

HLTH 404 | Global Studies of Social Inclusion, Community Participation and Mental Health

Queen's University School of Kinesiology and Health Studies (SKHS) | Winter 2024

Time: Wednesdays 8:30AM – 11:30AM
Location: BIOSCI RM 2109

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I endeavour to respond to emails promptly within about 24 hours; however, I only respond to email during normal working hours, Monday-Friday 9AM-5PM. Emails received outside of these hours will be replied to promptly the next working day.

PLEASE NOTE: The last day to add/drop without financial penalty is January 19th

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COURSE DESCRIPTION

Mental health is a complex, interdisciplinary topic that is attracting more and more attention worldwide. Building from the intersections of critical mental health studies, critical disability studies, mad studies, and the sociology of health, this course explores the definitions, concepts, and frameworks for how mental health is understood in the context of global health and disability. This course will explore the varying ways that mental health, disability, and psychiatric treatment are constructed across varying local contexts across the globe. Troubling the idea of a homogenous approach to Global Mental Health (GMH), the course will explore the relationship between nation, race, gender, ability, capitalism, and sociopolitical context with particular reference to the varied ways that mental health operates as a method of social control at interpersonal, societal, and international/colonial levels. The principal goal of this course is to help you develop an understanding of the varied role of mental health in global context and to build skills to ask engaged questions and engage in critical and thoughtful conversations around these topics. We will examine a variety of topics across national boundaries, including but not limited to: psychiatrization and incarceration, quality of life, the economics of mental health, culturally-informed service provision, and the role of technology in shifting discourses of mental health.

TERRITORY ACKNOWLEDGEMENT

Queen's University is situated on the territory of the Haudenosaunee and Anishinaabek peoples. To acknowledge this traditional territory is to recognize how Indigenous peoples have stewarded and cared for the land since time immemorial, predating and continuing through ongoing settler colonialism. The territory that Queen's University occupies is included in the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and the Confederacy of the Ojibwe and Allied Nations to peaceably share and care for the resources around the Great Lakes. There is also a significant Métis population, as well as other Indigenous peoples from across Turtle Island who live on these territories and whose practices and spiritualities are tied to the land and continue to develop in relationship to the territory and its other inhabitants today

Ne Queen's University e'tho nón:we nikanónhsote tsi nón:we ne Haudenosaunee táhnon Anishinaabek tehatihsnónhsáhere ne onhwéntsya.

Gimaakwe Gchi-gkinoomaagegamig atemagad Naadowe miinwaa Anishinaabe aking.

CLASS TONE & COMMITMENT TO ANTI-OPPRESSION

My goal is for all students to feel included in the course and that diverse lived and educational backgrounds are not just accepted in the classroom but seen as a source of strength. While I encourage lively discussion and constructive disagreement, I expect that everyone will maintain respectful attitudes toward their classmates' opinions. As a community we must aim to reject all prejudice and discrimination, confront our internal biases, and critically engage with what we have been taught and continue to learn. I appreciate your willingness and flexibility and believe whole-heartedly that learning is a co-created journey and as such I am readily accessible via email and office hours to address any concerns that do arise, and I am committed to meeting the needs of all students.

For me, this commitment looks like a personal engagement with my own lived experience and internalized biases, and a conscious effort to continue unlearning the systems of white supremacy, colonialism, homophobia and transphobia, sexism, and ableism that structure our existence within university systems. As a queer multiply-disabled white uninvited settler, this looks like aiming to include diverse perspectives in this syllabus, while recognizing that the work of diversifying the curriculum is never complete and I am also constantly learning. I welcome feedback on ways to continue this work based on your own learning experience with me.

GROWTH

Encountering new subject matter while at university is an excellent opportunity to consider different perspectives and ideas. The information presented in this course will, at times, be challenging, inspiring, frustrating, and illuminating. I invite you to consider this class as an incubator for new ways of thinking. Treat ideas like intellectual costumes – perhaps try things on for size and know that you are always welcome to take them off again if they don't fit. As a group, we will do our best to develop and maintain a learning environment that values risk taking, support, and moments of personal and intellectual growth. You are not expected to know everything in this space, so moments of curiosity and failure will be explored or rewarded rather than penalized.

At times you may also feel a personal connection to course content that feels heavy, triggering, or difficult to engage with. Your intellectual and emotional safety is important to me. If at any point the content you are engaging with feels uncomfortable to the point that it is impeding your ability to learn, please reach out to me and advocate for what you need in the classroom space. I am happy to facilitate connection to external resources both on and off campus.

