

York University
Graduate Program in Critical Disability Studies

Methodology CDIS 5110 3.0
Fall 2016

Wednesdays from 11:30am- 2:30pm in VH 1156 from September 14 to November 30

Instructor: Prof. Rachel Gorman
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COURSE DESCRIPTION

This course will immerse students in current Disability Studies research practices across the Humanities, the Social Sciences, and the Fine Arts. Disability Studies is interdisciplinary, which means that we incorporate and build on theory and method from a variety of academic disciplines. Disability Studies has grown out of theoretical and methodological struggles in various disciplines, even as we have been developing our own theoretical and epistemological approaches to research over the past two decades. We will critically examine the politics and practice of Disability Studies research, through attention to the historical unfolding of debates within Disability Studies and Disability Rights and Disability Justice movements, as well as the democratization of research practices in the academy and the community. We will emphasize the process of choosing methods appropriate to research questions; and conversely, we will consider the types of questions that can be answered through the application of various research paradigms, methods, and designs. As this is a core graduate methodology course, students will develop an understanding of the connections between epistemology, methodology, and knowledge production.

As an area of study emerging from struggles for social justice, we have much to learn from feminist and anti-colonial methodologies which were developed in the 1980s and 1990s and are widely used in academic, public policy, and community development research today. Innovative approaches to research, including arts-based research and testimony, continue to evolve. Yet, at the same time, education, health, and public policy sectors continue to draw on social science-based research, which features statistical analysis, reliability, and generalizability. Readings are drawn from prominent Disability Studies fora, and demonstrate specific methodological approaches; pursue critiques of the impact of research on disability communities; and suggest more equitable ways of engaging in research projects. Discussions of our specific projects will develop our understanding of the interdisciplinary research process. Assignments are designed to develop participants' critical understanding of, and engagement with, the various research approaches available to Disability Studies

researchers. Participants will apply critical research techniques, design a research method appropriate to an identified research problem, and consider ways of sharing research results.

COURSE REQUIREMENTS

Course assignments are designed to let you try different methodological approaches to your research topic, while building a methods section for your MRP. Through completing short, cumulative assignments, you will generate 24 pages of text or alternate format work, as well as relevant appendices, charts, data, artistic reproductions and/or questionnaires. You will engage with and cite course readings as appropriate to your topic, method, and focus. Class discussions and exercises will reflect, build on, and clarify our collective research interests.

1. Reflection on the politics of disability research	Due Oct. 2	25%
2. Institutional mapping, timeline, and/or narrative	Due Oct. 23	25%
3. Detailed research design including instruments and/or sources	Due Nov. 13	25%
4. Analysis of a text, artwork, transcript, or narrative	Due Dec. 4	25%

REQUIRED READINGS

Bring a memory stick to the first class in order to upload the full set of course readings. We will be reading five thematically organized articles in preparation for each class. Full citations for these are listed in the weekly schedule below. Required readings are all available electronically through [York Library](#) or via the included web links for articles from The Wellesley Institute, Leeds, *Radical Psychology*, and *Disability Studies Quarterly*. The Ejiogu & Ware and Szigeti articles will be emailed to you, along with the articles for the first class, before the beginning of the course. We will discuss strategies for efficient reading and skimming in class. As a good practice for graduate school, please give some thought to developing a consistent way to read and take notes on these articles—whether you prefer to make electronic notes on the pdf, in a separate file, on the hardcopy article, or in a reading notebook. Effective notation practices are key to academic writing.

RECOMMENDED READINGS

The following books will serve as excellent resources now, and in your future research endeavours. Further, you are expected to cite the relevant sections of these books in your assignments. You can get the Bernard text in pdf format from the instructor if you bring a memory stick to class or office hour. Hesse-Biber & Levy and Tuhiwai Smith are both available as ebooks through the York library. In addition, all three will be placed on reserve at the Scott library, and are also available in new or used through [Amazon](#). If you require these in alternative format, contact Claudio Iacoe at transerv@yorku.ca or register at [Accessibility Services](#).

Bernard, H. Russell (2013) *Social Research Methods—Qualitative and Quantitative Approaches, Second Edition* (Thousand Oaks, CA: Sage)

Hesse-Biber, Sharlene & Patricia Levy (2007) *Feminist Research Practice: A Primer* (Thousand Oaks, CA: Sage)

Tuhiwai Smith, Linda (1999:2012) *Decolonizing Methodologies: Research and Indigenous Peoples* (New York: Zed Books)

WEEKLY SCHEDULE

PART ONE: The Politics of Disability Research

September 14 Disability Studies and Knowledge Production

Ejiogu, Nwadiogo and Syrus Marcus Ware (2008) How disability studies stays white, and what kind of white it stays, paper presented to *Society for Disability Studies*, Baruch College, New York.

