology of Health & Illness* 35(7), 2013, 993-1007.

Week 8 (Oct. 25-29)

Midterm Exam

Notes: *The exam will be posted on Avenue at 9:00 AM on Monday October 25 and must be submitted by 11:59 PM on Wednesday October 27.*

Readings: *none*

Weeks 9 and 10 (Nov. 1-5 and Nov. 8-12)

Social Movements and Politics of Identity

Notes: *Third discussion post must be posted by 11:59 PM on November 12.*

Film:

- J. Wentzky (dir.), *Fight Back, Fight AIDS: 15 Years of ACT-UP*, 2002.

Readings:

- B. Hughes, "Disability Activisms: Social Model stalwarts and Biological Citizens," *Disability & Society*, 24(6) 2009, pp. 677-688;
- K. Runswick-Cole, "'Us vs Them': The Limits and Possibilities of a 'Politics of Neurodiversity' in Neoliberal Times" *Disability & Society* 29(7), 2014, pp. 1117-1129.
- H. Jonson & A. Larsson, "The Exclusion of Older People in Disability Activism and Policies" *Journal of Aging Studies* 23, 2009, pp. 69-77.

Week 11 (Nov. 15-19)

Disability, Chronic Illness and Institutions

Readings:

- C. Malacrida, "Bodily Practices as Vehicles for Dehumanization in an Institution for Mental Defectives," *Societies* 2 2012, 286-301.
- T. Maschi & R.H. Aday, "The Social Determinants of Health and Justice and the Aging in Prison Crisis: A Call for Human Rights Action," *International Journal of Social Work* 1(1), 15-33.

Week 12 (Nov. 22-26)

The Complicated Meanings of Disability Sport

Notes: *Final essay due by 11:59 PM on November 26.*

Readings:

- D. McGillivray, H. O'Donnell, G. McPherson, & L. Misener, "Repurposing the (Super) Crip: Media Representations of Disability at the Rio 2016 Paralympic Games," *Communication & Sport*, 2019. (*Found in the OnlineFirst section of journal website*).
- K. Lindemann & J.L. Cherney, "Communicating In and Through "Murderball": Masculinity and Disability in Wheelchair Rugby," *Western Journal of Communication* 72(2), 2008, pp. 107-125.

Week 13 (Nov. 29-Dec. 3)

"Solving" Disability?

Readings:

- E. Barnes, "Valuing Disability, Causing Disability," *Ethics* 125(1) 2014, pp. 88-113.
- K. Beauchamp-Pryor, "Impairment, Cure, and Identity" *Disability & Society* 26(1) 2011, pp. 5-17

Week 14 (Dec. 6-8)

Course Conclusion and Exam Review

Notes: *Fourth discussion post must be posted by 11:59 PM on December 8.*

Readings: *None*

Course Policies

Submission of Assignments

Discussion board responses and comments should be posted on Avenue. Take-home midterms and final essays should be submitted via the designated folder on Avenue. The multiple choice portion of the final exam will be hosted online; the written portion of the final exam should be submitted via the designated folder on Avenue.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-

MARK	GRADE
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Late assignments will be deducted 5% per day. Discussion posts/comments and the take-home midterm exam may not be submitted late.

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

University Policies

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Courses with an On-line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail

accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Academic Accommodation of Students With Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

Requests For Relief For Missed Academic Term Work

[McMaster Student Absence Form \(MSAF\)](#): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright And Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.