COURSE DESIGN & SUGGESTED TIME COMMITMENT

This course is largely designed around facilitating in-person conversation in the classroom. Upper year seminar courses are a space to learn how to engage in academic discussion, critique, and curiosity alongside your peers. In this class I will endeavour to support you in learning how to ask engaged questions, and how to sit with the questions that others ask. As such, the primary methods of learning in this course, and the ways to expand your own critical thought will largely be achieved through attending in-person classes. However, there is no attendance/penalty associated with class attendance.

As many of the topics we will cover may be sensitive and students may share personal anecdotes, the class will *not* be recorded.

In this course, you should expect to invest on average 6 to 8 hours per week. This will include the time you spend in class, engaging course material, and completing the weekly participation questions and/or preparing for your larger assignments. As with all courses, this will vary, and you can expect to invest more time closer to major assignment due dates. You are encouraged to use a term at a glance and a weekly study schedule (visit [SASS](#)) to facilitate a structure that feels supportive to your own learning needs and priorities.

ACCESS TO READINGS

You are not expected to purchase any materials for this course. Readings and additional content for this course will be made available weekly via [OnQ](#) and may look like a combination of traditional readings, multimedia texts, and films/art. If at any point in time the material is inaccessible to you (font size/type/media method) please don't hesitate to reach out to Megan at megan.ingram@queensu.ca.

LEARNING OBJECTIVES

1. *Define* mental health/community participation/social inclusion within the disciplinary context using one's own words.
2. *Explore* how disability/health/mental health are defined in North America and globally to *compare* underlying assumptions and cultural values.

3. *Describe* intersectional considerations of disability and mental health in relation to race, gender, class, etc. using plain language.
4. *Analyze* how to apply different disability models (e.g., biomedical, social, critical) contextually in real world practice.
5. *Reflect* on how one's possible innate bias, privilege, and discrimination about disability may impact their professional encounters in intercultural contexts.
6. *Examine* how power structures in health care practice impact social inclusion/community participation norms in relation to disability.
7. *Develop skills* to ask textually engaged and analytic questions using mapping strategies, curiosity cues, etc.
8. *Critically evaluate* community participation/social inclusion initiatives in health care globally to *identify* gaps, barriers, and assumed participants.

EVALUATION

Learning Outcomes	Assessment	Date(s) of Evaluation/Due Date	Weighting
5,7	Participation (Self-evaluated)	February 16, 7PM EST & April 5, 7PM EST	10% (5% each eval)
1-4, 6-8	Weekly Questions	Ongoing	20%
2-4, 6-7	Reading Facilitation	Varied (Sign up first week)	10%
2-5, 7	Project/Paper Proposal	February 7, 7PM EST	5%
1-8	Final Project Draft Component	March 6, 7PM EST	15%
1-8	Final Project	April 3, 7PM EST	40%

PARTICIPATION (SELF-EVALUATED)

Participation and engagement can take many forms in this class: classroom discussion, optional discussion board posts and responses, weekly questions, facilitation, and office hours. It can also take more unconventional forms like conversations with roommates, Wikipedia deep dives into topics you're interested in, and self-reflection. To honour these diverse ways of participating you will self-evaluate yourself twice during the semester. This is an opportunity for you to co-create your grade. I ask that you take

the opportunity seriously and engage honestly with your progress. Participation assessment is holistic and designed to be generative and encouraging, not punitive or punishing.

The grade you assign yourself will be the grade you receive *unless* there is a significant discrepancy between where I would place your evaluation based on my own perceptions, and your own self-evaluation. In these cases, we will simply have a conversation and reach a conclusion together that honours your own reflections.

- **Length:** N/A; complete surveys through the OnQ Survey Tab
 - **Due date:** 7:00 PM Friday, February 16th & 7:00PM Friday, April 5th
 - **Percentage weight:** 10% total; 5% each evaluation.
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WEEKLY QUESTIONS

One of the most important indicators of a thoughtful academic life is the capacity to ask interesting and relevant questions. The kinds of questions I am interested in are those that open the mind to considering confusions, uncertainties, conflicts, and possibilities. While it may be tempting to think through things alone, it is an undoubtedly richer experience when you are able to explore the world with your peers. Your participation mark is based on your understanding and analysis of the assigned readings for each week and ability to make connections between the readings and contemporary events.

Each week you will choose one of the readings (if there are multiple) and submit a brief (less than 200 word) response to the following question “**What is/are the underlying assumption(s) in this text?**” and offer one question of your own that you are still left with after reading. Examples will be provided in the submission portal.

