

**Critical Disability Studies  
Faculty of Graduate Studies  
York University, Fall 2016**

**CDIS 6150 3.0; HIST 5538 3.0:  
Critical Interpretations of Disability History**

**Thursdays, 11:30 AM – 2:30 PM  
September 8 to December 1  
Classroom: VARI HALL 1156**

This course will examine the historical experiences of people with disabilities primarily, but not exclusively, from ancient and medieval European history to twentieth century North American society. Topics to be examined include: pre-industrial interpretations of physical and mental disability; the impact of the industrial revolution on disability as a social category and lived experience; segregation, trans-institutionalization and community living; rehabilitation programs and their critics in the twentieth century; diversity, discrimination and activism within the disability community; the modern development of critical literature on the history of people with disabilities.

The teaching style for CDIS 6150, HIST 5538 will be seminar to allow for extensive discussion of the weekly readings.

**Accommodation:** Students with disabilities who need accommodation are encouraged to contact the course instructor.

**Evaluation and Assignments** (to be discussed in more detail in class):

All assignments must be typed and have one consistent citation style (APA, MLA, Chicago). Composition, spelling, grammar and organization are extremely important in graduate school and this will be reflected in the grading of your assignments. Be sure to paginate your assignments. All assignments must be documented and have proper citation form.

**Plagiarism**, or the submission of work which you did not write, will get a minimum of zero for that assignment and may lead to formal charges of academic dishonesty. This could result in an F in the course, depending on the extent of plagiarism, and it may also lead to expulsion from the university. It is the sole responsibility of each student to ensure that your work is honest and is not plagiarized. All students are required to read the full York policy on academic integrity and also to complete the tutorial about how to respect these procedures: <http://www.yorku.ca/academicintegrity>  
[http://www.yorku.ca/tutorial/academic\\_integrity/](http://www.yorku.ca/tutorial/academic_integrity/).

Students must save all drafts/revisions of their work – this is done not only in case of suspected loss of academic integrity, but also because it allows you to revisit your thinking on the content you are engaged with, an important scholarly practice. Maintain a folder with your drafts until after your graded paper has been returned.

## **ASSIGNMENTS:**

### **1a) Review of Disability History Web sites: 5-7 double-spaced pages – 20% of mark.**

#### **Due date: October 20**

Provide a comparative review of 2 to 3 web sites which are specifically focused on disability history. Discuss to what extent selected web sites provide accessible and reliable information about disability history. Ask what might be improved? Provide specific examples from the web sites to illustrate your analysis. Consider as well the issue of resources available for different web sites under discussion. Who is the audience for the web site? What are the sources for the web site's historical information? How useful is a website for obtaining information about disability history?

**Web sites to consider include, but are not limited to, the following:**

<http://www.disabilitymuseum.org/lib/collections.php>

<http://whatsortsofpeople.wordpress.com/category/history/history-of-eugenics/>

<http://historyofmadness.ca/>

<http://www.psychiatricsurvivorarchives.com/>

<http://www.disabilityhistory.org/index.html>

<http://ukdhm.org/b4-in-depth-biographies-of-disabled-people-who-have-made-a-difference-activities-ks45/>

**Or**

### **1b) Annotated Bibliography, 5-7 double-spaced pages – 20% of mark. Due date:**

**October 20.** Your annotated bibliography will be about a specific topic in disability history to be chosen in consultation with the instructor. This work can serve as preliminary research for your research essay. There should be an average of two annotated entries per page for this assignment (i.e., one annotation per half page for a total of 10 – 14 sources). Students should inform me by September October 4 of your choice of a topic for the annotated bibliography. More details will be provided in class.

### **2) Book Review, 5-7 double-spaced pages – 20% of mark. Due date: November 10.**

Students will choose the book listed below. It will be due the day the book's author will give a guest presentation in class. The book review should be a critical analysis taking into account whether or not the book offers a critical disability studies perspective on the historical topic under consideration, as well as the extent to which a book makes a contribution to the history of disability. More details will be provided in class.

Nic Clarke, *Unwanted Warriors : The Rejected Volunteers of the Canadian Expeditionary Force*. Vancouver: University of British Columbia Press, 2015.

E-book available on York University Library system, limit 3 copies available at a time, 100 page print limit. Copies are also available from York University bookstore.

