

**FEMINISM AND DISABILITY:  
INTERSECTIONS AND CRITICAL ENCOUNTERS  
WSDB 398-C**

<b>Session:</b>	Winter, 2024
<b>Number of credits:</b>	3
<b>Prerequisites:</b>	Minimum 15 credits completed including WSDB290 and WSDB291 and WSDB292 or permission of the Institute.
<b>Time/Place:</b>	Mo 1:15PM - 4:00PM; ER 672 SGW
<b>Instructor:</b>	Balam Nedim Kenter (they/them)
<b>Office:</b>	ER 635
<b>Email:</b>	<a href="mailto:balam.kenter@concordia.ca">balam.kenter@concordia.ca</a>
<b>Appointment:</b>	TBA

**TERRITORIAL ACKNOWLEDGMENT**

Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtià:ke/Montréal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.

**COURSE DESCRIPTION**

This course explores how feminist theory has informed and transformed disability theory as well as how disability theory challenges and enhances feminist thought. We will track the contribution of feminist insights to the development of disability theory beginning with early interventions (Wendell, Crow, Thomas) to contemporary queer and trans feminisms (Kafer, Clare, Baril, Belinsky), post-structural Foucauldian, Deleuzian and Butlerian contributions (Tremain, Shildrick, Campbell), and intersectional feminist approaches which culminate in the recent Disability Justice paradigm (Erevelles, Puar, Schalk, Piepza-Samarasinha, Sins Invalid Collective, Mingus).

## LEARNING OBJECTIVES

**Disability Theory:** Achieving introductory proficiency in the history, key discussions, and figures of disability theory.

**Feminist Theory:** Bolstering competence in feminist thought at the intersections of ableism and patriarchy.

**Interdisciplinarity:** Developing analytical skills in identifying common theoretical/political problems and shared philosophical foundations across different disciplines.

**Critical thinking and writing:** Developing rigorous philosophical writing skills exploring the productive critical encounter between feminism and disability.

## REQUIRED TEXTS, READINGS, AND COURSE MATERIALS

All course materials are posted on our Moodle course page with links to Course Reserves for copyrighted items and publicly accessible links for open source/non-copyright items.

### About Moodle

- Students must regularly review the course Moodle site for additional information. It may be updated every week.
- All submissions must be done electronically on Moodle.
- For technical issues encountered with Moodle (e.g. while submitting your work) [contact the Help Desk](#) on weekdays (Mon-Fri) between 9 am-5pm.

**Disclaimer:** This syllabus is subject to further change or revision to best realize the educational goals of the course and student needs. Revisions will be announced in class and in writing (via email), as well as posted on Moodle with fair prior notice.

## EVALUATION

### COMPLETION GRADE COURSEWORK (40 %)

- Response Papers (20 %) 8 Response papers (2.5 % each) (See Calendar for schedule)
- Oral Presentation (5 %) 1 In-class Oral Presentation (5 %) (Dates TBA during Week 2)
- Peer-review (5 %) 2 In-class peer-review exercises (2.5 % each) (See Calendar for schedule)
- Attendance (10 %) Students are expected to attend all class sessions. (See Attendance Policy).

### LETTER GRADE COURSEWORK (60 %)

- Outline and Annotated Bibliography (10%) 1-2 page outline and bibliography (Due @ 23:59 EST on 17 March 2024)
- 1<sup>st</sup> Draft of Final Paper (20 %) 3-5 page first draft (Due @ 23:59 EST on 7 April 2024)
- Final Paper (30%) 3500-5000 word (or 15-20 pg) final draft (Due date TBA)

Submissions: All written assignments will be submitted over Moodle. Submission modules can be found under the course material of the relevant weeks. Submissions must be uploaded in pdf document format. I have set pdf as the only file format the assignment module will accept as this format allows the instructor to read and make in-line comments without leaving Moodle. Make sure to convert your document to pdf before uploading. If you encounter technical issues using Moodle, you can contact the Help Desk on weekdays (Mon-Fri) between 9 am-5pm [help@concordia.ca](mailto:help@concordia.ca)

**Detailed information, rubrics, and guidelines about each assignment can be found on our Moodle site and will be covered in class. Short guidelines are provided below.**

### **COMPLETION GRADE COURSEWORK GUIDELINES**

These assignments are assessed based on completion. Full marks are granted for timely submission and fulfillment, contingent on demonstrating sincere effort. Late submissions are not accepted, as further explained in the Note on Evaluation below.

**Response Papers:** Due Sunday nights at 23:59 before Monday sessions in Weeks 3, 4, 5, 6, 8, 9, 11 & 14, response papers are concise reactions (1-2 pages) to one of the weekly readings. Detailed exegesis is unnecessary. Focus on a puzzling, problematic, or insightful passage or argument from your chosen text. Provide a brief critical evaluation and pose 1-2 questions. While mandatory, these responses are not individually graded but will receive collective or individual feedback as time allows. They signify your depth of engagement and cumulative achievement.

**Presentations:** Starting Week 3, the second hour of designated classes (see Course Calendar below) will be dedicated two or three 10-minute student presentations, followed by a 5-minute Q&A. The schedule, determined in the second session, will be posted on Moodle. Similar to responses, avoid excessive exegesis in presentations. Focus on critically evaluating one or two passages/arguments from the reading and pose 1-3 thoughtful questions. Full marks are awarded for giving the presentation on the assigned date. **If a response paper coincides with your presentation week**, you can submit your presentation outline/notes as your response.

**Peer Review Exercises:** In Weeks 10 and 13, we will conduct in-class Peer-Review Exercises for the Outline and Draft due on those dates. Papers will be anonymized, and students will write on-the-spot feedback to a randomly chosen paper (that is not their own) using the sandwich method: 1) highlight a strong aspect, 2) offer constructive critique on one aspect that can be improved, and 3) end with another positive note and/or an overall recommendation. Participation in the peer review exercise earns full marks.