These questions will guide our conversation the following day in class to ensure that the material and conversations we have are relevant to your own curiosities.

- **Length:** < 200 words
 - **Due date:** Weekly (beginning Week 2) by 7:00PM Tuesday evenings
 - **Percentage weight:** 20% total; 2% per week.
-

READING FACILITATION

In the first week of class, you will select a week to engage in a short facilitation activity that aims to move us towards more linear conversation and facilitation, and to give you practice in asking questions.

Prepare a brief presentation (about 10 minutes) that engages critically with one of the assigned texts. Remind us of the arguments/assumptions/focus/analysis of the text and engage with or note any interesting connections or threads to broader themes and questions that have animated our discussions in class. Aim less for summary, and more of a practice of mapping—where does the text invite us to go and how does it lead us there? What do we notice on the way? How do you feel about where it leads us?

The point is not to present yourself as an expert, I do not expect you to know everything, but to offer up your own analysis and curiosities to your peers. Pay attention to content (what the text says) but also form (discipline, structure, where it was written) and how it makes you feel. Be sure to include 1-2 questions for discussion (See Kyla Wazana Tompkins, “We Aren’t Here to Learn What We Already Know,” for a helpful guide to posing seminar questions <http://avidly.lareviewofbooks.org/2016/09/13/we-arent-here-to-learn-what-we-know-we-already-know/>)

If facilitation of this kind is not feasible for you and/or you require accommodation to complete this assignment, please reach out to Megan for an alternate assignment option or to discuss how to make this work manageable.

- **Length:** ~10 minutes (though we will spend longer in discussion afterwards)
- **Due date:** Varied, chosen during Week one. Please consider your capacity and assignments in this class and beyond when choosing a week.
- **Percentage weight:** 10%

PROJECT/PAPER PROPOSAL

Tell me about your ideas for the final paper or project! Your idea may still be in formation, and it is absolutely fine to change things radically after this initial proposal (though if you do, please let me know). However, it is helpful to begin thinking about your project at this point in the semester and to craft your work moving forward with feedback to inform your explorations. Consider using this course to craft/create the paper or project you feel that you came to university to make, fulfilling your own curiosities rather than aiming for a specific course-bound idea.

Try to formulate a clear “research question” or narrow topic/field of artistic exploration, even if you are uncertain as to how you will respond to this question. Additionally, aim to include at least a couple of sentences outlining how your own positionality informs the work you’re aiming to do. If you have multiple ideas, please reach out in advance and

we can discuss in office hours OR you may submit two short proposals and I will provide feedback on both options.

- **Length:** 1-2 pages double spaced
 - **Due date:** 7:00PM Wednesday, February 7th
 - **Percentage weight:** 5%
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FINAL PROJECT/PAPER DRAFT COMPONENT

Provide a segment of your final project/paper as it currently stands for revision and feedback. You will be expected to incorporate this feedback into your final assignment to practice the drafting and revisions process. Your ability to incorporate feedback will be accounted for in your grade on your final project.

If you are writing a more traditional paper, this should be about a 5 page engagement, including your introduction and thesis statement and at least one of the following sections depending on paper structure: literature review, first argument, positionality, and/or methods, and your reference page so far.

If you are completing an artistic or alternate assignment style, this should include enough components of your work that your reader/viewer can engage with your work for approximately five minutes. I recommend including a reference page of your inspirations/citations, an artist statement, and another meaningful component of your work.

- **Length:** Approximately 5 pages, or for artistic assignments, something that will allow your reader/viewer to engage critically with your work for around 5 minutes.
 - **Due date:** 7:00PM Wednesday, March 6th
 - **Percentage weight:** 15%
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FINAL PROJECT/PAPER

Throughout this course you will craft a project or paper of your choosing inspired by course content. This paper/project is *nested*, meaning we will build towards the project's culmination throughout the term (see the previous two assignment descriptions). If it feels feasible to you, consider using the time and space of this class to create the project it feels like you came to university to do, inspired by the things that make you the most curious. I recognize that following your own curiosity can be overwhelming, and as such, will provide guidelines and rubrics for two project options in OnQ, a traditional paper that critically evaluates a service provider/organizations website, and a zine.

However, you are not beholden to these formats or ideas, and are encouraged to do what feels the most energizing.