Simpson, Audra (2008) The ‘problem’ of mental health in Native North America: Liberalism, multiculturalism and the (non)efficacy of tears, *Ethos* 36 (3): 376-379.

Szigeti, Anita (2013, July) Lunacy, laws, and lawyers. Speech delivered at the Empowerment Council’s Mad Hatter Tea Party, Toronto.

Singal, Nidhi (2010) Doing disability research in a southern context, *Disability & Society* 25 (4): 415-426.

Garbutt, Ruth (2009) Is there a place within academic journals for articles presented in accessible format? *Disability & Society* 24 (3): 357-371.

September 21 Participatory and Emancipatory Research

Mental Health ‘Recovery’ Study Working Group (2009) *Mental Health ‘Recovery’: Users and Refusers—What Do Psychiatric Survivors in Toronto Think about Mental Health ‘Recovery’?* (Toronto: Wellesley Institute). Available at the following [link](#).

Cumming, Therese, et al (2014) Mobile technology in inclusive research: Tools of empowerment, *Disability & Society* 29 (7): 999-1012.

Kidney, Colleen & Katherine McDonald (2014) A toolkit for accessible and respectful engagement in research, *Disability & Society* 29 (7): 1013-1030.

Taylor, George (1999) Empowerment, identity and participatory research: Using social action to challenge isolation for deaf and hard of hearing people from minority ethnic communities, *Disability & Society* 14 (3): 369-384.

Rickard, Wendy & Rachel Purtell (2011) Finding a way to pay in the UK: Methods and mechanisms for paying service users involved in research, *Disability & Society* 26 (1): 33-48.

September 28 Disability Studies and Institutional Ethics *REFLECTION DUE FRI*

Vernon, Aeysha (1997) Reflexivity: The dilemmas of researching from the inside, in Colin Barnes & Geof Mercer (eds.) *Doing Disability Research* (Leeds, UK; The Disability Press) pp. 158-176 Available at the following [link](#)

Nuwagaba, Ephraim Lemmy & Peter Rule (2015) Navigating the ethical maze in disability research: Ethical contestations in an African context, *Disability & Society* 30 (2): 255-269.

Ellem, Kathleen, Jill Wilson, Wing Hong Chui & Marie Knox (2008) Ethical challenges of life story research with ex-prisoners with intellectual disability, *Disability & Society* (23) 5: 497-509.

Morrison, Linda (2006) A matter of definition: Acknowledging consumer/survivor experiences through narrative, *Radical Psychology* 5. Available at the following [link](#)

Scott, Judith, Jennifer Wishart & Debra Bowyer (2006) Do current consent and confidentiality requirements impede or enhance research with children with learning disabilities? *Disability & Society* 21 (3): 273-287.

PART TWO: Disability and Social Research

October 5 Disability and Critical Policy Study

Malacrida, Claudia & Stephanie Duguay (2009) 'The AISH review is a big joke': Contradictions of policy participation and consultation in a neo-liberal context, *Disability & Society* 24 (1): 19-32.

Gabel, Susan & Maja Miskovic (2015) Discourse and the containment of disability in higher education: An institutional analysis, *Disability & Society* 29 (7): 1145-1158.

Dossa, Parin (2006) Disability, marginality and the nation-state—negotiating social markers of difference: Fahimeh's story, *Disability & Society* 21(4) pp. 345-358.

Pinilla-Roncancio, Monica (2015) Disability and social protection in Latin American countries, *Disability & Society* 30 (7): 1005-1020.

Wipond, Rob (2008) A 'patient-centered path toward ignoring patient rights, *Radical Psychology* 7 (2). Available at the following [link](#)

October 12 Disability and Historiography

Roman, Leslie, et al (2009) No time for nostalgia!: Asylum-making, medicalized colonialism in British Columbia (1859-97) and artistic praxis for social transformation, *International Journal of Qualitative Studies in Education* 22 (1): 17-63.

Molina, Natalia (2006) Medicalizing the Mexican: Immigration, race, and disability in the early-twentieth century United States, *Radical History Review* 94 pp. 22-37.

Bredberg, Elizabeth (1999) Writing disability history: Problems, perspectives and sources, *Disability & Society* 14 (2): 189-201.