### **Attendance**

Students are expected to attend all class sessions. But there may be many reasons a student might be unable to make it to all classes (or stay for the entire class). For all our classes, there will be an active Zoom link. The recording of each session will be uploaded to Moodle right after class. You can access course content you have missed and/or review classes you have attended.

That said, this is *not* a hybrid class: a major part of this course consists of in-class activities and discussion. It is in your best interest to attend every class possible and to remain for the entire duration. Some of the most valuable learning experiences come from sharing space with other students and hearing varying perspectives on the texts and issues we discuss. The Zoom link and the recordings should be regarded as additional resources, not substitutes for class attendance.

A **Short-Term Absence form** is available for temporary academic barriers. The online form allows students to report up to two consecutive days of missed coursework without additional documentation or a medical note. This option applies to situations like unexpected illnesses, situational depression, distressing events, injuries, or accidents. It excludes final exams, absences exceeding two days, coursework worth 30% or more of the final grade, and planned absences. Familiarize yourself with the details [here](#) before using the form. You may only use this process twice from September to April and once during the summer semester.

**If you have any concerns about missing more than one class and/or find yourself in situations not covered by the Short-Term Absence policy, I encourage you to contact me as soon as possible.**

#### **LETTER GRADE COURSEWORK GUIDELINES**

Letter grade assignments consist of preparatory work for the final paper and the final paper itself. Students will develop the final paper over the course of 4 weeks with instructor and peer feedback, clear and detailed evaluation rubrics, and plenty of room for improvement. Although they will culminate in one final work, each element is a stand-alone achievement and will be graded separately. Further, each previous element must be submitted by due date (or by extension date) for the final paper to be accepted for evaluation at all.

**Outline and Annotated Bibliography** (Due @ 23:59 EST on 17 March 2024): Paper topics will be posted on Moodle by Week 8 and you will have at least two weeks to pick a paper topic and develop your outline. While I strongly encourage you to choose one of the given topics, you are welcome to develop your own or modify one of the assigned paper topics. However, if you choose to do this, you need to communicate with me as soon as possible, and certainly before submitting your Outline, to get your topic approved. Detailed instructions for creating outlines and a grading rubric will be posted on Moodle. We will also cover them in class on Week 9.

**Draft of Final Paper** (Due @ 23:59 EST on 7 April 2024): The first draft of your final paper will be a 3-5 page extension and fleshing out of your outline. Detailed instructions for writing a draft as well as a grading rubric will be posted on Moodle. We will also cover them in class on Week 11.

**Final Paper** (Due date TBA): The final paper should be an in-depth essay of about 15-20 pages in length (double-spaced with 1-inch margins and 12 px font). The paper should be the culmination of your writing efforts beginning with Week 10. You are expected to incorporate the feedback from your instructor and your peers into a polished final work.

## Writing Style & Citations

You are required to cite all your sources for all the written work produced for this class. For further information about plagiarism, please refer to the relevant section of the syllabus below.

**I strongly recommend the APA style** for referencing your work in all your writing assignments (including the responses). You can find the instructions [here](#).

Communicate with me in advance if you wish to use an in-text citation style other than APA. You are welcome to use another recognized and consistently applied citation style with in-text parenthetical citations and a bibliography at the end (e.g., Chicago, MLA, etc.). Numbered footnote style citations are not acceptable.

## A Note on Evaluation

Completion grade assignments + attendance constitute 40 % of your grade. This means: If you submit each assignment on time and attend 90 percent of class sessions, you will receive full marks as 40 % of your grade.

Because they are time-sensitive and necessary for the smooth running of the class, completion grade assignments cannot receive an extension. These are all short, achievable assignments, designed to keep you engaged and to develop your skills for the letter grade assignments.

Regular completion grade assignments facilitate sustained engagement with the material and avoid the pitfall of perfectionism which hinders learning.

The letter grade assignments which represent 60% of your grade are essentially one assignment broken down into manageable chunks. Instead of struggling to create a large-scale assignment out of thin air at the same last minute as 4-5 other substantial assignments from other courses, students will steadily submit smaller amounts of work gradually leading up to the final draft. By the last day of class, students will have already completed a significant portion of their work with a clear plan for successfully finalizing the rest of it.

## LATE ASSIGNMENTS AND EXTENSIONS

**Letter grade assignments** will not receive late marks. However, each assignment, has (1) a *due date* at which the assignment should be submitted and (2) a *cut-off date* after which students will not be able to hand in their work and will receive a grade of zero. Cut-off dates will be posted on Moodle and announced in class before the assignments are due.

There is no exception to the cut-off date unless documentation can be provided. Assignments handed in after the due date but before the cut-off date will receive grades but no written feedback. Exceptions to this rule are reserved for those students who request extensions no later than one week in advance of a due date.

Note, however, that if Outline and First draft are not submitted on time, you will not be able to participate in the peer-review exercises which will take place on the day they are due. While **this extension policy does not apply to completion grade assignments** which need to be submitted or fulfilled on time to receive credit, there is **a short cut-off window for responses** (due 23:59 Sunday night; cut-off 9:00 am Monday morning).

**Important:** Please **refer to the guidelines** in this syllabus and on Moodle for your responses, presentations, outlines, and papers **early and often**. I am always happy to answer any questions/concerns you have that the guidelines do not address.

## CONCORDIA'S GRADING SCHEME

Grade	Percent	Grade Points	Grade Definitions
A+	90-100	4.30	Outstanding
A	85-89	4.00	Fulfills & exceeds requirements.
A-	80-84	3.70	
B+	77-79	3.30	Very Good
B	73-76	3.00	Fulfills all/most requirements.
B-	70-72	2.70	
C+	67-69	2.30	Satisfactory
C	63-66	2.00	Fulfills some requirements.
C-	60-62	1.70	
D+	57-59	1.30	Marginal Pass
D	53-56	1.00	Barely fulfills basic requirements.
D-	50-52	0.70	
F, FNS	0-49	0	Poor or Failing Fulfills none of the requirements.

### INC notation

Students can apply for "late completion" (INC) to finish assignments after a course ends, provided that the instructor agrees. The INC notation is an option if your course does not have a final exam, and you have not yet completed all the assignments.