PAPER OPTION

Develop a paper that engages critically with the course content and conversations we've been having throughout the semester. This may take the form of a research paper, a critical analysis of a service provider/organization, or a program evaluation. Your paper should be between 18-20 double spaced pages, supported by at least 8 sources integrated into your writing and listed in a works cited. Format your in-text citations and bibliography using a consistent academic style (e.g., APA, ASA, Chicago).

CREATIVE PROJECT OPTION

Craft a project of your choosing that engages critically with the course content and conversations we've been having throughout the semester. Aim to create content that would take about 10 minutes for the viewer to engage. Along with your project, you are asked to provide an artist statement (1 page) that situates your project in relation to course content and/or other materials. You may also discuss your initial or ongoing interest in the topic, the process, your positionality, or anything else that supports your work. Don't repeat what is already clear in your project! At the end of the artist statement provide a list of works cited. Format your bibliography using a consistent academic style (e.g., APA, ASA, Chicago).

Some possible Formats & Suggested Free Online Tools:

Podcast	Audio recorder and editor: Audacity https://www.audacityteam.org/
Video/short film	iMovie (for Mac, iPhone users) https://www.apple.com/ca/imovie/ OpenShot Video Editor https://www.openshot.org/ Animation tool: https://www.vyond.com/ (free trial).
Virtual exhibit	Easy web builders: https://www.wix.com/ ; https://www.squarespace.com/ Image creator: https://www.canva.com/ Free stock images: http://unsplash.com/
Zine	Free printable graphics & collage sheets: https://thegraphicsfairy.com/category/anatomy/
E-Zine/E-book	Newsletter template of https://www.canva.com/ E-book editors:

	https://bookcreator.com/ , https://activetextbook.com/ , https://www.visme.co/ .
Comic strip	Online drawing: https://sketchbook.com/ ; https://krita.org/en/ .
Music	GarageBand (for Mac, iPhone users): https://apps.apple.com/us/app/garageband/id408709785 Audiotool Sound Mixing: https://www.audiotool.com
Poetry, creative writing	N/A
Other visual art	N/A

- **Length:** ~10 minutes of engagement & 1 page statement OR 18-20 pages
- **Due date:** 7PM Wednesday, April 3rd
- **Percentage weight:** 40%

GRADES

The table below shows Queen's University's official grading system (excluding Law, Education, and Continuing Teacher Education) used by instructors in arriving at final assessments.

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)	Descriptor
A+	90-100	Truly Exceptional
A	85-89	Outstanding
A-	80-84	Excellent
B+	77-79	Very Good
B	73-76	Good
B-	70-72	Reasonably Good
C+	67-69	Acceptable
C	63-66	Minimally Acceptable (Hons)
C-	60-62	Minimally Acceptable (Gen.)
D+	57-59	Unsatisfactory Pass
D	53-56	Unsatisfactory Pass
D-	50-52	Unsatisfactory Pass
F	49 and below	Failure. No course credit

COURSE CONTENT OUTLINE

MODULE ONE: MENTAL HEALTH

Week 1: What is Health? What is “Mental” Health?

Dates: January 8–14, 2024

Content:

- Bemme, Dörte and Nicole D’souza. 2012. “Global Mental Health and its Discontents.” In *Somatosphere: Science, Medicine, and Anthropology*. <https://somatosphere.com/2012/global-mental-health-and-its-discontents.html/>
- Lewis, Talila. 2022. “Working Definition of Ableism.” Retrieved from <https://www.talilalewis.com/blog/working-definition-of-ableism-january-2022-update>
- Malcoe, Lorraine Halinka, and Marina Morrow. 2017. Selections from “Introduction: Science, Social (In)Justice, and Mental Health.” Pp. 3-12 in *Critical Inquiries for Social Justice in Mental Health*. Toronto, ON: University of Toronto Press.

Activities/Due Dates:

- Complete the *Getting to Know You* survey in OnQ prior to our in-class session
 - Sign up for your reading facilitation week (on OnQ)
 - Read the syllabus!
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Week 2: Discourse, Language, and Mental Health

Dates: January 15–21, 2024

Content:

- Burstow, Bonnie. 2013. “A Rose by Any Other Name: Naming and the Battle Against Psychiatry.” Pp. 79-90 in *Mad Matters: A Critical Reader in Canadian Mad Studies*. Toronto, ON: Canadian Scholars’ Press Inc.
- Liebowitz, Cara. 2015. “I am Disabled: On Identity-First Versus People-First Language.” *The Body is Not an Apology Magazine*. Retrieved from <https://thebodyisnotanapology.com/magazine/i-am-disabled-on-identity-first-versus-people-first-language/>
- Mills, China. 2017. “Global Psychiatrization and Psychic Colonization: The Coloniality of Global Mental Health. Pp. 87-109 in *Critical Inquiries for Social Justice in Mental Health*. Toronto, ON: University of Toronto Press.
- World Health Organization. 2022. “Mental Health.” Retrieved from <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>

