



DISABILITY STUDIES 2270G (570)
Disability, Gender & Sexuality
Fall/Winter 2025 - 2026

Instructor: Dr. Melanie Stone
Email: mstone33@uwo.ca

Course Information

Calendar Description: This course engages students with interdisciplinary academic texts, social media, videos and art in order to thoughtfully challenge mainstream constructions of disability using a gendered lens. This course encourages students to examine the circular influence that gender and disability can have on each other.

Prerequisite(s): [Disability Studies 1010A/B](#).

Antirequisite(s): [Disability Studies 2294A/B](#) if taken in 2017-19.

Extra Information: 3 hours

Course Weight: 0.5

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.



Disability Studies 2270F

570

Winter 2025

Gender, Sexuality and Disability

Instructor Information:

Professor: Dr. Melanie Stone **Office #** see Brightspace
Email: mstone33@uwo.ca

Office Hours: See Brightspace

Class Times and Location(s):

This is an in person class

Course Description:

Gender, Sexuality and Disability studies offers students interdisciplinary engagement with academic texts, blogs, art, video and other works in order to thoughtfully challenge mainstream constructions of disability, mental health and illness using a gendered lens. This course will encourage students to examine the ways that gender influences our understandings of disability and the way that disability impacts our understanding of gender.

Antirequisites: [Disability Studies 2294A/B](#) if taken in 2017-19.

Prerequisites: Disability Studies 1010A/B

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.

Gender, Sexuality and Disability

DIS 2270G

Dr. Melanie Stone

The mannerisms that help define gender - the way in which people walk, swing their hips, gesture with their hands, move their mouths and eyes when they talk, take up space - are all based upon how non-disabled people move...The construct of gender depends not only upon the male body and female body, but also on the non-disabled body. –Eli Clare

“...it is not difference which immobilizes us, but silence. And there are so many silences to be broken.” –Audre Lorde



Photo Caption: Above is a photo of 3 sledge hockey players. They are all wearing red Hockey Canada jerseys, and are sitting on metal sledges facing the camera. The woman in the middle is wearing goalie pads and a goalie mask. The two women on either side of the goalie are smiling and are holding sledge hockey sticks and wearing helmets with visors. *Photo courtesy of Women's Para Hockey of Canada*

Course Description

Gender, Sexuality and Disability studies offers students interdisciplinary engagement with academic texts, blogs, art, video and other works in order to thoughtfully challenge mainstream constructions of disability, mental health and illness using a gendered lens. This course will encourage students to examine the ways that gender influences our understandings of disability and the way that disability impacts our understanding of gender.

Course Delivery: This is an in-person course.

Throughout the course you are expected to interact regularly with other students, and with me, as your instructor. The course is designed to structure and guide some self-paced elements as well as offer interactive opportunities for community learning. This work may happen in smaller groups, or through opportunities to meet as a class. Each student brings their own knowledge, experience and interests to our learning community, we will build on that and use our course material (readings, discussions, lessons, etc...) to amplify learning for everyone.

A Note about Language

Please note that throughout the course I have used the terms disabled person and person with a disability interchangeably. Many disability activists and academics lean towards the use of “disabled”, because it situates the disability as external to the individual and shaped by external barriers. It focuses on the social model of disability, suggesting that individuals are socially or attitudinally disabled by their environments. However, many prefer a person-first definition of disability. Out of respect, I have worked to use both wherever possible, understanding that language is one of the ways we so often stigmatize and isolate when we are not conscious of our impact.

Also, throughout the course we will be learning about language and labels. The goal of this course is to challenge language, and to respect why people are working to change and shift attitudes through the use of thoughtful and ever improving language. Change is good and terms we knew/know as appropriate will shift and change over time. The goal is never going to be a finality on the issue of language, but of openness to shift and change. We must all recognize that we are all learning and that throughout the course we may stumble or make errors. This is part of university learning and while we may make errors as we go, let's work together to ensure the language we do use is respectful at all times.

Course Objectives

The course objectives for this course are as follows:

- To understand the complexity of social/medical/radical/other models of disability
- To read and critically engage with gender, sexuality and disability theory

Gender, Sexuality and Disability DIS 2270

- To better understand the intersection of disability, race, class and sexuality
- Apply a critical disability analysis, in order to better understand ableism in the academy, in the community and in Canadian law and policy.
- To encourage intersectional thought in the area of disability
- Understand and practice interdependence

Following the completion of the course, students will be able to:

- Write and reflect on critical understandings of gender and disability
- Continue developing analytical skills and writing skills
- Practice self-reflexivity in order to engage with peers in a meaningful way
- Improve written expression and presentation skills
- Better understand intersectionality and constructions of disability, gender and sexuality

Safer Spaces, Interdependence and Course Engagement

As an instructor, it is my privilege and responsibility to promote an accessible, supportive, and inclusive learning environment that will encourage both individual and collective growth, interest and engagement with the material presented and with the community. As emerging critical disability scholars, activists, organizers, leaders and policy-makers it is your responsibility to become conscious of, and engaged in, the creation of a transformative, anti-oppressive collegial environment. This means that in the classroom and outside of it, we will practice interdependence to support and help one another.