The INC notation will show on your transcript, if your request is approved. It will remain on your record until you have submitted the coursework. After you submit your missing work and your course instructor updates the course grade, the INC notation will be removed. If you do not complete the missing work, the INC remains on your record.

[Read more about the eligibility criteria for an INC notation and learn how to apply.](#)

Consult your course instructor if you have questions about whether an INC notation is appropriate for your situation.

### Withdrawal Dates

If this course is not for you, you can withdraw under the following conditions:

With tuition refund: Prior to January 29, 2024

Without tuition refund: Prior to April 17, 20

## COURSE POLICIES

Inspired by Paulo Freire's *Pedagogy of the Oppressed*, I believe teaching is a praxis of freedom: a process conjointly orchestrated by instructor and student to transform ourselves and our world. In this class, we are all teachers and learners. My teaching philosophy has five tenets: Radical Accessibility; Interdisciplinarity/Intersectionality; Diversification/Decolonization of the Curriculum; Collective Work Ethic; Critical Thinking.

### INTERSECTIONALITY STATEMENT

This course welcomes the presence and contributions of all people regardless of their race, gender, sexual orientation, age, culture, abilities, ethnic origin, marital status, nationality, religion, language, disciplinary background, or socioeconomic status.

Prejudice, harassment, and discrimination are detrimental to the values and purpose of any scholarly community. It is the responsibility of all participants to ensure that this course is a safe space for all participants. Please be mindful of and take responsibility for your speech and behaviour. This includes but is not limited to:

- Respecting other participants at all times
- Being generous and patient in comments and questions
- Listening to others and being careful not to dominate discussions
- Not using language that is racist, sexist, homophobic, classist, cissexist, ableist, etc.
- Being aware of your own privilege(s) and humbly accepting respectful corrections (or humbly correcting yourself)

If you have any comments or concerns regarding this statement, or if you experience marginalizing or silencing behaviour during the course, please contact me.

### PRONOUN & NAME POLICY

Students, faculty, and staff represent a diverse array of perspectives, experiences, social locations, and identities. Self-determination, bodily autonomy, and use of respectful and validating language are best practices to respect and foster this diversity in general and with regards to pronoun use and identification in particular.

While techniques to foster respectful pronoun use are varied, I am adopting Kouri-Towe & Martel-Perry's Better Practices in the Sexuality Classroom (2021) teaching resource in following a **person-centered approach to gender pronouns** by making space for people to direct how they want to be identified, rather than insisting on specific forms, types, or styles of identification.

Pronoun choice, gender expression (how a person presents their gender), gender identity (how a person identifies their gender) are connected but not causal relationships. This means that pronoun choice cannot be assumed through gender expression. At the same time, pronoun use may not signal any relationship to gender identity or expression (i.e. some people may not have strong correlations between pronoun use and their identity).

Fostering a respectful culture in our class involves using people's self-identified rather than assumed pronouns; asking people about what language they use to describe themselves and actively using this language when talking directly with them and about them; and modeling gentle correction when I and others make mistakes without drawing significant attention to the error.

#### **How this translates into practice in our class:**

- Pronoun sharing is always an option rather than a requirement for students.
- I model pronoun sharing by sharing my own pronoun use (I use they/them pronouns in all public contexts and share this in introductions, email signatures, bios, etc.).
- A student's name might be different than the one listed on official university documents (e.g. the class list) and online learning platforms (e.g. Moodle). I offer two options to share a name other than what is listed on official platforms that you would like to use in class specifically. 1) I will pass out an attendance sheet in the first class so you can indicate your name, if different from what is listed and your pronoun use, if comfortable sharing. 2) However, in case you may not feel comfortable sharing information through this method, I also offer a more discrete option over Moodle. I will update my own class list with the information you give so that I can learn and use the language with which you describe yourself.
- In both methods (attendance sheet and Moodle questionnaire), I also invite you to share if you wish to have this name and pronoun used only in this class or other settings as well (e.g. with administrators, with other professors, etc.). Gender on campus can be a complex experience, and there may be times and spaces where people choose to use certain names and pronouns (e.g. someone may use different pronouns in class than they do when they're at work). (Students can have their chosen name appear on student ID card, class lists, Moodle, exam rosters and printed student records. Note that changes may take some time to take effect. For more information on official name change process at Concordia go [here](#).)
- People's pronouns and name use may change, and the class will adapt to these changes when shared with the me and/or the class.
- I will strive to model strategies for how to correct mis-pronoun use in class (e.g. how to appropriately correct someone's misuse of a pronoun, apologizing, and modeling a respectful classroom).
- I will share resources on gender and pronouns, gender inclusive/non-sexist language in the classroom, etc. in both French and English on our Moodle site.

(Source for the Pronoun and Name Policy: Natalie Kouri-Towe and Myloé Martel-Perry. 2021. Better Practices in the Sexuality Classroom: Teaching Resources and Guides for Sustainable and Equitable Learning.)

#### **ACCESSIBILITY STATEMENT**

This course operates under the assumption that the statement "I can do x" is a philosophical error. I am only ever thrown into and claimed by relations of affordance that allow me to do x. That is, none of us can do anything without proper supports. The need of walkers to wear shoes for mobility is no different than the need of wheelchair users to use wheelchairs for mobility.



In short, this course does not regard access as accommodation or special need. Access needs are basic and radical. Basic in the sense that their satisfaction is paramount and must be guaranteed. Radical in the sense that the satisfaction of all our access needs will make our world radically different and free.

Following Universal Design principles, it is my duty as the instructor of this course to do all in my power to make this course and this classroom as accessible as possible for all bodyminds. What follows are some of the accessibility features of the course. However, this list is not and cannot be exhaustive. It will always necessarily be incomplete and in-progress. While students will never be asked to disclose their disability status in this class unless they want to, I have created an anonymous pre-course survey on our Moodle course page which includes a question about access needs. Please take this survey and let me know what other access features need to be addressed. If you are comfortable to do so, you are of course warmly invited to discuss any and every accessibility issue with me either through email or in person during office hours (or by appointment).