Activities/Due Dates:

- Weekly participation question due by **7:00PM Tuesday, January 16th**
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Week 3: Intersectionality and Mental Health

Dates: January 22–28, 2024

Content:

- Crenshaw, Kimberlé. 2016. "The Urgency of Intersectionality." *TEDWomen*. Retrieved from https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality
- Shelton, Stephanie Anne, and Aryah O.S. Lester. 2022. "A Narrative Exploration of the Importance of Intersectionality in a Black Trans Woman's Mental Health Experiences." *International Journal of Transgender Health* 23(1-2): 108-121. <https://doi.org/10.1080/26895269.2020.1838393>
- Tang, Lynn, and David Pilgrim. 2017. "Intersectionality, Mental Health, and Chinese People in the UK: A Qualitative Exploration." *The Mental Health Review* 22(4): 289-299. <https://doi.org/10.1108/MHRJ-03-2017-0014>
- Tuck, Eve. 2009. "Suspending Damage: A Letter to Communities." *Harvard Educational Review* 79(3): 409-427. https://pages.ucsd.edu/~rfrank/class_web/ES-114A/Week%204/TuckHEdR79-3.pdf

Activities/Due Dates:

- Weekly participation question due by **7:00PM Tuesday, January 23rd**
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Week 4: Psychiatrization and the Carceral State

Dates: January 29–February 4, 2024

Content:

- Fabris, Erick, and Katie Aubrecht. 2014. "Chemical Constraint: Experiences of Psychiatric Coercion, Restraint, and Detention as Carceratory Techniques." Pp. 185-199 in *Disability Incarcerated: Imprisonment and Disability in the United States and Canada*. New York, NY: Palgrave Macmillan.
- Ware, Syrus Marcus, Joan Ruzsa, and Giselle Dias. 2014. "It Can't Be Fixed Because It's Not Broken: Racism and Disability in the Prison Industrial Complex." Pp. 163-184 in *Disability Incarcerated: Imprisonment and Disability in the United States and Canada*. New York, NY: Palgrave Macmillan.

- Yancy, George. 2023. "Incarceration and Ableism Go Hand in Hand, Says Abolitionist Talila Lewis. *Truthout*. Retrieved from <https://truthout.org/articles/incarceration-and-ableism-go-hand-in-hand-says-abolitionist-talila-lewis/>

Activities/Due Dates:

- Weekly participation question due by **7:00PM Tuesday, January 30th**
- Complete anonymous check-in survey by **11:59PM Friday February 2nd**

MODULE TWO: COMMUNITY PARTICIPATION

Week 5: What is Community? What is Participation?

Dates: February 5–11, 2024

Content:

- Caxaj, C. Susana and Navjot K. Gill. 2017. "Belonging and Mental Wellbeing Among a Rural Indian-Canadian Diaspora: Navigating Tensions in "Finding a Space of Our Own"." *Qualitative Health Research* 27(8): 1119-1132. <http://doi.org/10.1177/1049732316648129>
- Diamond, Shaindl. 2013. "What Makes Us a Community? Reflections on Building Solidarity in Anti-Sanist Praxis." Pp. 64-78 in *Mad Matters: A Critical Reader in Canadian Mad Studies*. Toronto, ON: Canadian Scholars' Press Inc.
- Milner, Paul and Berni Kelly. 2009. "Community Participation and Inclusion: People with Disabilities Defining Their Place." *Disability and Society* 24(1):47-62. <https://doi-org.proxy.queensu.ca/10.1080/09687590802535410>
- Mulumba, Moses, Ana Lorena Ruano, Katrina Perehudoff, and Gorik Ooms. 2021. "Decolonizing Health Governance: A Uganda Case Study on the Influence of Political History on Community Participation." *Health and Human Rights Journal* 23(1):259-272.