Chadha, Ena (2008) 'Mentally defectives' not welcome: Mental disability in Canadian immigration law, 1859-1927, *Disability Studies Quarterly* 28 (1). Available at the following [link](#)

Read, Jane & Jan Walmsley (2006) Historical perspectives on special education, 1890-1970, *Disability & Society* 21 (5) pp. 455-469.

October 19 Disability and Critical Ethnography *MAPPING DUE FRIDAY*

Erevelles, Nirmala (1996) Disability and the dialectic of difference, *Disability & Society* 11 (4): 519-537.

Sleeter, Christine (1987:2010) Why is there learning disabilities? A critical analysis of the birth of the field in its social context, reprinted in *Disability Studies Quarterly* 30 (2). Available at the following [link](#)

Mirza, Mansha (2011) Disability and cross-border mobility: Comparing experiences of Cambodian and Somali refugees with disabilities, *Disability & Society* 26 (5): 52-535.

Livingston, Julie (2006) Insights from an African history of disability, *Radical History Review* 94: 111-126.

Cambridge, Paul (1999) The first hit: A case study of physical abuse of people with learning disabilities and challenging behaviours in a residential service, *Disability & Society* 14 (30): 285-308.

PART THREE: Data Collection and Disability Studies Research

October 26 Survey-Based Research in Disability Studies

Moodley, Jacqueline & Eleanor Ross (2015) Inequities in health outcomes and access to health care in South Africa, *Disability & Society* 30 (4): 630-644.

Palmater, Pamela (2011) Stretched beyond human limit: Death by poverty in First Nations
Canadian Review of Social Policy 65/66: 112-127.

Smith, Natalie (2011) The face of disability in Nigeria: A disability survey in Kogi and Niger states, *Disability CBR and Inclusive Development* 22 (1): 35-47.

Yazıcı, Berna, Yener Şişman & Fatma Kocabaş (2011) Determining the problems of disabled employees: A survey study conducted in Eskişehir, Turkey, *Disability & Society* 26 (3): 285-292.

Tsuda, Eiji & John Smith (2004) Defining and organizing self-advocate centered groups: Implications of survey research on self-advocacy groups in Japan, *Disability & Society* 19 (6): 627-646.

November 2 Focus Groups and Interviews in Disability Studies

Moswela, Emmanuel & Sourav Mukhopadhyay (2011) Asking for too much? The voices of students with disabilities in Botswana, *Disability & Society* 26 (3): 307-319.

Kim, Kyung (2011) I never expected to be a disabled person in another country: The stories of migrant workers with acquired disabilities in Korea, *Disability & Society* 26 (5): 553-566.

Dhungana, Bishnu (2006) The lives of disabled women in Nepal: Vulnerability without support, *Disability & Society* 21(2) pp. 133-146.

Duckett, Paul & Rebekah Pratt (2001) The researched opinions on research: Visually impaired people and visual impairment research, *Disability & Society* 16 (6): 815-835.

Llewellyn, Penny (2009) Supporting people with intellectual disabilities to take part in focus groups: Reflections on a research project, *Disability & Society* 24 (7): 845-856.

November 9 Arts-Based Approaches to Disability Research *DESIGN DUE* *FRIDAY*

Nguyen, Xuan Thuy, et al (2015) Engaging girls with disabilities in Viet Nam: Making their voices count, *Disability & Society* 30 (5): 773-787.

Bang, Gui Hee & Kyung Mee Kim (2015) Korean disabled artists' experiences of creativity and the environmental barriers they face, *Disability & Society* 30 (4): 543-555.

Tijm, Mandy, Huib Cornielje & Anthony Kwaku Edusi (2011) 'Welcome to my life!' photovoice: Needs assessment for and by, persons with physical disabilities in the Kumasi metropolis, Ghana, *Disability, CBR and Inclusive Development* 22 (1): 55-72.

Crawan, Lena & Blace Nalavany (2010) Using photography and art in concept mapping research with adults with dyslexia, *Disability & Society* 25 (3): 317-329.

Aldridge, Jo (2007) Picture this: The use of participatory photographic research methods with people with learning disabilities, *Disability & Society*, 22 (1): 1-17.

PART FOUR—Data Analysis and Disability Studies Research

November 16 Excavating Disability Relations through Textual Analysis

Smith, Dorothy (1978) ‘K is mentally ill’: The anatomy of a factual account, *Sociology* 12 (23): 23-53.