In this class, you will not be asked to go through Access Centre for Students with Disabilities to get validation for or prove your disability status. You are, however, strongly encouraged [to visit their website](#) or office in order to find out what kinds of resources the University of Concordia makes available on campus and take advantage of them.

### **Accessibility Features:**

#### **The Space**

- There are accessible parking options close to our building (2265 Guy Street, right next to ER); a map showing the parking space in the vicinity of our building will be available on our Moodle page. People with disability parking stickers have access to reserved parking spots at all parking locations on both campuses. To get an accessible parking permit, [complete the required form](#) on the Société de l'assurance automobile du Québec website. For questions about parking, [email](#) or call 514-848-2424, ext. 8777 (for Sir George Williams campus).
- The building where our classroom is located is wheelchair accessible. There is a ramp to the entrance of the building (on Guy Street). One set of doors has a pushbutton to open the doors.
- There are working elevators in the building. They are located near the back of the main entry floor.
- There are gender-specific accessible bathrooms on our floor, located at each of the stairwells with pushbuttons to open the doors. There is one disability stall in each washroom.
- The closest gender-neutral accessible bathrooms: The washroom to the left when facing the elevators is the women's washroom, the washroom to the right when facing the elevators is gender-neutral.
- There is 1 water fountain on our floor; a water fountain and water bottle station are located outside of our classroom.

- The classroom is wheelchair accessible. Depending on the number of students, and given that the tables have mobile wheels, the classroom also seems suitable to create enough space for wheelchair and mobility aid users to comfortably navigate around.
- We will collectively strive to keep the classroom scent-free for those of us with sensory hypersensitivities. More info about this on Moodle.
- The lighting in the classroom is partially adjustable.
- The classroom has working heating and air-conditioning (which are unfortunately not adjustable).

### **The Materials**

- All study materials for this course (books, articles, sound files, video files) are uploaded or linked on Moodle.
- All texts are OCR formatted suitable for text-to-speech software.
- Access features of audiovisual material are indicated on Moodle; most have closed captioning, transcription, or automatic captioning.
- All my lesson plans and/or PowerPoint slides will be uploaded to Moodle during the relevant week. Power points use at least 18 p. accessible font, any visual material used has a description.
- All our sessions will always have a Zoom link for the days you can't make it to class or for reviewing the sessions you attended. Zoom recordings will be added to the Moodle page for the relevant week.
- Care is taken that no material or presentation will feature any strobing lights or other visual cues that might trigger seizures. In the event that there are such features, there will be prior warning.
- Clear and descriptive content warnings will always be provided ahead of time for all sensitive content and students will have plenty of time to decide their level of engagement with this content.

### **Our bodies and our movements**

- Please exist in this space in ways that are most comfortable for you. You can stand up, sit down, lay down, stretch, walk around, leave the room, stim, use your electronics as needed. (Please refer to the Technology in the Classroom Policy below for more information about this). Understand that everyone exists in spaces in different ways, and how someone can best engage and listen might look different than how you do.
- I will always post and read our lesson plan for the day and scheduled breaks at the beginning of class so you will always know what is coming. The plans will also be posted on Moodle before the relevant week.
- Our class will have at least one 10-minute break for each hour in class.
- Under current epidemiological conditions, (contrary to mainstream public health messaging and the [sociological production of post-pandemic normality](#)), I will be wearing an N95 mask in class for the foreseeable future to reduce spread of Covid-19 and other respiratory diseases in solidarity with disabled and immunocompromised community members. More information about the [urgency of normal](#) , [pandemic ableism](#), and [equitable approaches to public health](#) can be found on our Moodle site.

## SEXUAL VIOLENCE

Sexual violence, including sexual harassment and sexual assault, is not tolerated at Concordia. Please see Concordia's policy on sexual violence for more information about awareness and prevention, support for survivors/victims, responding to disclosures and procedures for reports and complaints. You can also contact the Sexual Assault Resource Centre for information and support by email [sarc@concordia.ca](mailto:sarc@concordia.ca), phone 514 848-2424 x 3353, or [online](#).

## CAMPUS SAFETY & EMERGENCY PREPAREDNESS

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- **Emergency Contact:** In case of an emergency, **contact Campus Safety at 514-848-3717** or use the **Rave Guardian App**, available for free on Google Play Store or Apple App Store. Ensure correct download by verifying the Concordia logo.
- Campus Security vs. 911: With 2 campuses and 70 buildings, calling Campus Security (514-848-3717) for emergencies is recommended over 911. Concordia's Security agents are well-trained and equipped to respond promptly, including CPR and First Aid.
- Emergency Notifications: Exercise caution on social media during emergencies. Confirm, validate, and use responsible messaging before sharing information publicly.

### Fire Alarms/Evacuations:

- Alert Stage: Initiated by one trigger, leading to an automated P.A. message. Evacuation is not immediate, but occupants should prepare.
- Alarm Stage: Activated by multiple triggers, signaling immediate evacuation. Do not wait for a cancellation; leave the building promptly.
- **Evacuation Protocol:** When the fire alarm sounds, stop activities, gather personal belongings, close doors and windows, calmly exit through the nearest emergency stairwell, and move away from the building.
- Emergency evacuation protocols for persons with reduced mobility are available [here](#).
- **Become a CERT Volunteer:** Any student or staff can become a CERT volunteer by completing orientation, first aid, and fire prevention training within 12 months. Details are available [here](#).
- During Evacuations: CERT volunteers assist occupants until Campus Safety arrives.

**For more information on emergency scenarios and procedures, visit [here](#).**

## TECHNOLOGY IN THE CLASSROOM POLICY

Students are allowed to use laptops, phones, tablets, and other electronics in class as they are great study tools and access technologies for many of us. However, technology can also be a distraction. Please refrain from using social media, watching videos, or other distraction producing activities on your devices. If for whatever reason, you must absolutely distract yourself, then please be courteous of others and sit in a way in which others can't see your screen. If you are listening or watching, please use headphones. Finally, make sure all your devices are on silent mode while the class is in session.

