THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 355.1/387R18	Instructor:	Dr. Nick Winges-Yanez
Unique Number:	60795/61170	Email:	nwingesyanez@utexas.edu
Semester:	Spring 2025	Office:	WWH
Meeting Time/Place:	Online	Office Phone:	512-232-0744
		Office Hours:	Mondays 2p-3:30p (zoom)
<mark>The University's Website On COVID-19 Related Matters</mark> (<mark>Http://Protect.Utexas.Edu</mark>)			Other times by appointment

The Social Construction of Disability

I.   STANDARDIZED COURSE DESCRIPTION
In this course, we will focus on the social and cultural context of disability, with an emphasis on how disability is defined and understood at the micro and macro levels. Attitudes, language, and adjustment theories will be considered from a personalist view. A deep understanding of the longstanding social oppression of the disability community, as well as ways to initiate social change, are integral to the course.

II.   STANDARDIZED COURSE OBJECTIVES
Learning objectives for this course are as follows:
- Understanding of key theoretical frameworks for and definitions of *disability*.
- Understanding of the role of intersectionality in lived experiences with disability, including how disability intersects with such categories as gender, sexuality, race/ethnicity, and age.
- Understanding of the historical and cultural context of contemporary disability worlds.

III.   TEACHING METHODS
This class is mostly online and includes 2 in real-time meetups, either online or in-person.

You are required to attend two meetups*.

<mark>These meetups consist of attending at least one event hosted by the Disability Cultural Center. There will be a short assignment to complete to earn points for the meetup.</mark> The other meetup is a scheduled class time. Choose at least one option:
- Thursday, January 30th @ 12:30-1:30pm in WWH 102A.
- Thursday, February 27th @ 12:30-1:30pm in WWH 102A.
- Thursday, March 27th @ 12:30-1:30pm in WWH 102A.
- Thursday, April 17th 12:30-1:30pm in WWH 102A.

In addition, you must schedule a conference time with me (during office hours preferably) for a 15-minute discussion of your goals for this course midsemester. Further instructions are part of the Ungrading section.

For this course to succeed, we must all make a commitment to honoring the diversity of the human experience and remaining open to the exploration of this diversity. As part of our commitment to cultivating this kind of environment, we bring the following assumptions to the course:

- Students and professors both bring valuable experience, knowledge, and insights, and our learning this semester will be a collective effort.
- We all have areas of knowledge and mastery. Likewise, we all have gaps. Education is the process of filling these gaps, sharing knowledge, and illuminating new insights, connections, and questions.
- Everyone has the right to voice. We ask that you treat one another professionally, but encourage you all to ask questions, interrogate assumptions, and share your knowledge.
- Critical feedback and evaluation are constructive tools for growth and improvement. Throughout this class, you will be pushed to think deeply and critically about course materials, and to question your assumptions. This is all part of the learning process.
- It is accepted as a given in this course that discrimination, oppression, and marginalization are part of our society. This includes ableism, sexism, racism, classism, homophobia, transphobia, and other forms of intolerance. We will not tolerate their expression (in any form) in this course. We will, however, invite these issues into our dialogue for critique and exploration.

(adapted from Dr. Ben Anderson-Nathe)

IV.   REQUIRED TEXTS AND MATERIALS

All texts and materials for weekly class assignments will be available online, either via links or as documents available on the course Canvas page. Students will need to access additional sources for their final projects, such as via the University library system or online.

Each weekly module in Canvas will be published for class access on Mondays, at which point students can access the materials and prompts for that lesson. Each Module is two weeks long. All assignments will be due Sunday by 11:59 p.m., which gives students two full weeks to complete them. Note, however, that students are encouraged to complete assignments in a timely manner and are welcome to submit them at any time during a particular module. Additionally, due dates are flexible, so the modules never officially close.

V.   COURSE REQUIREMENTS/CLASS POLICIES

Because this course is designed in a web-based environment, that gives us a certain kind of flexibility in creating learning opportunities for students.

Critical Thinking: Disability studies is the study of how disability interacts with society, economics, history, politics, and other areas. Disability as an identity and an experience is integral to any discussion of -isms (eg. Racism, heterosexism, classism, etc.). I do not want any work in this course to be busy work. My goal is for students to unpack preconceived

notions, biases, and unlearn a lot of misinformation AND THEN figure out how to apply this new information or way of thinking to life; this application can mean professionally or personally or both.