Grades and written feedback on the above (1 a, 1b and 2) will be provided within two weeks of receiving the assignment on the due date. Late papers may take longer to mark and return.

**3) In-Class presentation on one article – 10% of mark. Choose from course reading list at the start of fall term.** Students will choose one article to present in class (or two articles if two people choose to present together). Presentations will consist of preparing a summary on one reading, including comments explaining to what extent the article in question illustrates the theme for that particular class. At the end of a presentation students are to prepare two questions to discuss in seminar on a particular article. A presentation on one article should be approximately 15 minutes, followed by questions and discussion. Students can present verbally only, or use power point, as preferred. If a presenter wishes to use power point please let me know at least two days before class. Power point slides should also be available in an accessible format for everyone in seminar. A grade for this assignment and written feedback will be sent by email to each student within one week of an in-class presentation.

**4) Research Essay on a Topic in Disability History, 18-20 double-spaced pages (exclusive of notes and bibliography) – 40% of mark. Due date: December 8.**

This topic will be chosen in consultation with the course instructor by November 10. Your essay should be a critical examination of a particular aspect of disability history, such as are indicated in the themes for the weekly readings in the syllabus. Students are encouraged to go beyond the themes set out in the reading list. Your essay can also focus on providing a critical interpretation of the secondary sources that describe disability history. For example, you may wish to write a critical analysis of the way in which researchers have depicted people with intellectual disabilities in historical studies. There should be a minimum of twenty-five sources cited for the research essay. Students may wish to consult the Archives of Ontario on campus for primary sources regarding topics on provincial history, though this is not a requirement for this essay.

**5) Attendance/Participation – 10% of mark:** Students are expected to participate regularly in seminar throughout the course and to come prepared to discuss the readings each week. Students are also expected to attend class, unless there is a good reason to be absent in which case the instructor needs to be informed.

### **Course readings:**

On-line: Journal and book readings indicated in course outline.

On reserve: Two readings (one each in Class 2 and 4) at York University Scott Library.

Book for review, due November 10:

Nic Clarke, *Unwanted Warriors : The Rejected Volunteers of the Canadian Expeditionary Force*. Vancouver: University of British Columbia Press, 2015.

E-book available on York University Library system (note copy limits). Copies available from York University bookstore.

If you have any difficulty accessing any of the above readings please contact me.

**Contact information:**

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**Office hours, CDIS 6150 HIST 5538:**

**Thursdays, 10:30 – 11:30, 2:30-4 or by appointment.**

**CDIS 6150 Course Outline and Readings:**

**Please note:**

**Unless otherwise indicated, all below required readings for Classes 1 – 12 are available on-line and can be downloaded from the York University Library web site.**

**Class 1. September 8 – Introduction to Disability History**

Reaume, Geoffrey. "Disability History in Canada: Present Work in the Field and Future Prospects," *Canadian Journal of Disability Studies* 1:1 (2012): 35-81.

Burch, Susan, and Lindsey Patterson. "Not Just Any Body: Disability, Gender, and History," *Journal of Women's History* 25: 4 (Winter 2013): 122-137.

Linker, Beth. "On the Borderland of Medical and Disability History: A Survey of the Fields" *Bulletin of the History of Medicine* 87:4 (2013), 499-535.

(96 pages)

## **Class 2. September 15 – Disability in Ancient Biblical, European and Egyptian History**

Bengtsson, Staffan. "On the Borderline: Representations of Disability in the Old Testament," *Scandinavian Journal of Disability Research* 16:3 (September 2014): 280-292.

Rose, Martha L *The Staff of Oedipus: Transforming Disability in Ancient Greece* (Ann Arbor: University of Michigan Press, 2003), Chapter 2: "Killing Defective [sic] Babies," pages 29-49. On reserve at York University Library.

Penrose, Walter D. Jr. "The Discourse of Disability in Ancient Greece," *Classical World* 108:4 (Summer 2015): 499-523.

Draycott, Jane. "Reconstructing the Lived Experience of Disability in Antiquity: A Case Study from Roman Egypt," *Greece & Rome* 62:2 (October 2015): 189-205.

Van Lommel, Korneel. "Heroes and Outcasts: Ambiguous Attitudes Towards Impaired and Disfigured Roman Veterans," *Classical World* 109:1 (2015): 91-117.