## GENERATIVE AI POLICY

Anecdotal evidence suggests that students are using ChatGPT and similar generative AI products extensively. Students in this class are encouraged to make use generative artificial intelligence tools to contribute to their understanding of course materials under the following restrictions:

- AI tools can be used to polish language and generate ideas but the submitted assignment must be original work produced by the individual student alone. Material drawn from AI tools must be acknowledged; representing as one's own an idea, or expression of an idea, that was AI-generated will be considered an academic offense.
- **How to cite AI generated content:** Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., APA, MLA, Chicago; for APA guidelines, visit [this link](#); for MLA guidelines, refer to [this link](#); for Chicago guidelines, see [this link](#); also, check out [this helpful blog post](#)).
- **How to incorporate AI content:** Generative AI may be used to draft some of the writing/phrasing, but cannot simply be copied-and-pasted, and can constitute no more than 10 % of the text. You must also clearly specify what work is your own and what comes from AI.
- **How to document use of AI:** The use of generative AI must be documented in an appendix for each assignment: specify what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. Students must also submit a 4-6 sentence summary about how they intend to use AI before the assignment, as well as a post-assignment reflection (150–300 words).

Generating an entire submission with AI tools is likely to fall short of the evaluation criteria for assignments in this course, which emphasize specificity and critical reflection. The outputs from AI tools lack the sophistication required in these regards. Successful use of generative AI demands significant time investment in refining prompts rooted in knowledge about the topic. Unless generative AI can substantially enhance your understanding of the course material, consider investing that time in crafting original work.

Furthermore, it's crucial to address the broader ethics and politics of generative AI tools, including their use of material without permission and their closed, commercial nature. [Understanding the historical and political context of their development](#), (e.g., eugenics, military pattern recognition) is also important. [These tools are known to perpetuate stereotypes and inequalities](#), reinforcing oppressive structures in medical rationing, housing, financial services, etc. under the dangerous veneer of objectivity and without accountability. Even within the outlined guidelines, using generative AI may be deemed unethical due to the problematic frameworks that may be inherited. **If you opt to use generative AI, please approach it thoughtfully, responsibly, and transparently.**

[Plot twist: I prompted ChatGPT to slightly shorten the last two paragraphs. But I didn't like how it watered the critique down & ended up rewriting most of it. I remain resistant to optimization 😊 ]

## PLAIGARISM

The most common offense under the Academic Code of Conduct is plagiarism, “the presentation of the work of another person as one’s own or without proper acknowledgement.” This includes material copied word for word from books, journals, Internet sites, professors’ course notes, generative AI content, etc. It refers to material that is paraphrased but closely resembles the original source. It also includes the work of a fellow student, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased from any source. Plagiarism does not refer to words alone – it can refer to copying images, graphs, tables and ideas. “Presentation” is not limited to written work. It includes oral presentations, computer assignments and artistic works. Finally, if you translate the work of another person into any other language and do not cite the source, this is also plagiarism.

Do not copy, paraphrase or translate anything from anywhere without saying where you obtained it. (More information on Concordia’s [Academic Integrity website](#)).

## CONTACT POLICY

The best way to contact me is through [email](#). Please give 24 hours for a response and note that I do not respond to emails during the evening or on weekends.

If you do not receive a response within 48 hours, assume that I did not receive your email for whatever reason and please email again.

Before emailing, please make sure that your question is not already answered by this syllabus, or the detailed guidelines provided over Moodle.

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## COURSE CALENDAR

For a 3-credit course, students are expected to do 9 hours of coursework/week including class sessions. For our course this means 3 hours of in-class and 6 hours of outside-class work. The weekly assignments have been calibrated to correspond to approximately 6 hours of outside-class coursework. On Moodle, you can find engagement guides, lists of weekly tasks and estimated time required for the completion of each task. In-class lesson plans with scheduled breaks will also be added. All readings and audiovisual material are uploaded or linked on Moodle for the relevant week.

**Please mark all assignment submission dates on your calendar at the beginning of term and set up reliable and timely reminders.**

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### WEEK 1: JANUARY 15-21:

INTRODUCTION

For this first week, students can do the readings before or after class. All other weeks, readings should be completed before class. Consult Moodle for how to engage with the reading/audiovisual material for each week.

Readings:

1. Course Syllabus
2. Piepmeier, Alison et al. 2014. Disability Is a Feminist Issue: Bringing Together Women's and Gender Studies and Disability Studies. Vol. 34 No.
3. Reynolds, JM & Silvers, A. 2017. Feminism and Disability. In C. Hay, ed. Philosophy: Feminism. (pp. 295-317). Gale.

Audiovisual:

1. What is the Social Model of Disability?
  2. My Body doesn't oppress me, society does
  3. Ableism is The Bane of My Motherfuckin' Existence
  4. In My Language by A M Baggs
  5. Sunaura Taylor and Judith Butler take a walk
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## **WEEK 2: JANUARY 22-28:**

POLITICS OF REALITY: ONTOLOGIES OF DISABILITY

Before class: Identify 3 readings you are most interested in presenting from Week 3 through week 14. We will determine the presentation schedule this week.

During class: Please bring paper and pencil to this session as we will be doing an in-class writing exercise.

Readings:

1. Oliver, M. 1996. Fundamental Principles of Disability. In Understanding Disability: From Theory to Practice, pp. 19-29.
2. Oliver, M. 1996. The Social Model in Context. In Understanding Disability: From Theory to Practice, pp. 30-42.
3. Thomas, C. 1999. Defining disability: The social model. In Female Forms: Experiencing and Understanding Disability, pp. 13-30.
4. Yellowhorse, S. 2020. "Disability" through Diné Relational Teachings: Diné Educational Pedagogy and the Story of Early Twilight Dawn Boy. Wicazo Sa Review, Volume 35, Number 1 & 2, pp. 41-73.
5. Morris, J. 1996. Introduction. In Encounters with Strangers: Feminism and Disability, pp. 1-16.
6. Crow, L. 1996. Including All of Our Lives: Renewing the Social Model of Disability. In Encounters with Strangers: Feminism and Disability, pp. 206-226.

