



DISABILITY STUDIES 3312G (570)
Diverse Disability Studies Perspectives
Fall/Winter 2025 - 2026

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

Course Information

Calendar Description: The evolution and diversification of Disability Studies has led to innovative ways of rethinking disability such as: rights, sexuality, race, Marxism, globality, the body, post-structuralism. Students learn how these ideas extend, alter or challenge existing paradigms and how to critically analyze and compare DS research.

Prerequisite(s): [Disability Studies 2201F/G](#).

Antirequisite(s): [Disability Studies 2293A/B](#) if taken in 2016-17.

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 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.

Disability Studies 3312 G - Diverse Disability Studies Perspectives



Instructor: Dr. Melanie Stone

Email: mstone33@uwo.ca – Please write 3312 in the email subject line

Course Code: 3312G

Office Hours: Virtual meetings upon request

Calendar Description:

The evolution and diversification of Disability Studies has led to innovative ways of rethinking disability such as: rights, sexuality, race, Marxism, globality, the body, post-structuralism. Students learn how these ideas extend, alter or challenge existing paradigms and how to critically analyze and compare DS research.

Antirequisite(s): DS2293A/B (2016-2017)

Prerequisite(s): DS2201a/b

Course Learning Outcomes:

1. Integrate Disability Studies Theory Across Disciplines

- Apply foundational concepts from core Disability Studies (DS) courses to critically engage with theoretical frameworks from intersecting disciplines such as sociology, anthropology, philosophy, gender studies, and cultural studies.
- Analyze how disability theory interacts with broader social justice paradigms, including decolonial, feminist, queer, and critical race theories.

2. Develop Advanced Critical Reading and Research Skills

- Demonstrate deep reading strategies by interpreting and critiquing primary theoretical texts in disability studies and related fields.
- Conduct independent research using scholarly sources to support theoretical analysis and argumentation.
- Evaluate the epistemological foundations and assumptions of key disability theories.

3. Practice Diverse Knowledge Translation and Communication

- Translate complex theoretical ideas into accessible formats for varied audiences using oral, written, and visual/graphic mediums.
- Create and present arguments that reflect clarity, coherence, and critical engagement with disability theory.
- Reflect on the ethics and politics of knowledge translation, especially in relation to disability justice and accessibility.

Course Requirements & Evaluation Scheme:

| | |
|---------------------|------------|
| Midterm | 25% |
| Theory in the News | 5% |
| Participation | 10% |
| Book Report Project | 30% |
| <u>Final Exam</u> | <u>30%</u> |

Total 100%

Required Textbooks:

- Goodley, Dan. 2016. Disability Studies. 2 Edition. London: Sage Publications. This textbook is available at the bookstore for 72.70, or via

ebook for \$40.00, and a copy is available for free at the Kings University Library.

- The War that Saved My life by Kimberly Brubacher Bradley. This book is available at online sellers for \$13.99 and will be used for our final assignment.

Additional Weekly Readings will be posted on the OWL site.

Content Delivery:

This course is an in-person course

Course Outline:

| Date | Topic & Readings | Assignments/Exams |
|--------------------------|---|---------------------|
| Week 1 Jan 5 | Introduction & Welcome | |
| Week 2 Jan 12 | Disability Studies, Pedagogy and Academic Ableism | |
| Week 3 Jan 19 | What is Disability theory and why does it matter? | |
| Week 4 Jan 26 | Disability Studies / Critical Disability Studies | |
| Week 5 February 2 | Confronting Marxism & Historical Materialism | |
| Week 7 Feb 9 | Confronting Poststructuralism & Postmodernity | |
| Week 6 Feb 16 | Spring Reading Week | |
| Feb 23 | NO CLASS | Midterm – Take Home |
| Week 8 Mar 2 | Feminism & Queer Theory in Disability Studies | |
| Week 9 Mar 9 | Sexuality & Gender | |
| Week 10 Mar 16 | Confronting Psychoanalysis & Social Psychology | |
| Week 11 Mar 23 | Confronting Post-Colonialism & Critical Race Theory | |
| Week 12 Mar 30 | Mad Theory & Movements | |
| Week 13 Apr 6 | Concluding Thoughts | Final Paper Due |

Assignment Descriptions:

Midterm

25%

Students will have a midterm that will evaluate their knowledge and understanding of key theories presented in the class. This is a take home midterm exam.

Theory in the News

5%

Students are responsible for finding an article about disability, inaccessibility, ableism in the news each week. Students will sign up for a week and will share a short news article with the class in a 5-minute presentation. Then, as a class we will use each week's new theory to analyze the article together.

Participation

10%

Student participation is key to the course. You will be graded on your participation in tutorials and in general course engagement.

Book report project

30%

- The capstone project for this course is theoretical analysis of *The War that Saved My life* by Kimberly Brubacher Bradley
- **DUE: April 6th 11:59 pm**

Final Exam – A Final Exam will be scheduled during the April exam period. **30%**

Grace Days – All students are granted 5 grace days to use throughout the term to hand in non-exam assignments. You may hand in an assignment a day or two late up to the limit of your 5 grace days (total over all assignments).