(97 pages)

### **Class 3. September 22 – Disability in Medieval Europe**

Metzler, Irina. "Disability in the Middle Ages: Impairment at the Intersection of Historical Inquiry and Disability Studies," *History Compass* 9:1 (2011), pages 45-60.

Drew, Rose. "Lives of Deprivation or Lives of Industry: Possible Cerebral Palsy on the Mary Rose," *Medieval History Journal* 18:1 (2015): 25-45.

Brenner, Elma. "Recent Perspectives on Leprosy in Medieval Western Europe," *History Compass* 8:5 (May 2010), pages 388-406.

Orlemanski, Julie. "How to Kiss a Leper." *Postmedieval: A Journal of Medieval Cultural Studies* 3:2 (Summer 2012), p. 142-157.

Staley, Erinn. "Intellectual Disability and Mystical Unknowing: Contemporary Insights from Medieval Sources," *Modern Theology* 28:3 (July 2012), p. 385-401

(84 pages)

**Class 4. September 29 – Staring and “Repairing”: Charities, Disabled People as “Exhibits” and the Emergence of Rehabilitation**

Stiker, Henri-Jacques. *A History of Disability*, translated by W. Sayers (Ann Arbor: University of Michigan Press, 1999), Chapter 5, “The Classical Centuries: The Chill,” pages 91-119. On Reserve at York University Library.

Stuckey, Zosha. “The Rhetorical Fitness and Self-Fashioning of Ann E. Leak and Lavinia Warren, 19th Century Side Show Performers,” *Enculturation: A Journal of Rhetoric, Literacy, and Culture* (November 2010), 12 pages.  
Download from: <http://enculturation.gmu.edu/staring-back>

Durbach, Nadja. “‘Skinless Wonders’: *Body Worlds* and the Victorian Freak Show”, *Journal of the History of Medicine and Allied Sciences* 69:1 (2013): 38-67.

Carmody, Todd. “In Spite of Handicaps: The Disability History of Racial Uplift,” *American Literary History* 27:1 (2015): 56-78.

Carden-Coyne, Ana. “Ungrateful Bodies: Rehabilitation, Resistance and Disabled American Veterans of the First World War,” *European Review of History* 14:4 (December 2007): 543-565. Download from York University Library web-site.

(112 pages)

**Class 5. October 6 – Race, Class, Ability and Immigration during the 19<sup>th</sup> and 20<sup>th</sup> centuries**

Boster, Dea H. “‘Useless’: Disability, Slave Labour and Contradiction on Antebellum Southern Plantations,” *Review of Disability Studies* 7:3&4 (2011): 26-33.

Download at:

<http://www.rds.hawaii.edu/downloads/issues/doc/RDSv07iss3and4.doc>

Barclay, Jenifer L. "Mothering the 'Useless': Black Motherhood, Disability, and Slavery," *Women, Gender, and Families of Color* 2:2 (Fall 2014): 115-140.

Downs, Jim. “The Continuation of Slavery: The Experience of Disabled Slaves during Emancipation,” *Disability Studies Quarterly* 28:3 (Summer, 2008): 14 pages.

Kelsey, Penelope. “Disability and Native North American Boarding School Narratives: Madonna Swan and Sioux Sanitorium,” *Journal of Literary and Cultural Disability Studies* 7:2 (2013): 195-211.

Cleall, Esme. “Jane Groom and the Deaf Colonists: Empire, Emigration and the Agency of Disabled People in the Late Nineteenth-Century British Empire,” *History Workshop* 81(2016): 39-61.

Natalie Spagnuolo, “Defining Dependency, Constructing Curability: The Deportation of ‘Feebleminded’ Patients from the Toronto Asylum, 1920-1925,” *Histoire Sociale/Social History* 49:98 (2016), p. 126-153.

(111 pages)



## **Class 6. October 13 – Disability Histories in Asia and Africa**

Firoozeh Kashani-Sabet, “The Haves and the Have Nots: A Historical Study of Disability in Modern Iran,” *Iranian Studies* 43:2 (2010): 167-195.

Jane Buckingham, “Writing Histories of Disability in India: Strategies of Inclusion,” *Disability & Society* 26:4 (June, 2011): 419-431.

Brégain, Gildas. “Colonialism and Disability: The Situation of Blind People in Colonized Algeria,” *ALTER: European Journal of Disability Research* 10:2 (April-June 2016): 148-167.

