



DS3311 – Changing Contexts and Practices*

Twitter Community Version

Section: G, Winter 2022

Instructor: sarah currie (prefers decapitalized)

Meeting: Mondays 11:30AM – 1:00PM EST

Location: Disability Studies 3311 Discord server ([hyperlink removed for safety](#))

Office Hours: via Twitter [@kawaii lovesarah](#)

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* if you have this syllabus open on a computer, please **play & modify!** You can change the text size, orientation or background colour; order of elements/sections; highlight sections especially relevant to your needs; adjust spacing or port to reader/conversion programs; and more. This is your master document for this course, and it should appear in the format that feels most intuitive for you. The "default" version is just a suggestion.

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Course Calendar Description

Introduces students to key innovations in leadership, rights, laws, policy and practices in the human services and modern disability sector. Research and cases highlight the

tensions and possibilities between conceptual ideals and the constraints of practice.

Required Materials

- a **notebook** of your choice
(**physical notebook, Notion, Wordpress or other blogspace, Microsoft Notes notebook, etc.**) with lined pages, 50+ pages. You will do in-class activities, take-home writing exercises and peer review with this notebook.
- we will be using **all open-access digital texts** in this class
(read: freely available on the internet).

Accessibility and Inclusion

I like to talk about access before we talk about grading and assessments because I think that sends a clear message about what is important to me. Part of this inclusivity policy is providing a lot of freedom as to how you choose to participate and contribute to our writing community.



My job is to walk alongside you on this learning pathway and ensure you have everything you need to do well in this course. I want to work with you as individuals and as a class community to make sure we can navigate that pathway in the most equitable way we can imagine as a team. There is no formal **attendance policy**. There is no formal **lateness policy**. I choose to respect and trust your self-knowing and boundaries, and I hope you gain that for me over time as well.

I do **wellness check-ins** during weeks 3, 7 and 11 to regroup and assess our needs as a collective in the ever-changing circumstances of pandemic academy.

I don't require medical validation for accommodations requested. I don't require you to be registered with AccessAbility Services to talk about your needs inside and outside the classroom. I am aware that needs fluctuate and change throughout term, and I hope you'll keep me in your circle of conversations pertaining to your ever-changing situations. I can leverage my access at this institution to help you best if I'm in the loop about your unique situation.

Pandemic Planning & Living Syllabus

This term (W2022) is starting as a **remote-pandemic term**, and I imagine it will continue that way at the end of January. Although this class will never meet in person this term, we can still expect plans to change and evolve. We will navigate this as a community and re-adjust our living, **resilient syllabus** as we move through term as best we can. By making plans to accommodate ourselves later, we may save ourselves a lot of stress in the long-term. The wellness check-ins are designed to give us space to re-design and re-format what elements appear when in accordance with our community needs.

Week-to-Week Breakdown

When we use co-designed frameworks, **we create resilient, living documents that can accommodate our changing needs** as we move through this term (though this version should act as a good approximation in the meantime).

TIME	TEXT	TALK & TAKE HOME
Week 1 (-)	<i>Administrative Week (no class)</i>	
Week 2 (10 Jan) OVERVIEW: Absolute Intro to Policy in CDS	Disability Visibility podcast: Policy with Liz Weintraub (and/or audio version) Review the DJNO's History of Disability Justice in Canada (Miche Xu & Shanthiya Baheerathan) Review the AODA (Canada's version of the ADA, the Accessibility for Ontarians with Disabilities Act) Writespace 1 activity	Syllabus breakdown, designing Cozy Space, creating community agreements
Week 3 (17 Jan) OVERVIEW: Disability Justice	sarah's EDI and Disability Justice seminar Alex Haagaard's Canadian Disability Justice Alliance mission statement manifesto Review the <i>Sins Invalid</i> 10 Principles of Disability Justice open resource Writespace 2 activity	Take-home: Writespace 3 activity
Week 4 (24 Jan) OVERVIEW: Deinstitutiona- lization & Mad Studies	sarah's Absolute Intro to Mad Studies seminar <i>Mad in America</i> editorial "Access Denied" with Rose Yesha <i>Transforming Societies</i> article breakdown: "How Listening to Co-Produced Research Could Have Saved Lives – and Still May" with Peter Beresford Open Access [OA] Article "Lost in the Shadows" with Oli Williams, Peter Beresford and team Writing Workshop I: facilitated peer review	Take home: revising your peer-reviewed entry (Online) Wellness Check-in 1
Week 5 (31 Jan) Canada's C-7 (MAiD) Bill Backlash	Canada's 2019 Annual Report on MAiD Implementation	Read-Around Feedback dropbox