Philosophical and contextual scaffolding: (Skim)

1. Bacevic, J. 2022. Reality. The Philosopher, vol. 110, no. 2.
2. Mikkola, M. 2016. Feminist Metaphysics and Philosophical Methodology. Philosophy Compass 11/11, pp. 661-670.

3. Goodley, D. 2011. Introduction: Global Disability Studies. In *Disability Studies: An Interdisciplinary Introduction*, pp. 1-21.

Podcast:

The UnMute Podcast Episode 026: Elizabeth Barnes on Disability and Well-being.

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Please complete the Pre-course Survey before the end of Week 2.

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**WEEK 3: 29 JANUARY - 4 FEBRUARY:**

POLITICS OF EXPERIENCE: TOWARDS FEMINIST THEORIES OF DISABILITY

Before class - Response Paper 1: due 23:59 (11:59 pm) on Sunday 28 January.

During class - Presentations: 2 or 3 students will present during the second hour of the class session.

Readings:

1. Wendell, S. 1989. Toward a Feminist Theory of Disability. *Hypatia* Vol. 4, No. 2, pp. 104-124.
  2. Thomas, C. 1999. Disability and feminist perspectives: the personal and the political. In *Female Forms: Experiencing and Understanding Disability*, pp. 65-83.
  3. Thomas, C. 1999. Disability and gender. In *Female Forms: Experiencing and Understanding Disability*, pp. 84-99.
  4. Garland-Thomson, R. 2002. Integrating Disability, Transforming Feminist Theory. *NWSA Journal*, Vol. 14, No. 3, pp. 1-32.
  5. Schalk, S and Kim J.B. 2020. Integrating Race, Transforming Feminist Disability Studies. *Signs*, Vol 46., No 1., pp. 31-55.
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**WEEK 4: FEBRUARY 5 – 11:**

PHENOMENOLOGIES OF THE BODYMIND

Before class - Response Paper 2: due 23:59 (11:59 pm) on Sunday 4 February.

During class - Presentations: 2 or 3 students will present during the second hour of the class session.

Readings:

1. Young, IM. 2005. Throwing like a girl: A phenomenology of feminine body comportment, Motility, and spatiality. In I.M. Young, *On female body experience: "Throwing like a girl" and other essays* (pp. 27-45).
2. Abrams, T. 2020. Disability at the Limits of Phenomenology. *Puncta*, Vol 32, pp. 15-18.
3. Ureña, C. 2019. Decolonial Embodiment: Fanon, the Clinical Encounter, and the Colonial Wound. *Disability and the Global South*, 6(1), pp. 1640-1658 .
4. Price, M. 2015. The Bodymind Problem and Possibilities of Pain. *Hypatia* 30(1), pp. 268-284.
5. Garland-Thomson, R. 2011. Misfits: A Feminist Materialist Disability Concept. *Hypatia* 26(3), pp. 561-609.
6. Wieseler, C. 2019. Challenging Conceptions of the "Normal" Subject in Phenomenology. In *Race as Phenomena: Between Phenomenology and Philosophy of Race*, pp. 69-85.



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**WEEK 5: FEBRUARY 12-18:**

GENEALOGIES OF NORMALITY, EPISTEMOLOGIES OF ABLEISM

Before class - Response Paper 3: due 23:59 (11:59 pm) on Sunday 11 February.

During class - Presentations: 2 or 3 students will present during the second hour of the class session.

Readings:

1. Davis, LJ. 2006. Constructing Normalcy: The Bell Curve, the Novel, and the Invention of the Disabled Body in the Nineteenth Century. In *The Disability Studies Reader*, (pp. 3-16).
  2. Erevelles, N. & Minear, A. 2011. Unspeakable Offenses: Untangling Race and Disability in Discourses of Intersectionality. *Journal of Literary & Cultural Disability Studies* 4(2), pp. 127-145.
  3. Campbell, F. 2009. The Project of Ableism. In *Contours of Ableism: The Production of Disability and Abledness*, pp. 3-15.
  4. Campbell, F. 2009. Pathological Femaleness: Disability Jurisprudence and Ontological Envelopment. In *Contours of Ableism: The Production of Disability and Abledness*, pp. 130-145.
  5. Tremain, S. 2015. This Is What a Historicist and Relativist Feminist Philosophy of Disability Looks Like. *Foucault Studies* 19, pp. 7-42.
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**WEEK 6: FEBRUARY 19-25:**

POLITICS OF INTERSECTIONALITY, BLACK DISABILITY POLITICS, DISABILITY JUSTICE

Before class - Response Paper 4: due 23:59 (11:59 pm) on Sunday 18 February.

During class - Presentations: 2 or 3 students will present during the second hour of the class session.

Readings:

1. Bailey, M. 2019. Work in the Intersections: A Black Feminist Disability Framework. *Gender & Society* 33(1), pp. 19-40.
2. Erevelles, N. 2011. Disability as "Becoming": Notes on the Political Economy of the Flesh. In *Disability and difference in global contexts : enabling a transformative body politic*, pp. 25-63.
3. Schalk, S. 2022. Introduction. In *Black Disability Politics*, pp. 1-22.
4. Cowing, JL. 2020. Occupied Land is an Access Issue: Interventions in Feminist Disability Studies and Narratives of Indigenous Activism. *Journal of Feminist Scholarship* 17, pp. 9-25.
5. Puar, JK. 2017. Preface: Hands Up, Don't Shoot. In *Right to Maim: Debility, Capacity, Disability*, pp. 1-24.
6. Piepzna-Samarasinha, LL. 2018. Preface: Writing (with) a Movement from Bed. In *Care Work: Dreaming Disability Justice* (np).



