



## Cardinal Carter Library Disability Studies Collection Policy

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**Date:** August 2015

**Subject Librarian:** Emma Swiatek

**Objective:**

The Disability Studies collection is intended to support the research activities of faculty, students and staff and the instructional requirements of the department's undergraduate program. Disability Studies is an interdisciplinary program which "situates disability amidst contemporary, interdisciplinary debates and developments in research and policy, illustrating how these concerns touch all our lives in different spheres: rights, family, access, inclusion, sports, education, youth, workplace, art, war, aging, cultures and mobility."

**Language(s):**

English is the primary language of the collection.

**Source of publication:**

Canada, the United States, and the United Kingdom are preferred. Material published in other European Union countries and in Australia and New Zealand is purchased selectively, upon request and as funds permit.

**Date of publication:**

Material with a recent imprint date is preferred. Older, in-print material is considered upon request.

**Format:**

Print and electronic books, periodicals, databases and selected textbooks are included. To meet the requirements of the AODA Information and Communication Standards for digital and multimedia resources by January 1, 2020, films purchased for the Cardinal Carter Library collection are either captioned or captionable and/or include audio descriptions. Material purchased prior to January 2014 may not meet accessibility standards but, upon request, the library will endeavor to acquire an accessible copy.

Material which is not acquired includes manuscripts, unpublished theses or dissertations, popular works, conference proceedings, and material for pre-undergraduates.

**Gifts:**

The library accepts gifts of materials in good condition which are within the scope of its collection and which the library does not already own or does not own in sufficient quantity to support teaching and research needs. See also the Cardinal Carter Library [Gifts Collection Policy](#).

**Managing the collection:**

To ensure that collections remain optimally useful to our patrons, it is necessary to analyze collection usage and available space regularly. Duplicate items, no longer required to support the curriculum and damaged items that cannot be replaced, may be removed from the collection at the discretion of the subject librarian. See also the Cardinal Carter Library [Deselection of Materials Policy](#).

## Collection Policy: Disability Studies

### Definitions of Collecting Levels

**A: Research Level:** Provides for the collection of materials which support upper undergraduate level courses, special topics courses and research.

**B: Teaching Level:** Provides for the collection of materials which support undergraduate instruction including honours programs.

**C: Basic Information Level:** Provides for the selective collection of materials which support secondary scholarly interests and general background information.

### SUBJECT ANALYSIS & COLLECTING LEVELS

**Preamble:** Because of the interdisciplinary nature of the program, the collections developed for other disciplines, particularly Sociology, Social Work, Psychology, Social Justice and Peace Studies, Thanatology and Religious Studies, will intersect with and supplement the Disability Studies collection. The collecting levels herein are solely reflective of the Disability Studies program.

#### **Theory. History. Method.**

History of Disability Studies	B
Relationship to other subjects, incl. Sociology, Social Work, Psychology, Ethics, Religion, Education, Political Science, History, Leisure, Art, Literature, Law, Film Studies, Anthropology, Philosophy, Political Science, Social Justice and Peace	B
Study and teaching	C
Methodology and statistics	B

#### **Culture. Progress.**

Sport and Recreation	A
The Arts	A
Media	A
Storytelling. Narratives	B
Sociocultural evolution	B

#### **Community. Social Groups & Organizations.**

Group structure and community. Inclusion/exclusion	A
Family. Parenthood	A
Caregivers. Care systems. Ethics of care	A
Education (incl. Special education, Education equalization, Exceptional learners, etc.)	B

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**Individualism. Differentiation. Struggle and Conflict.**

Identity	A
Labelling	A
Inequality. Social Justice.	A
Age. Gender and gender roles. Race and ethnicity.	A
Sexuality	A

**Social Elements. Forces. Problems.**

Policy, Rights, Laws	A
Personhood, Citizenship	B
Biopolitics (incl. Neo-eugenics, Euthanasia, etc.)	B
Technology	C

**Psychological. Medical.**

Bioethics	B
Neuro-diversity	B
Mental Health	B