To This End: Ungrading. What is this? Grading every student on a Universal Standard (traditional grading) does not work and is contrary to Critical Disability Studies. Every student engages with material differently. The multidimensional experience of learning requires not a standard rubric, but a discussion – but how to do this? Well, I will give students some assignments during the first couple of weeks and provide a very general rubric of what I'm looking for. Then, students will begin to assess themselves. For each assignment, I will provide a lot of feedback versus a grade. Why? Because generally, once students see their grade, they abandon the feedback– but the feedback is the most important part!

I expect students to engage a lot with each other through Slack and Canvas. Again, the most important facet of this process is the feedback and interaction with the materials and your peers. The work and effort you choose to put in leads to the grade you choose. This also demands mutual trust with your peers, me, and yourself. The grade you are assigning yourself is what you feel you have put into the work and the course overall.

At the end of the course, undergraduate students will write up a paper, do a podcast, create a video – create a final product that discusses what you got out of this course and **how you can take this material with you in the future** – whether it be the actual material OR how to talk with someone about a very delicate subject (like disability, religion, politics). Each student, in this product, will also provide the grade they believe they should get based on their interaction with the course*.

*I reserve the right to change any grade a student gives themselves. Students may feel uncomfortable with this process, so this is why I am the backup. If you do not do an assignment, you will receive a 0 for that assignment. Giving yourself a grade means honestly assessing how you have interacted with the assignments and whether you completed them or not.

Assignments: Students will complete all readings or other assigned materials (including videos or additional topical research) for each lesson. In addition, students will complete assignments to demonstrate their understanding of these readings and course materials. Details will be provided each lesson so that these activities can best address the topics at hand. There are assignments in Canvas AND outside Canvas.

Canvas Assignments (ALL students)

Student Conferences
At midsemester I will meet 1:1 with students to discuss your progress towards your chosen course goals as well as your overall feedback about the course. Use this link to set up the meeting and use the office hours zoom link (homepage of canvas) for the meeting.

Privilege Pie

See Canvas for directions. Each student will post a short video describing their own personal privilege pie. Module 1 and Final Module.

Course Goals

In Module 1, all students will identify why they are taking this particular course. From this, students will then create an outline of their unique course goals for this course and how they plan to achieve those goals. A specific grade can be one goal, but please choose an overarching framework; for example, what about this course specifically is useful to either your discipline or your life? What would you like to achieve by the end of the semester outside of a specific letter grade? We will review this outline at our midsemester conferences.

Discussion Boards: This is where students will interact with the whole class to answer a specific prompt or question related to lesson materials.

> o Your post must be at least 2 paragraphs (3 for grad students) AND add something new to the discussion. Alternately, students can post an audio/video that is at least two minutes long.
> o You must respond to at least one other student (if you are the first to post, ask some questions of your peers regarding the topic). This can also be an audio/video.
> o These discussion posts substitute in-class discussions. Respond to one another, comment, and respectfully and thoughtfully counterpoint. I do read all posts. At times, I will respond and comment as well. However, I try not to interrupt the flow of the conversation between students.

Reflection Product: Every other week, students will write a paper or create a video reflecting on the materials AND assignments from the module. What was new? What was surprising? What was uncomfortable? How was the group interaction? At the end of each paper/video, tell me what grade you think you earned for that module.

Perusall: This is an app in Canvas that encourages students to read through a text and comment on it throughout – either to highlight a point, ask a clarifying question, add clarity, etc. This is where students support each other through readings that may be challenging.

Collaborations*: This is group work for students to collaborate on throughout the semester. Creating mind maps to understand difficult concepts; I will create a template and students will work on this within their small groups (work will be done via Canvas but the groups will be drawn from Slack) to support each other with challenging concepts or theories. We will have one collaboration unpacking different concepts. I will post the collaborative assignment in Canvas with instructions and a due date. These are meant to help you all deepen your understanding of a concept and collectively work together.

*This is a new assignment per feedback from past students that asked for more collaborative opportunities

Final Project (undergraduate only): Each student will write up a paper, create a podcast, create a video – a product that you create about your overall takeaways from this course, the learning process, the self-assessment process, and how to apply the material/skills gained from this class to your profession or your personal life (if you are not yet sure of your profession).

**This can be done with another student in pairs

Questions to consider:
1. What was most useful in this class?
2. What was the process of ungrading like?
3. How do you feel about engaging in discussions about disability/sexuality with others?
4. What is something you learned? What surprised you?
5. How is this material useful to you?
6. **REQUIRED** – what grade do you give yourself and why?

EXTRA CREDIT: An extra 1 point (to be attributed to Final Grade) is possible for completing the TCDS survey posted at the beginning and end of the semester in the announcement section of Canvas.