Podcasts (Optional)

1. Disability Visibility Project Ep 48: Care Work w/ Leah Lakshmi Piepzna-Samarasinha
  2. New Books Network: Sami Schalk: Black Disability Politics
  3. Death Panel: Body Politics with Jasbir Puar
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**WEEK 7: 26 FEBRUARY - 3 MARCH**  
**NO CLASS - SPRING BREAK**

Mid-course Survey posted. Please complete by March 10.

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**WEEK 8: MARCH 4-10:**

**POLITICS OF DECOLONIALITY: GLOBAL, SOUTHERN, AND INDIGENOUS DISABILITY THEORY**

**Before class - Response Paper 5: due 23:59 (11:59 pm) on Sunday 3 March.**

**During class - Presentations: 2 or 3 students will present during the second hour of the class session.**

Readings:

1. Meekosha, H. 2011. Decolonising disability: thinking and acting globally. *Disability & Society* 26(6), pp. 667-682.
2. Connell, R. 2011. Southern Bodies and Disability: re-thinking concepts. *Third World Quarterly* 32(8), pp. 1369-1381.
3. Ineese-Nash, N. 2020. Disability as a Colonial Construct: The Missing Discourse of Culture in Conceptualizations of Disabled Indigenous Children. *Canadian Journal of Disability Studies* 9(3), pp. 26-51.
4. Jaffee, L. & John, K. 2018. Disabling Bodies of/and Land: Reframing Disability Justice in Conversation with Indigenous Theory and Activism. *Disability and the Global South* 5(2), pp., 1407-1429.

Recommended:

1. Lugones, M. 2010. Toward a Decolonial Feminism. *Hypatia* 25(4), pp. 742-759.
2. Jaffee, LJ. 2016. Disrupting global disability frameworks: settler- colonialism and the geopolitics of disability in Palestine/Israel. *Disability & Society* 31(1), pp. 116-130.
3. Hollinsworth, D. 2013. Decolonizing Indigenous disability in Australia. *Disability & Society* 28(5), pp. 601-615.
4. Lafuente, IEM. 2023. Spaces of Anti-Ableist, Feminist Resistance. *Space and Culture* 26(3), pp. 433-450.

**PAPER TOPICS WILL BE POSTED ON MOODLE.**

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**WEEK 9: MARCH 11-17:**

**GENEALOGIES OF NORMALITY: THE GOVERNMENT OF SEXUALITY, GENDER, AND DISABILITY**

**Before class - Response Paper 6: due 23:59 (11:59 pm) on Sunday 10 March.**

During class - Presentations: 2 or 3 students will present during the second hour of the class session.

Readings:

1. McRuer, R. 2006. Introduction. In Crip theory: cultural signs of queerness and disability, pp. 1-32.
2. Cavar, S. & Baril A. 2022. Chapter 4: Disability. In Trans bodies, trans selves : a resource by and for transgender communities, pp. 68-93.
3. Kafer, A. 2013. Introduction: Imagined Futures. In Feminist, Queer, Crip, pp. 1-24.
4. Shildrick, M. 2009. Introduction. In Dangerous discourses of disability, subjectivity and sexuality, pp. 1-16.

Audiovisual:

1. Documentary: Yes, we Fuck!
  2. Talk: Catherine Clune Taylor - Non WhiteCis Life and the Eugenic Present (Philosophy, Disability, and Social Change Conference, 2022).
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### WEEK 10: MARCH 18-24:

POLITICS OF PRODUCTION: CAPITALISM, GENDER, DISABILITY

Before class: Outline and Annotated Bibliography due 23:59 EST on 17 March 2024

During class - Peer Review Exercise. Please bring pencil & paper.

Readings:

1. Russell, M. 2001. Disablement, Oppression and the Political Economy. Journal of Disability Policy Studies 12(1), pp. 87-95.
2. Erevelles, N. 2017. Beyond Ramps/against work: Marta Russell's legacy and politics of intersectionality. In Disability Politics in a Global Economy: Essays in Honour of Marta Russell, pp. 105-117.
3. Belinsky, Z. 2021. Transgender and Disabled Bodies: Between Pain and the Imaginary. In Transgender Marxism, pp. 179-199.
4. Mitchell, DT. & Snyder, S. 2010. Disability as Multitude: Re-working Non-Productive Labor Power. Journal of Literary & Cultural Disability Studies 4(2), pp. 179-193.

Audiovisual:

Talk: Mich Ciurria. 2022. Disability Ableism Class and Chronic Fatigue. (Philosophy Disability and Social Change Conference 3).

Recommended:

1. Crosby, C. & Jakobsen, JR. 2020. Disability, Debility, and Caring Queerly. Social Text 38(4), pp. 77-103.
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### WEEK 11: MARCH 25-31:

GENEALOGIES OF NORMALITY: MADNESS, NEURODIVERGENCE, COGNITIVE DISABILITY

Before class - Response Paper 7: due 23:59 (11:59 pm) on Sunday 24 March.

During class - Presentations: 2 or 3 students will present during the second hour of the class session.

Readings:

1. Erevelles, N. 2011. (Im)Material Citizens: Cognitive Disability, Race, and the Politics of Citizenship. In *Disability and difference in global contexts : enabling a transformative body politic*, pp. 147-171.
2. Carlson, L. 2010. Gendered Objects, Gendered Subjects. In *The Faces of Intellectual Disability: Philosophical Reflections*, pp. 53-83.
3. Barnes, E. 2022. Gender without Gender Identity: The Case of Cognitive Disability. *Mind* 131(523), pp. 838-864.
4. Donaldson, EJ. 2002. The Corpus of the Madwoman: Toward a Feminist Disability Studies Theory of Embodiment and Mental Illness. *NWSA Journal* 14(3), pp. 99-119.
5. Wagonner, J. 2022. Race, Gender and Sanism: Remapping Mad Feminist Genealogies. *Signs* 47(4), pp. 887-904.

Audiovisual (required):

Talk: Amandine Catala. 2022. Epistemic Injustice and Epistemic Authority on Autism. (Philosophy, Disability and Social Change Conference 3).