Late assignments will be penalized 2% per day including weekends. Non-medical absence and /or missed assignments, tests or exams must be addressed through the Academic Deans Office. Where ADO approval is provided make up tests or exams, extensions, alternative format or reweighting will be granted.

Reading Schedule

Week 1 – Introduction: Why do we need theory?

No Readings

Week 2 – Disability Studies, Pedagogy and Academic Ableism

Goodley – Debates: Political Disability Studies

Dolmage – Academic Ableism

Week 3 - What is Disability theory and why does it matter?

Goodley – Beginnings: Conceptualizing Disability in a Global World
Watson – Theorising the lives of disabled children: How can disability theory help?

Week 4 – Disability Studies / Critical Disability Studies

Goodley – Difference

Meekosha & Shuttleworth: What's so critical about critical disability studies?

Week 5 – Marxism & Historical Materialism

Bengtsson, S. (2017). Out of the frame: disability and the body in the writings of Karl Marx. *Scandinavian Journal of Disability Research : SJDR*, 19(2), 151–160.

Week 6 – Post-Structuralism & Post Modernism - MIDTERM TAKE HOME

Goodley-Discourse: Poststructuralist Disability Studies

Feely, M. Disability Studies after the Ontological Turn: A Return to the material world and material bodies without the essentialism

Week 6 – READING WEEK

Week 8 - Feminism & Queer Theory in Disability Studies

Mays, J. (2006). Feminist disability theory: domestic violence against women with a disability.

Sherry, M. (2004). Overlaps and contradictions between queer theory and disability studies. *Disability & Society*, 19(7), 769–783.

Week 9 – Gender & Race

Bailey, M. (2018). Work in the Intersections: A Black Feminist Disability Framework. *Gender & Society*, 33(1), 19–40

Santinele Martino, A. (2017). Crippling sexualities: An analytic review of theoretical and empirical writing on the intersection of disabilities and sexualities.

El-Lahib, Y. (2016). Troubling constructions of Canada as a “land of opportunity” for immigrants: a critical disability lens. *Disability & Society*, 31(6), 758–776.

Week 10 - Psychoanalysis & Social Psychology

Goodley – Depsychologising Disability Studies

Dirth, B. (2018). The Social Identity Approach to Disability: Bridging Disability Studies and Psychological Science. *Psychological Bulletin*, 144(12), 1300–1324.

Week 11 - Confronting Post-Colonialism & Critical Race Theory

Goodley – Developments: Critical Disability Studies

Chataika, T. Disability, Development and Postcolonialism. In *Disability and Social Theory*

Week 12 – Mad Theory & Disability Movements

McWade, M. (2015). Mad studies and neurodiversity: a dialogue. *Disability & Society*, 30(2), 305–309.

de Bie, A. (2019). Finding ways (and words) to move: Mad student politics and practices of loneliness. *Disability & Society*, 34(7-8), 1154–1179.
Dirth, B. (2018) *The Social Identity Approach to Disability: Bridging Disability Studies and Psychological Science*

Week 13 – Final Week – NO READINGS – FINAL PAPER DUE

Device Policy

Students are welcomed and encouraged to make appropriate use of technology during class time. Please be aware that inappropriate use of technology during class time may be distracting to you, to other students and to the professor, and will not be tolerated. Examples of appropriate use of technology during class include using a device to take notes or to reference readings or other materials relevant to class. Using the internet to find information related to class discussion is also encouraged, provided it does not hinder your engagement in the class.

OWL

OWL is used exclusively for the class: readings, videos, multi-media, testing, exam tips, changes etc. Students are welcome to post interesting experiences, or relevant media or articles they've unearthed on our shared OWL Brightspace discussion space. Please provide a small sentence about why you are sharing the article you are on this forum. Be thoughtful about what you post. **You must check OWL regularly.**

A Note about Language: 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 better language. Change is good and terms we knew 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 as respectful as possible at all times.

Communication Policy

Students are encouraged to make use of the professor's office hours to clarify concepts or to engage in discussion about course material beyond what is covered during class time. You may also communicate with peers about course materials and evaluations. Before you contact the professor with questions about assignments, please ensure you have carefully read all provided instructions, including relevant sections of the course outline and course website.

If you contact the professor by email, you can usually expect a response within 1-2 business days (Monday-Friday). Please do not expect a response over the weekend. At busy times of the semester, it may take longer to get a response.

Support & Accommodations

I am happy to support any formal accommodations recommended by Accessibility, Counselling & Student Development (ACSD, <https://www.kings.uwo.ca/current-students/student-affairs/acsd-student-supports/>) or the Academic Dean's Office (ADO, <https://www.kings.uwo.ca/current-students/courses-enrolment/exams-and-tests/academic-consideration-requests/>). Please communicate with Dr. Stone early and often so that we can collaborate to ensure your full and equitable participation in this course.

Artificial Intelligence (AI) & 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, at the following Website:

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>). Please note that Turnitin analysis now includes AI detection.

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). If AI tools are used, students must acknowledge use and state how the tool was used. Unauthorized use of AI will be subject to academic discipline.

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/SMC-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 your 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.