Grischow, Jeff D. “Disability and Work in Colonial Ghana: Social Orthopaedics and the Rehabilitation of Disabled African Soldiers During World War II,” *Review of Disability Studies* 7:3&4 (2011): 43-51. Download at:  
<http://www.rds.hawaii.edu/downloads/issues/doc/RDSv07iss3and4.doc>

Grischow, Jeff D. “Kwame Nkrumah, Disability, and Rehabilitation in Ghana, 1957-66,” *Journal of African History* 52:2 (July, 2011): 179-199.

Klausen, Susanne M., and Julie Parle. “‘Are We Going to Stand By and Let These Children Come Into the World?’: The Impact of the ‘Thalidomide Disaster’ in South Africa, 1960-1977,” *Journal of Southern African Studies* 41:4 (August 2015): 735-752.

(107 pages)

**Class 7. October 20 – Class, Labour and Occupational Health and Safety  
(Web Site Review or Annotated Bibliography due today)**

Rose, Sarah F. “‘Crippled’ Hands: Disability in Labor and Working-Class History,”  
*Labour: Studies in Working-Class History of the Americas* 2:1 (2005): 27-54.

Galer, Dustin. “A Friend in Need or a Business Indeed?: Disabled Bodies and  
Fraternalism in Victorian Ontario,” *Labour/Le Travail* 66 (Fall, 2010), 9-36

Forestell, Nancy M. “‘And I Feel Like I’m Dying from Mining for Gold’: Disability,  
Gender, and the Mining Community, 1920-1950,” *Labour: Studies in Working-  
Class History of the Americas* 3:3 (2006): 77-93.

Curtis, Ben, and Steven Thompson. “‘A Plentiful Crop of Cripples Made by All this  
Progress’: Disability, Artificial Limbs, and Working Class Mutualism in the  
South Wales Coalfield, 1890-1948,” *Social History of Medicine* 27: 4  
(November 2014): 708-727.

Storey, Robert. “‘They Have All Been Faithful Workers’: Injured Workers, Truth, and  
Workers’ Compensation in Ontario, 1970-2008”, *Journal of Canadian Studies* 43:1  
(Winter 2009): 154-185.

(120 pages)

**October 27 – NO CLASSES – York University Reading Day**

## **Class 8. November 3 – Eugenics and Children with Disabilities**

- Grekul, Jana, Harvey Krahn and Dave Odynak, "Sterilizing the 'Feeble-minded': Eugenics in Alberta, Canada, 1929-1972," *Journal of Historical Sociology* 17:4 (December 2004): 358-384.
- van Drenth, Annemieke. "The 'Truth' about Idiocy: Revisiting the Files of Children in the Dutch 'School for Idiots' in the Nineteenth Century," *History of Education* 45:4 (July 2016): 477-491
- Floyd, Barbara. "The Boy who Changed the World: Ohio and the Crippled Children's Movement," *Ohio History* 118 (2011): 72-90.
- Groce, Nora. "Disability and the League of Nations: The Crippled Child's Bill of Rights and a Call for an International Bureau of Information, 1931," *Disability & Society* 29:4 (May 2014): 503-515
- Tisdall, Laura. "'That was what Life in Bridgeburn had Made Her': Reading the Autobiographies of Children in Institutional Care in England, 1918-46," *Twentieth-Century British History* 24:3 (September 2013): 376-397.
- Kalinnikova, Liya and Sven Trygged, "A Retrospective on Care and Denial of Children with Disabilities in Russia", *Scandinavian Journal of Disability Research* 16:3 (2014): 229-248.

(114 pages)

**Class 9. November 10 – War and Disability  
(Book review of Clarke due today)**

**Guest Lecture: Nic Clarke will speak on his book:**

*Unwanted Warriors : The Rejected Volunteers of the Canadian Expeditionary Force.*  
Vancouver: University of British Columbia Press, 2015. 239 pages. Three copies of E-book available on York University Library system, 100 pages print limit. Copies are also available from York University bookstore.

Suggested further readings for Class 9 in addition to the required reading of Nic Clarke's book:

Rubery, Matthew. "From Shell Shock to Shellac: The Great War, Blindness, and Britain's Talking Book Library," *Twentieth Century British History* 26:1 (March 2015): 1-25.

Magowska, Anita. "The Unwanted Heroes: War Invalids in Poland after World War I," *Journal of the History of Medicine and Allied Sciences* 69:2 (2014): 185-220.