Recommended:

Carlson, L. 2010. Introduction. In *The Faces of Intellectual Disability: Philosophical Reflections*, pp. 1-18.

Khader, S. 2008. Cognitive Disability, Capabilities, and Justice. *Essays in Philosophy* 9(1).

Kittay, EF. 2001. When Caring Is Just and Justice Is Caring: Justice and Mental Retardation. *Public Culture* 13(3).

McNamara, J. 1996. Out of Order: Madness is a Feminist Issue. In *Encounters with Strangers: Feminism and Disability*, pp. 194-205.

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**WEEK 12: APRIL 1-7**

**NO CLASS - EASTER BREAK**

End-of-course Survey Posted. Please complete by April 15.

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**WEEK 13: APRIL 8-14:**

**POLITICS OF REPRODUCTION: EUGENICS, BIOETHICS, CARE**

Before class: 3-5 pg Draft due 23:59 EST on 7 April 2024

During class - Peer Review Exercise. Please bring pencil & paper.

Readings:

1. Dietz, E. 2022. Chapter 9: Abortion, Disability Rights, and Reproductive Justice. *Disability Bioethics Reader*, pp. 95-102.
2. Silvers, A. 2022. Chapter 10: A Fatal Attraction to Normalizing: Treating Disabilities as Deviations from “Species-Typical” Functioning. *Disability Bioethics Reader*, pp. 103-115.

3. Scully, JL. 2022. Chapter 11: Being Disabled and Contemplating Disabled Children. Disability Bioethics Reader, pp.116-124.
4. Baril, A. Chapter 21: Theorizing the Intersections of Ableism, Sanism, Ageism and Suicidism in Suicide and Physician-Assisted Death Debates. Disability Bioethics Reader, pp. 221-231.
5. Kafer, A. 2013. Debating Feminist Futures: Slippery Slopes, Cultural Anxiety, and the Case of the Deaf Lesbians. In Feminist, Queer, Crip, pp. 69-85.

Audiovisual (Required)

1. Video and Audio Recording of Feminism, Ableism, and MAiD (Peter A. Allard School of Law, UBC, Mar. 13, 2023).
2. Talk: Desiree Valentine. 2021. Kinship and Sperm Donation Negligence: Race, Disability, and the Un/Making of Kin (Philosophy, Disability and Social Change Conference 2).

Recommended:

Kafer, A. 2013. At the Same time, Out of Time: Ashley X. In Feminist, Queer, Crip, pp. 47-85.

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**WEEK 14: APRIL 15-21:**

REPRESENTATION, INTERPRETATION, NARRATIVE PROSTHESIS

Before class - Response Paper 8: due 23:59 (11:59 pm) on Sunday 14 April.

During class - Presentations: 2 or 3 students will present during the second hour of the class session.

Readings:

1. Mitchell, DT. & Snyder, SL. 2011. Representation and Its Discontents: The Uneasy Home of Disability in Literature and Film. In Narrative Prosthesis: Disability and the Dependencies of Discourse, pp. 15-45.
2. Schalk, S. 2018. Introduction. In Bodyminds Reimagined: (dis)ability, race, and gender, pp. 1-31.
3. Smith, AM. 2018. Walk This Way: Frankenstein's Monster, Disability Performance, and Zombie Ambulation. Literature and Medicine 36(2), pp.

Audiovisual (Watching at least one of the documentaries required)

1. Chasnoff, S. 2020. Code of the Freaks (69 min.)
2. Berne, P. 2013. Sins Invalid: An Unshamed Claim to Beauty (33 min.)
3. Newnham, N. & LeBrecht, J. 2020. Crip Camp. (1 hr 46 min.)

Recommended:

Mitchell, DT. & Snyder, SL. 2011. Introduction: Disability as Narrative Supplement. In Narrative Prosthesis: Disability and the Dependencies of Discourse, pp. 1-13.

Chen, MY. 2015. Lurching for the Cure? On Zombies and the Reproduction of Disability. GLQ: A Journal of Lesbian and Gay Studies 21(1), pp. 24-31.

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**FINAL PAPER DUE DATE TBA**

## **More Resources and Information:**

### **CURE**

The Community-University Research Exchange (CURE) is a database by which you could integrate the major project for WSDB 391 with the work of a local movement and/or an activist organization. Through the administrative infrastructures already in place at Concordia, you may complete a CURE research project as your major project. By connecting you to a non-profit community group with limited resources, CURE hopes to encourage and support academic work that is socially relevant. For more information, go to the [website](#) or [email](#) CURE.

### **Student Services**

Simone de Beauvoir Institute Advisor: [Linda.Bowes@Concordia.ca](mailto:Linda.Bowes@Concordia.ca)

Concordia Counselling and Development offers career services, psychological services and student learning services: <http://cdev.concordia.ca/>

Advocacy and Support Services <https://www.concordia.ca/students/success/advocacy.html>

Student Transition Centre: <https://www.concordia.ca/cce.html>

New Student Program: <https://www.concordia.ca/students/success/new.html>

Student Success Centre: <https://www.concordia.ca/students/success.html>

Financial Aid & Awards: <https://www.concordia.ca/students/financial.html>

Health Services: <https://www.concordia.ca/health/medical/clinic.html>

International Students Office: <https://www.concordia.ca/students/international.html>

Student Hub: <https://www.concordia.ca/students/graduate.html>

Access Centre for Students with Disabilities: [concordia.ca/students/accessibility](http://concordia.ca/students/accessibility)

Indigenous Directions Hub: <https://www.concordia.ca/about/indigenous.html>

Decolonization resources: <https://www.concordia.ca/ctl/decolonization.html>

Indigenous Educational Resources for Faculty and Students:

<https://www.concordia.ca/library/guides/indigenous-fac-res.html>

Sexual Assault Resource Centre: [concordia.ca/students/sexual-assault](http://concordia.ca/students/sexual-assault)

The Concordia Student Union offers students many resources including housing and job resources, legal information, recovery and wellness, etc: <https://www.csu.qc.ca/>