



**Disability Studies 2214G (570)
Institutionalization Over Time
Fall/Winter 2025-2026**

Instructor: Dr. Melanie Byron
Email: mbyron@uwo.ca

Course Information

Calendar Description:

This course uses diverse research and personal narratives to identify and challenge mainstream ways of thinking about the controversy of institutionalizing Intellectually and Physically Disabled, and Mad people. It explores the cultural context and social impact of the histories of de/institutionalization, intersectionality, criminalization, and housing.

Prerequisite(s): [Disability Studies 1010A/B](#) or 1.0 from Sociology courses at the 1000-level.

Antirequisite(s): [Disability Studies 2290A/B](#) if taken in 2018-19, 2019-20.

Extra Information: 3 hours, 0.5 course.

Course Weight: 0.50

Breadth: Category A

Subject Code: DISABST

Notice: Unless you have either the requisites for this course, or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Institutionalization Over Time

DS 2214 Winter 2026

King's University College, Western University

Course Information:

Course Instructor: Dr. Melanie Byron (mbyron@uwo.ca)

Office Hours: Virtual by appointment

Course duration: January 5th – April 4th, 2024

Mode of instruction: in-person

Course Description

What is an institution? What does it mean to be institutionalized? Who benefits from the opening, running, and governance of institutions? Who is subsumed?

Throughout this course, we will explore the nature of the capital-“I” Institution and its legacy. As we navigate through the history of major institutional networks—from the psychiatric hospital to the Prison Industrial Complex—we will grapple with the underlying philosophy of institutional models of care, incarceration, and control.

This course uses diverse research and personal narratives to identify and challenge mainstream ways of thinking about the institutionalizing of persons disabled physically, intellectually, and psychiatrically. It explores the cultural context and social impact of the histories of de/institutionalization, criminalization, and housing, as well as the intersections between race, gender, and class in creating categories of the institutionalized other.

Prerequisite(s): Disability Studies 1010A/B or 1.0 from Sociology courses at the 1000-level.

Antirequisite(s): Disability Studies 2290A/B if taken in 2018-19, 2019-20.

Duration: 3 hours lecture

Course Weight: 0.5

Academic Dean's Office Note: Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Policies:

As we embark on this journey, I encourage you to take ownership of your learning process while also contributing to the growth of our classroom community. Your active participation in

course activities and assessments will not only enhance your own understanding but also enrich the learning experience for your peers. I invite you to approach this course with an open mind and a willingness to engage meaningfully with the material and with each other. Our discussions may sometimes touch on sensitive or challenging topics, and I ask that you remain present, professional, and respectful throughout.

Community of Learning and Intellectual Property Statement:

- All students are expected to engage with one another in a professional and respectful manner. This includes all interactions with peers, as well as communication between TAs or your Professor. Failure to do so will result in academic discipline.
- Recording of lectures or tutorials without the explicit consent of the Professor or TA is grounds for academic discipline. In accordance with the Accessibility for Ontarians with Disabilities Act (2005) persons with disabilities will be accommodated. Some students may wish to record the audio from lectures as a personal study aid or strategy associated with a disability. Please talk with the instructor if you think recording lectures would be helpful for your learning.
- Course content created by a faculty member is considered the faculty member's intellectual property; it should not be distributed, shared in any public domain, or sold by a student or other third party without prior written consent of the faculty member.
- **AI Usage and plagiarism:** Students who choose to use AI generative software *must cite both generator and given prompt in the Works Cited. Failure to credit sources (AI included) will constitute academic plagiarism, a grade of zero, and/or an official academic misconduct citation on your transcript.* All submitted work must ultimately be your own original thinking and writing.

Learning Outcomes:

By the end of this course, students will be able to:

- Trace the historical roots of institutionalization and its role in defining the disabled individual
- Examine how institutions shape the lives of disabled people socially, psychologically, economically, and medically
- Evaluate the successes, failures, and challenges of deinstitutionalization and its outcomes, and assess the efficacy of alternative models to institutional care
- Apply Disability Studies frameworks to de/institutional care models
- Analyze and critique advocacy strategies which challenge systems of institutionalization
- Conduct university level coursework using Disability Studies frameworks and MLA citational standards

Evaluation:

The assignments in this course have been designed to support your learning and give you ample opportunities to demonstrate your received knowledge. Below is a brief outline of the evaluations for the course.

Assignment	Brief Assignment Description	Due Date	% of Final Grade
Participation: Attendance Cards	Students will hand in cue cards at the end of class, each week, beginning in week 2 for a total of ten classes. Cards will be used to both mark attendance as well as facilitate discussion in the latter half of class.	Cumulative	20%
Proposal	350-500 word proposal of final research project	Week 6	10%
Annotated Bibliography	5 sources, 4 of which must be scholarly, peer-reviewed, properly formatted with MLA citational standards, giving a brief description of each source	Week 8 (to be turned in no later than)	15%
Final Essay	1,200-1,500 word essay, combining work conducted through proposal, research project, and in-class vetting	Week 12 (no later than)	25%
Final Exam	Cumulative exam	Mid-April (to be determined by King's)	30%

Weekly Course Schedule

Students are expected to come to class having already completed the assigned materials and be prepared to discuss them in class.