<mark>GRAD STUDENTS ONLY</mark>
Grad Discussions
Every module (every two weeks), grad students will have an additional discussion with a resource to analyze, sometimes utilizing some materials from a history of disability at UT I am working on.

These discussions will be only for grad students and will require a bit more analysis than the weekly discussions.

Final Project
AI is an amazing tool! But it is just that: a tool. It cannot be everything or do everything. For this final project, grad students will engage with AI by asking it about the discourse of disability. We define and interact with the concept of discourse early in the semester and then revisit it throughout, analyzing various parts of the discourse of disability. I ask students to choose a topic we cover in class and ask AI to summarize the discourse in the US regarding disability and (whatever intersectionality or facet you choose). Students then respond to each part of this summary using course materials and outside materials. Effective ways of doing this include:
- Copy and pasting a part of the AI answer and responding directly to each piece via a written essay
- Doing a PowerPoint or Canva presentation responding to each part of the AI summary via zoom or Panopto

<mark>Requirements</mark>:
1. Screenshot the AI summary and add to your materials.
2. Respond to each part of the summary by either refuting, supporting, or adding to the answer AI provides.
3. Use at least five resources from the course (must be from separate modules, not all from one module).
4. Use at least two outside resources.
5. Complete the rubric for the assignment.

Other Assignments – <mark>NOT</mark> on Canvas

Slack: This link will expire in two weeks – I've tried Discord but students did not like it, so we are back to Slack. The only issue is all content will disappear after 75 days. So, if there is something you like, download it before it disappears. I'm hoping groups will remain…

You will need to join Slack (app) to have additional group discussions; these discussions are in addition to your Canvas discussions and self-assessments.

Guidance for SLACK:
- Each student will be part of the same SLACK group for the entire semester.
- Each group needs to provide at least one new outside resource (twitter thread, film, TV show, news article, etc.) **each week** related to the current module to your group and engage in a conversation about that resource (*e.g.: ask questions to your group members about the resource; state what is most interesting or relevant; connect it to current course topic; etc*) – your group decides how to delegate whose turn it is to find a new resource during the first two weeks of class.
- You should post at least once per week. A "post" is at least 50 words. A post should meaningfully move the conversation forward or dive deeper into the material(s).
- **You can also initiate a conversation to check in with your group members (modeling mutual care) by asking how they are doing, what they are planning for the weekend, etc. Share pics of plants, pets, hikes, etc.**

Meetups: We will have meetups for students to have time to engage in real time with me and with each other. You must attend one meetup with me and one event at the Disability Cultural Center (DCC). This will be reflected in your ungrading rubrics at mid semester and the end of the course.

**There will be <u>no exams</u> for this class. Students will demonstrate their understanding of the materials and proficiency in the course learning objectives through lesson assignments. I will often ask you to synthesize information from previous lessons to build upon what you've already learned.

VI. GRADES

[No A+] 94.0 and Above A 90.0 to 93.999 A-	87.0 to 89.999 B+ 84.0 to 86.999 B 80.0 to 83.999 B-	77.0 to 79.999 C+ 74.0 to 76.999 C* 70.0 to 73.999 C- *minimum to pass course*	67.0 to 69.999 D+ 64.0 to 66.999 D 60.0 to 63.999 D- Below 60.0 F

VII. UNIVERSITY POLICIES

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/. Furthermore, students are expected to abide by the Standards for Social Work Education (available at https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/). The

student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

Religious Holy Days. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Center for Access and Restorative Engagement at https://community.utexas.edu/care/. The University does not maintain a list of religious holy days.

The University of Texas Honor Code. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Policy on Academic Integrity. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and / or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: http://deanofstudents.utexas.edu/conduct.

Use of Course Materials. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

University Electronic Mail Student Notification. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy.

Steve Hicks School of Social Work Policies

Professional Conduct and Civility in the Classroom. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

Classroom Confidentiality. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

Unanticipated Distress. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling and Mental Health Center at 512-471-3515 or online at https://cmhc.utexas.edu/.

Policy on Social Media and Professional Communication. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation Statement. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: https://disability.utexas.edu/. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

Behavior Concerns Advice Line (BCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit https://safety.utexas.edu/behavior-concerns-advice-line.

Covid-19 Related Information. The University's policies and practices related to the pandemic may be accessed at: https://protect.utexas.edu/

Title IX Reporting. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex https://titleix.utexas.edu/. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at https://titleix.utexas.edu/.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach

out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the Title IX pregnancy and parenting resource page for more information or contact the Title IX Support and Resources team connect with a Case Manager.