	<i>Disability Visibility</i> guest editorial: Disability, Death, and the Fight for Justice with Megan Linton WEBINAR: “Death by Coercion” hosted by DJNO, Inclusion Canada, DAWN Canada, Independent Living Canada and BCANDS (feat. Syrus Ware, River Holland-Valade, Trudo Lemmens, @ALYSM745, Ameil Joseph and Rowa Mohamed) Read-Around: peer-edited favourite journal entry (group feedback & cheerleading)	Take home: Writespace 4 activity
Week 6 (7 Feb) America's MEDICAID Policy & Carer Crisis	Washington Post special series: Disability in America with Day Al-Mohamed, Leah Lakshmi Piepzna-Samarasinha and Maria Town (and/or audio version) Shayda Kafai's Crip Kinship interview for *Xtra <i>Disability Visibility</i> editorial: “Crippling Emotional Labour: A Field Guide” with Amy Gaeta Synopsis for Medical Health Humanities: “On Virality: Corona or Otherwise.” with Travis Chi Wing Lau	Take home: Writespace 5
Week 7 (14 Feb) Canada's (hidden) Expulsion Policies	sarah's Students Left Behind seminar Sudbury: “Year in Review – Laurentian's Declaration of Insolvency Shocked the Community” with Heidi Ulrichsen Sudbury: “Universities are Dying” with Reuben Roth Review the Echoes of Poverty initiative with Elaine LaBerge Breakdown of big takeaways from first half of course	Writespace 6: critical review (of self-selected video essay)
Reading Week (21 Feb)		(Online) Wellness Check-in 2
Week 8 (28 Feb) Coronavirus and Higher Education Policies	sarah's Universal Design in Apocalypse Time seminar Active History: “Reflections on Disability and (Dis)Rupture in Pandemic Learning” with Hannah Facknitz and Danielle Lorenz	Take home: revising peer-reviewed entry

	<i>Canadian Journal of Disability Studies</i>: "Stories of Methodology – Interviewing Sideways, Crooked and Crip" with Margaret Price & Stephanie Kerschbaum Writing Workshop II: facilitated peer review of critical review entry	
Week 9 (7 Mar) (Post)modern Eugenics Policies	*<i>Contra</i> podcast: "Solidarity Chat 3" with Aimi Hamraie and Jay Dolmage (and/or audio version) Open Access [OA] Article: "Disabled Upon Arrival" (original 2011 vers.) with Jay Dolmage <i>Harvard Public Health Review</i> guest post: "Hiding in Plain Sight" with Laura Appleman Read-Around: your favourite journal entry 2nd half (group feedback & cheerleading)	Read-Around Feedback dropbox Take home: Writespace 7 activity
Week 10 (14 Mar) GUEST LECTURE: Erin Soros	Erin's seminar may be based on <i>Mad Poetics and Mad incarceration</i>, as well as disability justice and EDI inclusion.	Take home: Writespace 8 and Writespace 9 activities
Week 11 (21 Mar) GUEST LECTURE: Shane Neilson	Shane's seminar may be based on <i>Neoliberalization and medical humanities, the modern academy and access to education</i>.	Take home: Writespace 10 activity (Online) Wellness Check-in 3
Week 12 (28 Mar) FUTURITY: Coronavirus and Care Work	Breakdown of big takeaways from second half of the course Yes! Magazine's "Survival as Transformative Justice" with adrienne maree brown <i>Disability Visibility</i>: Alice Wong's Disabled Oracles and the Coronavirus editorial Dean Spade's Mutual Aid Chart (from the CARE WORK MANIFESTO 2021) Writing Workshop III: revising best journal entries, self-facilitated peer review, workshoping best journal entries from this term	Take home: revising peer reviewed entry
Week 13 (4 Apr) DREAMING JUSTICE	sarah's community callback & beloved community seminar	(Online) Exit interview