(Note that readings may be subject to minor changes prior to the first week of classes. Consult the course website for finalized syllabus.)

Required Readings (all texts not listed are available online via the campus library, or will otherwise be posted):

Linklater, Renee. *Decolonizing Trauma Work: Indigenous Stories and Strategies*. Fernwood Publishing, 2014.

Purchase: <https://fernwoodpublishing.ca/book/decolonizing-trauma-work>

Dully, Howard. *My Lobotomy: A Memoir*. Crown Press, 2007.

Purchase: <https://www.penguinrandomhouse.ca/books/43526/my-lobotomy-by-howard-dully-with-charles-fleming/9780307381279>

Week 1: Introduction

- Reading: Goffman, Erving. "On the Characteristics of Total Institutions." In *Asylums*, 1–12. Anchor Books, 1961.
- Reading: Foucault, *Madness and Civilization*, "Chapter 2: The Great Confinement."

Week 2: Pre-Institution

- Reading: Scull, Andrew. *The Most Solitary of Afflictions: Madness and Society in Britain, 1700-1800*. Excerpts ("Madness and Market Society", "The Deviant and the State", "Free Trade in Lunacy")
- Reading: Porter, Roy. *The History of Madness*. Excerpts.

Week 3: Introduction to the Institution

- Reading: Scull, Andrew. *The Most Solitary of Afflictions: Madness and Society in Britain, 1700-1800*. Excerpts. ("The Model Institution," "Mad Doctors and Magistrates")
- Reading: Porter, Roy. *The History of Madness*. Excerpts.

Week 4: Partitioning the Asylum – Group Homes, Sanitoriums, Elderly Care Facilities

- Reading: Burghardt, Madeline. "Institutions for the Feeble-minded: Theory, History, and Context." In *Broken: Institutions, Families, and the Construction of Intellectual Disability*, excerpts. Montreal and Kingston: McGill-Queen's University Press, 2018.
- Reading: Hamilcar, Marcia. "Legally Dead, Experiences During Seventeen Weeks' Detention in a Private Asylum." In *A Mad People's History of Madness*, Edited by Dale Peterson, University of Pittsburgh Press, 1982. P. 187- 193.

Week 5: Psychiatric Hospitals and Medical Management

- Reading: Malacrida, Claudia. "Introducing the Michener Centre." In *A Special Hell: Institutional Life in Alberta's Eugenic Years*, 3–30. Toronto: University of Toronto Press, 2015.
- Reading: Dully, Howard. *My Lobotomy: A Memoir*. Crown Press, 2007. Chapter excerpt.

Week 6: Lived Experiences and Personal Narratives pt.1

- Reading: Dully, Howard. *My Lobotomy: A Memoir*. Crown Press, 2007. Select chapters.
- Reading: Excerpts from Reaume, Geoffrey. *Remembrance of Patients Past: Patient Life at the Toronto Hospital for the Insane, 1870-1940*. University of Toronto Press, 2009.

Week 7: Reading Week – NO CLASS

Week 8: Transinstitutionalization and Deinstitutionalization

- Reading: Excerpts from *Disability Incarcerated: Imprisonment and Disability in the United States and Canada* edited by Liat Ben-Moshe, Chris Chapman, and Allison C. Carey
- Reading: "Recovery Approach in Mental Health Services: Transformation, Tokenism or Tyranny?" by Premila Trivedi (Ch. 13 in *Voices of Experience: narratives of mental health survivors*)

Week 9: The Prison Industrial Complex

- Excerpts from *Disability Incarcerated: Imprisonment and Disability in the United States and Canada* edited by Liat Ben-Moshe, Chris Chapman, and Allison C. Carey.

Week 10: Lived Experiences and Personal Narratives pt.2

- In class screening of *Unloved: Huronia's Forgotten Children*

Week 11: Alternative Approaches

- Reading: Linklater, Renee. *Decolonizing Trauma Work: Indigenous Stories and Strategies*. Fernwood Publishing, 2014.
- Listen: Podcast with Bonnie Burstow and Nick Walker "An Introduction to Cognitive Liberty" <https://www.madinamerica.com/2017/10/bonnie-burstow-nick-walker/>

Week 12: Future Directions and Course Wrap-up

- No readings

KING'S UNIVERSITY COLLEGE

GENERAL COURSE POLICIES

2025-2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

Academic Consideration for Student Absence

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/MC-Feb-2025.pdf.

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Friday Make-Up Exams may only be written with the instructor's consent.

Absences from Final Examinations

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as

soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

2. Support Services

Accessibility, Counselling and Student Development at King's University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University

College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with you instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

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; see

<https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

7. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.