Activities/Due Dates:

- Weekly participation question due by **7:00PM Tuesday, February 6th**
 - Final paper/project proposal due by **7:00PM Wednesday, February 7th**
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Week 6: Quality of Life and the Economics of Mental Health

Dates: February 12–18, 2024

Content:

- EthicsLab Podcast. 2023. "Beyond Limitations: Disability and Quality of Life." Retrieved from *CommonSpirit*. <https://www.missiononline.net/beyond-limitations-disability-and-quality-of-life/>
- Johanson, Suzanne and Ulrika Bejerholm. 2017. "The Role of Employment and Quality of Life in Depression Severity Among Unemployed People with Affective Disorders Receiving Mental Healthcare." *Disability and Rehabilitation* 39(18): 1807-1813. <http://dx.doi.org/10.1080/09638288.2016.1211758>
- Moncrieff, Joanna. 2022. "The Functions of the Mental Health System Under Capitalism." Retrieved from joannamoncrieff.com <https://joannamoncrieff.com/2022/03/28/the-functions-of-the-mental-health-system-under-capitalism/>
- Teightsoonian, Katherine. 2017. "Depression in Workplaces: Governmentality, Feminist Analysis, and Neoliberalism." Pp. 229-254 in *Critical Inquiries for Social Justice in Mental Health*. Toronto, ON: University of Toronto Press.

Activities/Due Dates:

- Weekly participation question due by **7:00PM Tuesday, February 13th**
- Participation self-evaluation #1 due by **7:00PM Friday, February 16th**

Week 7: Reading Break: February 19–25, 2024

No class, enjoy your week off!

Week 8: Community Participation in the Digital Age

Dates: February 26–March 3, 2024

Content:

- CAMH. 2019. "What All Physicians Need to Know About Mental Health Apps." *Quick Takes: A Podcast by Physicians for Physicians*. Retrieved from <https://www.camh.ca/en/professionals/podcasts/quick-takes/qt-nov-2019---mental-health-apps>.
- Gross, Nicole, and David Mothersill. 2023. "Surveillance Capitalism in Mental Health: When Good Apps Go Rogue (and What Can Be Done About It)." *Social Sciences* 12:679. <https://doi.org/10.3390/socsci12120679>.
- Keppler, Nick. 2022. "Massive Review Shows "Science" Behind Most Mental-Health Apps is Wildly Flawed." *Inverse*. Retrieved from <https://www.inverse.com/mind-body/do-mental-health-apps-work>.
- Masschelein, Anneleen, and Leni Van Goidsenhoven. 2017. "Posting Autism: Online Self-Representation Strategies in Tistje, a Flemish Blog on *Living on the*

Spectrum From the Front Row.” Pp. 255-273 in *Disability and Social Media: Global Perspectives*. Oxfordshire, UK: Routledge.

- Shava, Kudzai. 2017. “Social Media and Disability Inclusion: Critical Reflections of a Zimbabwean Activist.” Pp. 176-188 in *Disability and Social Media: Global Perspectives*. Oxfordshire, UK: Routledge.

Activities/Due Dates:

- Weekly participation question due by **7:00PM Tuesday, February 27th**

MODULE THREE: SOCIAL INCLUSION

Week 9: What is Inclusion Really?

Dates: March 4–10, 2024

Content:

- Finkler, Lilith “Chava”. 2013. “They Should Not be Allowed to do This to the Homeless and Mentally Ill”: Minimum Separation Distance Bylaws Reconsidered.” Pp. 221-238 in *Mad Matters: A Critical Reader in Canadian Mad Studies*. Toronto, ON: Canadian Scholars’ Press Inc.
- Martin, Lynn and Virginie Cobigo. 2011. “Definitions Matter in Understanding Social Inclusion.” *Journal of Policy and Practice in Intellectual Disabilities* 8(4):276-282.
- Simpican, Stacy Clifford, Geraldine Leader, John Kosciulek, and Michael Leahy. 2015. “Defining Social Inclusion of People with Intellectual and Developmental Disabilities: An Ecological Model of Social Networks and Community Participation.” *Research in Developmental Disabilities* 38: 18-29.

Activities/Due Dates:

- Weekly participation question due by **7:00PM Tuesday, March 5th**
- Final paper/project draft component due by **7:00PM Wednesday, March 6th**

Week 10: Citizenship and Migration

Dates: March 11–17, 2024

Content:

- Bhugra, Dinesh, Soumitra Pathare, Chetna Gosavi, et al. 2016. “Mental Illness and the Right to Vote: A Review of Legislation.” *International Review of Psychiatry* 28(4): 395-399. <http://dx.doi.org/10.1080/09540261.2016.1211096>