I will give content warnings about violent materials or materials that may cause you harm, however material at this level will be contentious and difficult. I ask that you read and engage with the materials, even when you don't like or agree with them. This is part of learning, as is discomfort.

I ask that you keep any discussions we have in class confidential, and away from social media. Social media can be a wonderful tool, but it can also be a place of impulsivity and can create difficulties and divides especially amongst peers who are learning and navigating new spaces.

Finally, we must support and help one another learn, and we must support and help one another access the tools and the environment it takes to learn. Becoming conscious of own biases, our own experiences and how our voices and experiences affect others is important. Self-reflexivity is a big part of learning and is required of all of us. Respect for new ideas and for one another is vital to success in the course.

Student Evaluation:

1. Participation	10%
2. Reading Connection	10%
3. Research Proposal & Annotated Bibliography	10%
4. Final research project	40%
5. Final Exam	30%

Annotated Bibliography/Proposal - 15% – 600-750 (3 pages) your final research poster topic must be proposed. For this proposal outline your main research question or creative project will be, what your current research demonstrates and what you hope to achieve with your research/creative project. In addition, you need to annotate 4 academic resources. These annotations should be about a paragraph each and should answer the following questions: what is the main research question that this article answers, how does it help you build your research? Why is it a strong article to use for your creative/research project?

DUE: February 10th 2026 by 11:59 pm

Reading Connection Presentation – After week 3, on a week of your choosing (I will be sending around a google doc for sign up) you will present key themes from a reading and introduce the class to an object that you feel helps the group better understand the week's themes and reading. I will be putting you into a group of interested students in the same week. You can collaborate on this work, or you can work independently but you should discuss how you are going to present the information so there is little overlap. This can be anything you can imagine. It can be a blog, a book, a comic, a zine, a painting, a piece of art, a podcast, a think piece, a movie. The goal here is a connection. In a 5-6 minute video you are going to present key themes from the reading of your choice, how it relates to the theme that week and introduce your object to help us all make valuable connections. I will share some examples in class. **You will sign up for a week during week 2 and 3 of the course.**

DUE: Your presentation is due by 5:00 pm on the Monday evening on the week you have chosen. I have posted each week's due date on the calendar.

Research Paper – 40%

Find a topic that you are passionate about and which you can present with excitement! Research (using academic as well as other resources)

Final Paper Due: April 6th 2026 by 11:59 pm on OWL

Participation 10% - Participation in class can be tough. So, what do I mean by participation? Participation means reading weekly and watching your peers reading videos. You will be assigned 2 weeks to engage in discussion with your peers work online through the OWL forums. You will also be participating in thesis/theme feedback in very small groups online. You will also be required to participate in feedback sessions during the final week of class when we all present our research posters.

Assignments, Late Policy and Grace days: All assignments are due on the dates listed above. If you require any extensions, please contact me at least 48 hours in advance of the deadline to make arrangements. Please know that for every assignment you have been given 5 grace days to use. You may use these days for one assignment (handing 1 assignment in 5 days late) or you may use the grace days in other ways (2 days for 1 assignment, 3 days for another). Grace days allow you to examine your own schedule, and work within your many deadlines to be as successful as possible. Do not email me about the use of grace days. Simply write the number of grace days used on

the front of your paper. **Late Assignments:** Late assignments past grace days will have 2% per day deducted including weekends.

Late assignments should also be submitted online through OWL. Do not send your assignment via email.

Course Outline

- Week 1** Introduction to Gender, Sexuality and Disability
- Week 2** Gender, Disability and History – How did we get here?
- Week 3** Tradwives and Social Media Constructions of Masculinity and Femininity
- Week 4** Manufacturing Good moms – Disability, Parenting and Gender
- Week 5** Who Cares? Constructions of Caregiving and Interdependence
- Week 6** Sexuality and Disability Studies
- Week 7** **Reading Week**
- Week 8** Madness, Mental Health, Wellness and Gender
- Week 9** Gender, Intellectual Disability and Ableism
- Week 10** Sport, Disability and Gender
- Week 11** #metoo metoo? Disability, Gender Studies and violence
- Week 12** Fat Studies, Bodies, Wellness and Gender
- Week 13** **Class Review & Exam Review**

Other information:

Email Policy: I am very happy to hear your questions or concerns via email. I work hard to answer every email as quickly as possible. I endeavor to return all student emails **within 48 hours** but this may be delayed over weekends. **Please put Disability 2270 in the heading of every email.** When writing emails please keep the following in mind:

- Please check the syllabus for answers to common questions before emailing.
- Please regard emails as formal communication.
- Please note that I hold office hours and zoom meetings to answer lengthy questions and provide opportunity for questions in every class.

Academic Integrity / Remote Proctoring:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

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

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. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>). Within this course AI tools such as Chat GPT are permitted exclusively for information gathering and preliminary research purposes (i.e., development of an essay outline). No other use of AI is permitted in this course and use of AI is considered academic dishonesty.

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.