Campus Carry Policy. The University's policy on campus carry may be found here: https://campuscarry.utexas.edu.

Safety. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VIII. COURSE SCHEDULE

Module	Topic	Assignment Due	Readings Due
Lesson 1			
Week 1:	**Mapping the Course**	*Privilege Pie*	Intersectionality APA Style Guide: Bias Free Language Ungrading essays Ableism definition by TL and community
Week 2:	**Discourse**	*Course Goals*	

		Discussion Post *Slack* *Reflection Product*	Schalk, S. & Kim, J. (2020). [Integrating race, transforming feminist disability studies.](#) Signs: Journal of Women in Culture and Society, 46(1), pp. 31-55. Hedva, J. (2014). Sick woman theory. Hedva, J. (2022). Why it's taking so long. (both pieces are available together on this [site](#)).
Lesson 2			
Week 3	**The Myth of Disability as a Stable Concept**	*Discussion Post* *Grad Discussion*	Samuels, E. (2014). Fantasies of identification: Disability, gender, race. New York University Press. (Introduction). Beliso-de Jesus, A.M. (2024). Excited delirium: Race, police violence, and the invention of a disease. Duke University Press, pp. 1-24.
Week 4	**The Myth of Disability as Stable**	*Discussion Post* *Slack* *Reflection Product*	Price, M. (2014). The bodymind problem and the possibilities of pain. Hypatia. Weijun Wang, E. (2019). The collected schizophrenias: Essays. Graywolf Press. (Ch. 1: Diagnosis) [Disability Visibility Podcast: Ep. 43: Disabled "Fakers"](#)
Lesson 3			

Week 5	**Cure/Violence**	*Discussion Post* *Slack* *Grad Discussion*	Lee, J.K. (2023). Model minority life, interrupted. In M. Y. Chen, A. Kafer, E. Kim, & J.A. Minich (Eds.) *Crip Genealogies*, pp. 257-275. Duke University Press. TBD – excerpts from Curative Violence – Eunjung Kim
Week 6	**Cure/Violence**	*Discussion Post* *Slack* *Reflection Product*	[Medical Industrial Complex](#) by Mia Mingus [Radical Disability Allyship, Mad Activism, and Black Mental Health](#) [Illness](#) by: Noah Gilman [Disabled People Don't Need to Be "Fixed"](#) – We Need a Cure for Ableism by Wendy Lu
<mark>**Lesson 4**</mark>			
Week 7	**Chronic Illness**	*Discussion Post* *Slack* *Grad Discussion*	[Disability Visibility Podcast: Ep. 94: Healthcare Rationing](#)
Week 8	**Chronic Illness and Art**	*Discussion Post* *Slack* *Reflection Product*	[Crip Time by Carolyn Lazard](#) [video] [Resilience Journal by YoY o Lin](#) [art piece]
<mark>**Module 5**</mark>			
Week 9	**SPRING BREAK**		

Week10	**Disability Culture**	*Discussion Post* *Slack* *Reflection Product*	[How Do We Know What We Know?](#) By Cecil Leigh Wilson [Disability Justice, Disability Art](#) Laura Flanders Podcast [Finding Dory, Disability Culture, and Collective Access](#) by: Alice Wong
Week 11	**Disability Images/Media**	*Discussion post* *Slack* *Grad Discussion*	Young, S. "Inspiration Porn and the Objectification of Disability" (Ted Talk) Wong, A. "Disabled People Still Aren't Being Cast to Tell Their Own Stories in Hollywood"
Week 12	**Disability Discourse (present)**	*Discussion Post* *Slack* *Reflection Product*	[Unspeakable Conversations [discourse prevalent in academic conversations]](#) · [Nurturisng Black Disabled Joy [disability discourse]](#) · Lovern, L. (2021). Indigenous concepts of difference: An alternative to Western disability labeling. DSQ 41(4).
Week 13	**Disability experience**	*Discussion Posts* *Slack*	[Disability Visibility Podcast: Ep. 48: Care Work](#)

		Grad Discussion	
Week 14	**Disability experience**	*Discussion Post* *Slack* *Reflection Product*	[Disability Visibility Podcast: Ep. 90: Disabled Immigrants](#)
<mark>Lesson 8</mark>			
Week 15	**Future**	*Discussion Post* *Slack* *Grad Discussion*	Kafer, A. (2012). Accessible futures, future coalitions. Futurity
Final week	**Conclusion**	*Final Reflection* *Slack*	Students will use this time to turn in any late work

IX. BIBLIOGRAPHY

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    disability-allyship-mad-activism-and-black-mental-health-xb4cy

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