- Meyers, Stephen. 2020. "Rethinking Citizenship, Self-Help, and Disability in Local Context: Solidaridad as Disability Citizenship in Nicaragua." *Disability Studies Quarterly* 40(3).
- Rodriguez, Victoria E., Laura E. Enriquez, Annie Ro, and Cecilia Ayón. 2023. "Immigration-Related Discrimination and Mental Health among Latino Undocumented Students and U.S. Citizen Students with Undocumented Parents: A Mixed Methods Investigation." *Journal of Health and Social Behaviour* 64(4): 593-609. <http://doi.org/10.1177/00221465231168912>
- Wong, Alice and Conchita Hernandez Legoretta. 2020. "Episode 90: Disabled Immigrants." *Disability Visibility Podcast*. Retrieved from <https://disabilityvisibilityproject.com/2020/11/15/ep-90-disabled-immigrants/>

Activities/Due Dates:

- Weekly participation question due by **7:00PM Tuesday, March 12th**
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Week 11: Sex, Romance, and Parenting

Dates: March 18–24, 2024

Content:

- Douglas, Patty, Katherine Runswick-Cole, Sara Ryan, and Penny Fogg. 2021, "Mad Mothering: Learning from the Intersections of Madness, Mothering, and Disability." *Journal of Literary and Cultural Disability Studies* 15.1: 39-56. <https://doi.org/10.3828/jlcds.2021.3>
- Kirkebak, Birgit. 2005. "Sexuality as Disability: The Women on Sprogø and Danish Society." *Scandinavian Journal of Disability Research* 7(3-4): 194-205.
- Liddiard, Kirsty. 2014. "The Work of Disabled Identities in Intimate Relationships." *Disability & Society* 29(1): 115-128. <http://dx.doi.org/10.1080/09687599.2013.776486>

Activities/Due Dates:

- Weekly participation question due by **7:00PM Tuesday, March 19th**
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Week 12: Service Provision

Dates: March 25–31, 2024

Content:

- Arora, Saumya, Kirsten A. Gonzalez, Roberto L Abreu, and Christa Gloster. 2022. "“Therapy Can Be Restorative, but Can Also Be Really Harmful”: Therapy Experiences of QTBIPOC Clients." *Psychotherapy* 59(4): 498-510. <https://doi.org/10.1037/pst0000443>

- Byrne, Louise, Cath Roper, Brenda Happell, and Kerry Reid-Searl. 2019. "The Stigma of Identifying as Having a Lived Experience Runs Before Me: Challenges for Lived Experience Roles." *Journal of Mental Health* 28(3): 260-266. <http://doi.org/10.1080/09638237.2016.1244715>.
- California Institute of Integral Studies. 2021. "Jennifer Mullin: On Decolonizing Therapy." *CIIS Public Programs Podcast*. Retrieved from <https://www.ciispod.com/jennifer-mullan>.
- Voronka, Jijian. 2017. "Turning Mad Knowledge into Affective Labor: the Case of the Peer Support Worker." *American Quarterly* 69(2): 333-338

Activities/Due Dates:

- Weekly participation question due by **7:00PM Tuesday, March 26th**

COURSE CONCLUSION

Week 13: Social Inclusion, Community Participation and Mental Health

Dates: April 1–7, 2024

Activities/Due Dates:

- Final paper/project due by **7:00PM Wednesday, April 3rd**
- Participation self-evaluation #2 due by **7:00PM Friday, April 5th**

IMPORTANT DATES – WINTER 2024

DATE	EVENT OR DUE DATE
January 1	Tuition fees due for Winter term
January 8	Classes begin for Winter term
January 19	Last day to add courses that begin in Winter term
January 19	Last day to drop Winter term courses without financial penalty
Winter Mid-Term Reading Break: February 19-23	
March 1	Last day for dropping Winter term classes without permission from the Faculty Office
March 29	Good Friday, no classes held

April 8	Last day of classes in Winter term
April 25	Last day of examination period for Winter term

ACCESSIBILITY & ACADEMIC CONSIDERATION

STATEMENT ON ACCESSIBILITY

In addition to Queen's Policy for Accommodations for Students with Disabilities I am striving to promote *active* accessibility, versus *reactive* accessibility, in this course. Rather than remove barriers after they are encountered, I am aiming to promote access from the outset. This approach relies on six principles: 1) shifting responsibility for accommodations; 2) actively incorporating of accessibility; 3) recognizing insufficiency in institutional supports; 4) designing general solutions; 5) being flexible; and finally, 6) considering multiple means of action, engagement, and expression ([Duke University's Accessible Syllabus Design Project](#)).