Tremblay, Mary. "Going Back to Civvy Street: A Historical Account of the Impact of the Everest and Jennings Wheelchair for Canadian World War II Veterans with Spinal Cord Injury," *Disability and Society* 11:2 (1996), 149-69.

(80 pages of suggested articles, in addition to required book)

**Class 10. November 17 – Accommodation Struggles of Deaf and Blind People since the 19th Century**

Verstraete, Pieter, and Yva Söderfeldt. "Happiness Disabled: Sensory Disabilities, Happiness and the Rise of Educational Expertise in the Nineteenth Century," *Paedagogica Historica* 50:4 (2014): 479-493.

Cleall, Esme. "Deaf Connections and Global Conversations: Deafness and Education in and Beyond the British Empire, ca. 1800-1900," *Journal of Colonialism and Colonial History* 16:1 (Spring 2015): 13 pages.

Atherton, Martin. "Deserving of Charity or Deserving of Better? The Continuing Legacy of the 1834 Poor Law Amendment Act for Britain's Deaf Population", *Review of Disability Studies* 7:3&4 (2011): 18-25. Download at:  
<http://www.rds.hawaii.edu/downloads/issues/doc/RDSv07iss3and4.doc>

Hutchison, Iain. "Oralism: A Sign of the Times? The Contest for Deaf Communication in Education Provision in Late Nineteenth-century Scotland," *European Review of History* 14:4 (December 2007): 481-501.

Nielsen, Kim. *The Radical Lives of Helen Keller* (New York: New York University Press, 2004), pages, 1-14 (Introduction), 125-142 (Chapter 5). Electronic version, 2007, download from York University Library web site.

Sutherland-Meier, Madeline. "Toward a History of the Blind in Spain" *Disability Studies Quarterly* 35:4 (2015), 17 pages.

Baár, Monika. "Disability and Civil Courage under State Socialism: The Scandal over the Hungarian Guide-Dog School," *Past and Present* 227 (2015): 179-203

(116 pages)

**Class 11. November 24 – Disabled Activists from the late 19<sup>th</sup> to mid 20<sup>th</sup> Century**

Malhotra, Ravi. "Electioneering and Activism at the Turn of the Century and the Politics of Disablement: The Legacy of E.T. Kingsley (1856-1929)," *Review of Disability Studies* 7:3&4 (2011): 34-42. Download at:  
<http://www.rds.hawaii.edu/downloads/issues/doc/RDSv07iss3and4.doc>

Poore, Carole. "Recovering Disability Rights in Weimar Germany," *Radical History Review* 94 (Winter 2006): 38-58.

Cathain, Mairtin O. "'Blind But Not to the Hard Facts of Life': The Blind Workers' Struggle in Derry, 1928-1940," *Radical History Review* 94 (Winter 2006): 9-21.

Longmore, Paul and David Goldberger, "The League of the Physically Handicapped and the Great Depression: A Case Study in the New Disability History," *The Journal of American History* 87:3 (December 2000): 888-922.

Schianchi, Matteo. "Associations of People with Disabilities in Italy: A Short History," *Modern Italy* 19:2 (April 2014): 121-133.

(87 pages)

## **Class 12. December 1 – Disability Activism Since the Mid-20<sup>th</sup> Century**

Gebrekidan, Fikru Negash. “Disability Rights Activism in Kenya, 1959-1964: History from Below,” *African Studies Review* 55:3 (December 2012): 103-122.

Millward, Gareth. “Social Security Policy and the Early Disability Movement—Expertise, Disability, and the Government, 1965-77,” *Twentieth Century British History* 26 (2015): 274-297.

Patterson, Lindsey. “Points of Access: Rehabilitation Centers, Summer Camps, and Student Life in the Making of Disability Activism, 1960-1973,” *Journal of Social History* 46:2 (2012): 273-299.

Schweik, Susan. “Lomax's Matrix: Disability, Solidarity, and the Black Power of 504,” *Disability Studies Quarterly* 31:1 (2011): 23 pages.

Arrington, Celeste L. “Leprosy, Legal Mobilization, and the Public Sphere in Japan and South Korea,” *Law & Society Review* 48:3 (September 2014): 563-593.

(121 pages)

1,484 pages in course readings overall (this includes 239 pages of required book and 80 pages of suggested readings in Class 9).