Daley, Andrea, Lucy Costa & Lori Ross (2012) (W)riting women: Constructions of gender, sexuality and race in the psychiatric chart, *Culture Health & Sexuality: An International Journal for Research, Intervention and Care*
DOI:10.1080/13691058.2012.712718. (replace with Morton)

Kim, Eunjung (2011) ‘Heaven for disabled people’: Nationalism and international human rights, *Disability & Society* 26 (1): 93-106.

White, Patrick (2003) Sex education; or, how the blind became heterosexual, *GLQ: A Journal of Lesbian & Gay Studies* 9 (1-2): 133-147.

Straimer, Clara (2011) Between protection and assistance: Is there refuge for asylum seekers with disabilities in Europe? *Disability & Society* 26 (5): 537-551.

November 23 Literary Analysis as Disability Studies Method

Million, Dian (2009) Felt theory: An Indigenous feminist approach to affect and history, *Wicazo Sa Review* 24 (2): 53-76.

Kanani, Nadia (2014) Precarious inclusions: Re-imagining disability, race, masculinity and nation in ‘My Name Is Khan,’ *Review of Disability Studies* 10 (1&2): 40-50.

Gorman, Rachel & Onyinyechuckwu Udegbe (2010) Disabled woman/nation: Re-narrating the erasure of (neo)colonial violence in Ondjaki’s *Good Morning Comrades* and Tsitsi Dangarembga’s *Nervous Conditions*, *Journal of Literary and Cultural Disability Studies* 4 (3): 309-325.

Pickens, Theri (2014) ‘You’re supposed to be a tall, handsome, fully grown white man’: Theorizing gender, race, and disability in Octavia Butler’s *Fledgling*, *Journal of Literary and Critical Disability Studies* 8 (1): 33-48.

Carrigan, Anthony (2010) Postcolonial disaster, Pacific nuclearization, and disabling environments, *Journal of Literary and Cultural Disability Studies* 4 (3): 255-272.

November 30 Narrating Disability and Emancipatory Praxis
ANALYSIS DUE FRIDAY

- Soldatic, Karen (2013) The transnational sphere of justice: Disability praxis and the politics of impairment, *Disability & Society* 28 (6): 744-755.
- Smith, Brett & Andrew Sparkes (2008) Narrative and its potential contribution to disability studies, *Disability & Society* 23(1) pp. 17-28.
- French, Sally & John Swain (2006) Telling stories for a politics of hope, *Disability & Society* 21(5) pp. 383-396.
- Lesseliers, Joan, Geert Van Hove & Stijn Vandeveldel (2009) Regranting identity to the outraced—narratives of persons with learning disabilities: methodological considerations, *Disability & Society* 24 (4): 411-423.
- Owens, Janine (2007) Liberating voices through narrative methods: The case for an interpretive research approach, *Disability & Society* 22 (3): 299-313.

POLICIES ON ASSIGNMENTS

1. I am happy to work with you to develop alternate formats for any of the course assignments. These may include blogs, video or audio recordings, or other arts-based work including poetry. An important component of grad school is learning to honour and respect the way you think, rather than trying to force yourself to follow other people's processes. Please don't delay speaking to or emailing me if you feel this option is for you. Academics regularly present their work in a range of different ways.
2. Otherwise, each assignment should be at least six pages (1500 words) and should cite all relevant references from the course syllabus
3. **Submit assignments in word via email** by midnight on the due date.
4. Assignments should be double-spaced 12 point Times New Roman, and adhere to the style guide of your choice (e.g. APA, MLA, Chicago).
5. As an instructor, I am bound by School of Graduate Studies guidelines around grading practices, missed assignments, and late work (link to [Student Survival Guide at Critical Disability Studies – Current Students guidelines section](#) and see the policy details on the **Assignment Deferred Standing Agreement**). My desire is for all students to finish their course work in a timely manner, and in my experience, accommodation and modification before the fact is key to accomplishing this. Please approach me with your hopes, fears, and concerns for completing this course, and we can work out a solution.
6. Please also see the Student Survival Guide set out York policies on **Grading Systems**, **Academic Honesty**, and the **Senate Policy on Academic Accommodation for Students with Disabilities**.

NOTE ON LEARNING ENVIRONMENT

As an instructor, it is my responsibility to foster a supportive, inclusive learning environment that will encourage both individual and collective growth. As emerging scholars, organizers, and policy-makers, it is your responsibility to become conscious of, and engaged in, the creation of a transformative, anti-oppressive collegial environment. It takes knowledge of your peers' work to become a mature researcher. It takes collective reflection, discussion, and action to change the world.