Symposium Café Day	Read-Around Final Symposium: café & clever writings (your best journal entry from this semester) (polished peer feedback & extra cheerleading)	(Online) SUBMIT BY 13 APRIL: 5 best journal entries (edited and polished) & 2 best peer feedback reviews (originals)
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Course Goals (Objectives)

(not relevant for online follow-along! Take what you like & leave the rest!)

Assessment Structure

This is left in as assessment information (parts of this syllabus make more sense with this segment left in). Please note if you're following along in community, there is no homework!

The assessment layout of this course is a tripartite structure (three points, like a triangle): Writer's Journal, Writer's Workshops, and Read-Arounds. Laid out simply, the course unfolds like this:



WRITER'S JOURNAL (writespace exercises) [20%]

Your private practice, so be loud and experiment boldly. Complete 10 entries over 12 weeks (see weekly breakdown). You will have to submit these to the weekly dropbox, but I will not read them (proof of completion / this is otherwise your playground).



WRITER'S WORKSHOPS (community agreement) [20%]

Facilitated paired peer reviews in week 4 and 8, self-facilitated peer review in week 12. There will be dropbox submissions where you will submit your peer feedback, as well as a workshop feedback (just for me to see).



READ-AROUNDS (community engagement) [20%]

Facilitated full-class community feedback and cheerleading in weeks 5, 9 and 13. There will be dropbox submissions where you will submit your group feedback, as well as a read-around feedback (just for me to see).



"FINAL EXAM" WRITING PORTFOLIO [35%]

Your 'exam' submission for this course is a portfolio dropbox submission of your 5 best journal entries, your 3 best peer reviews, and 1 exit interview from this semester's produced work.



GRATITUDE & COMMUNITY CARE [5%]

The final 5% of this course is awarded by your community (not me!) – you will have the chance in your exit interview to name classmates who you felt improved, helped you improve, or contributed cheerleading that created a greater sense of community in the writing classroom.

Assignment Expectations

(Again, purely informational and left it in purely for curious minds or course designers)

We will discuss and revise the expectations in line with how our syllabus morphs and changes throughout term. I also think it's important to have your input on how these elements are evaluated, because we exist as a reciprocal writing community.

Below are ideas of expectations, which we can evaluate as a class in weeks 1 and 2.

WRITER'S JOURNAL: Entries should be 800-1000 words (1.5 – 2 pages). There are 10 entries, but we can make 2+ non-penalized. We can also agree to "write 8 of your choice" toward your Portfolio. Can be assessed primarily by completion, or by quality. Can be assessed weekly, or at half-terms.

WRITER'S WORKSHOPS: Peer review entries should be 500-600 words (0.5 pages). This activity is very difficult to opt-out of because it creates unfairness for others. We can talk about how to deliver the feedback, "deadlines" for feedback, and formats for delivery (including video calls or video recordings). Submission of your best reviews to me can also be video clips. Can be assessed at the end of term, or after the workshops.

READ-AROUNDS: Same general guidelines as WRITER'S WORKSHOPS. Submit reflection exercise component with what you have learned from other students. This can be accomplished as a large-group or in 3-4 "team" groups. If the class takes a "team" structure, feedback would be organized by teams about each other.

PORTFOLIO: 5 best entries and 3 best reviews, as well as the exit interview, is required (I need *something* to formally evaluate this term). How this is accomplished is up for discussion. The workshops and read-arounds are designed to help you submit the best

portfolio possible and learn from your community, as well as myself, about how to be a rhetorically convincing academic writer in Canadian communities.

GRATITUDE & COMMUNITY CARE: How many classmates to name, who can be named, or team dynamics can all contribute to this component. Extenuating circumstances during term can also be applied to this component.

UWO-Required Syllabus Statements

(not applicable)