RATIONALE

The United Nations states that persons with some type of disability make up at least 10% of the world’s population. Yet in spite of being such a large number, this group continues to experience social exclusion in education, housing, employment and community activities. Generally they are poorer, less independent and less likely to reach their full potential than any other identifiable group.

During the twentieth century social science and interdisciplinary approaches for Disability Studies evolved. These differed from previous and existing educational models in health and social care. This perspective presented Disability Studies as a vehicle for empowering the collective voices of the diverse community of the person with disabilities through the creation of allies for informing others of the real world needs for disability policy. These studies reframe disability as a social phenomenon and social construct with a view of developing anti-oppressive and anti-discriminatory social environments that are more inclusive of the person with disabilities.

The course is in keeping with the current social/cultural and political paradigms in education for Disability Studies.
THERE ARE NO PRE-REQUISITE UNIVERSITY COURSES FOR PARTICIPATION

COURSE DESCRIPTION SOWK (2007)

The purpose of this course is to provide an introduction to Disability Studies for students of the University of the West Indies who wish to examine disability using theoretical frames and to understand policy development in this area.

It identifies the ways in which differently able persons are marginalized and restricted and experience discrimination within an unadaptive society. Via descriptions of the current status of persons with disabilities in the Caribbean context, it examines the interaction of persons with disabilities within the existing political, social and cultural and legal systems. The historical struggles for rights and services by the Disabled are highlighted. Policy needs for the future development are outlined. In order to develop a greater understanding of the experiences and situation of persons with disabilities from their own perspective, this course is taught in partnership with persons with disabilities and is grounded in the epistemological belief that the creation of knowledge about disability should be WITH/BY people with disabilities.

In summary, this course in disability studies is an interesting and challenging journey, which begins with awareness and trudges along the paths of acceptance, alignment and unto its final destination, advocacy.

COURSE GOAL

Basically, this course is designed for students to gain new and deeper understanding of the prolonged oppression of the disability community and to empower them to consider creative ways to initiate social change.

COURSE OBJECTIVES:

In order to fulfill the goal of the course, the student will:

- Explain and critically evaluate current definitions and methodologies drawn from other disciplines in the examination of pertinent issues and social problems impacting on persons with disabilities and their families.
- Identify how attitudes and beliefs about family systems, self–determination and other factors may impact the personal and social view of disability and develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviours of people.
• Examine the complex interplay of social, political, and economic forces on both the personal and family life of persons with disabilities and the impact of cultural values.
• Produce written, oral and visual presentations on the current situation of persons with disabilities
• Identify, critique and integrate policy for persons with disabilities within a Caribbean context.
• Assist in forming alliances with groups of persons with disabilities as they seek to control their lives through the development of an understanding of citizenship and empowerment.

INSTRUCTIONAL STRATEGY

Through a survey of recommended relevant literature, direct contact with persons with disabilities and institutions, lectures, quizzing, individual research projects, participation in course sessions and tutorials, students will understand the importance and impact of attitudes and values as they pertain to disability.

We must be reminded that as we continue to explore this complex area, that learning begins with understandings and is not merely the memorization of information. This implies that much of what you learn should be used by you to improve your own understanding and use of research to improve your own learning. It is my recommendation that you be guided by the following underlying principles:

• Ultimately, only the students can learn through their own active participation in a course.
• Together, the lecturer/tutor and the students socially and cognitively construct the opportunities for learning during each course session.
• The verbal interchanges between lecturer/tutor and students and the students with each other are important tools to learning.
• All participants in a class should strive to relate new big concepts and ideas to each other as well as prior, familiar knowledge.

COURSE ASSESSMENT—MEASURING LEARNING OUTCOMES

No. of credits…………………………Three (3)

The course will be assessed on the basis of:

a. A mid-term assignment weighted 20% of the final mark
b. An Individual assignment weighted 25% of the final mark
c. A final examination which will be weighted 50% of the final mark
d. Attendance and Participation 5%

Total marks……100%

N.B. : More specific information on the research paper or project will be provided
TUTORIALS

Tutorials times will be decided on the first day of the class. The tutor is:
Mrs. Kernita Rose-Bailey <Kernita.Bailey@sta.uwi.edu>

REQUIRED TEXT – NONE

RECOMMENDED READINGS

- Open Doors – An Update – A Guide for Persons with Disabilities, their Families, and Interested Persons. (Prepared by the Disability Affairs Unit, Office of the Prime Minister, Social Services Delivery)
- National Policy on Persons with Disabilities – Ministry of Social Development
- DVDs based on the Think Tank held at the U. W. I. in May 2004.
- Ben-Moshe, Liat; Cory, Rebecca C; Feldbaum, Mia and Sagendorf, Ken (2005) Building Pedagogical Curb Cuts: Incorporating Disability in the University Classroom and Curriculum
Students will be expected to do library and on-line research on different topics and relevant issues. Specific readings for each topic will be given in advance.

Useful Websites

Canadian Centre on Disability Studies- www.disabilitystudies.ca
Disability Studies, U.W. I – www.sta.uwi.edu/disabilitystudies
Disability Studies Online Magazine; www.disabilitystudies.com
Disability Studies Quarterly: www.dsq-sds.org
Institute on Disabilities (Temple University) = http://disabilities.temple.edu/programs/ds/facultyherald.htm
www.disabilitystudies.net
World Health Organisation - www.who.int/disabilities