I assume that all of us learn in different ways, and that the organization of this course will impact and accommodate each student differently. As needed and based on your own comfort, please talk to me as soon as possible about your individual learning needs and how this course can best accommodate them. You are entitled to your privacy and will not need to justify your accommodation needs. Regardless of whether or not you have a documented disability, I recognize the limits of the university systems and am more than willing to work with you to meet your access needs for the course.

QSAS & VENTUS

If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether formal academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking **Access Ventus** button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

Ventus is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations. To learn more go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

ACADEMIC CONSIDERATION

Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short term Physical or Mental Illness or Injury (stomach flu, anxiety/depression, mononucleosis, concussion, broken bones, surgery, medical treatments, etc.)
- Traumatic Event/Confidential (Bereavement, serious injury, illness or required treatment for a significant other/family member or a traumatic event such as divorce, sexual assault, social injustice, etc.)
- Requirements by Law or Public Health Authorities (court dates, jury duty, requirements to isolate, etc.)
- Significant Event (varsity athletic event, distinguished event, serving in the Reserve Forces, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#). Undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#).

LATE POLICY

I recognize that this class is just one part of your rich and expansive lives, and that individual circumstances, prioritization, and extenuating contexts may impact your ability to meet due dates. At the same time, I recognize the importance of due dates in structuring a course and creating helpful structure for both you as the students and myself as the instructor.

As such, to receive an extension in this course, you simply have to ask for one. Via email or in-person conversation we will work out an alternate due date that supports your ability to engage meaningfully with the work and **no late penalties will be accrued**. To encourage your own self-advocacy, as well as to recognize my own communication and scheduling needs, **assignments submitted late *without* communication in advance will be deducted 2% per day**, beginning 24 hours after the due date.

PREFERRED NAME AND ONQ/CLASS LISTS

If you have a preferred name that you wish to appear in onQ and on classlists, you can make this change by logging into SOLUS. Please follow these steps: Log into SOLUS; Click on 'Personal Information' tab; Click on 'Names' tab; Click on 'Add New Name' tab; Choose 'Preferred' from the 'Name Type' drop down menu; Enter in preferred name and click 'Save'.

Please allow 24-48 hours for this preferred name to be registered within the system.

QUEEN'S SURVEY OF STUDENT'S EXPERIENCE OF TEACHING (QSSET)

Towards the end of semester you will have the opportunity to complete an anonymous survey regarding your learning experience ([QSSET](#)). The QSSET is your opportunity to provide feedback about pedagogy, course content, course materials, and the student learning experience generally. Written comments are especially valuable. However, the QSSET is not an opportunity to make comments that are disrespectful, demeaning, discriminatory or harassing in nature. Surveys containing such comments will be discarded and will form no part of the evaluation process.

When it is time for you to complete the survey, you will receive an email inviting you to do so. You will need to use your Queen's NetID and access to an electronic device such as a laptop, tablet, or mobile device.

ONLINE STUDENT CONDUCT

With more Queen's University classes, services, and activities moving online, the Student Conduct Office would like to remind everyone that the Student Code of Conduct may apply to interactions that occur through electronic media. Please refer to the following tips below, and find more information on the Student Conduct Online Etiquette webpage.

1. Share mindfully: Always take a moment to consider before posting.
2. Edit for tone: Take the time to be clear and avoid misinterpretation.
3. Ensure video professionalism: Remove inappropriate items from frame.
4. Think twice before saying something online: Would you say this in-person?
5. Be an online upstander: If you witness cyberbullying offer support or step-in.

6. **Communicate thoughtfully:** If discussing a difficult or emotional topic online, consider video call or voice message to improve communication and process your emotions as well as you can prior to communicating them.

ACADEMIC INTEGRITY

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty:** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust:** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness:** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect:** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.
5. **Responsibility:** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.

6. **Courage:** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity — requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the Senate regulations concerning academic integrity, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Original work, completed wholly by you, is expected to be submitted in this course. Generative AI writing tools such as ChatGPT are only permissible when explicitly noted in the assignment instructions. In these cases, be sure to cite the material that they generate. Any other use constitutes a Departure from Academic Integrity.

Queen's Student Academic Success Services (SASS) offers a self-directed, online academic integrity module which we encourage all students to take which will help with:

- Understanding the nature of the academic integrity departure
- Understanding the expectations of and role of sources in scholarly writing
- Integrating sources into your writing (paraphrasing, quoting, summarizing)
- Understanding when and how to cite your sources
- Managing your time effectively to avoid the need for shortcuts
- Taking effective notes to ensure accuracy of source material and correct attribution

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