

**Graduate Program in Critical Disability Studies
Faculty of Graduate Studies
York University F/W 2017-2018**

**CDIS 6100 6.0: Doctoral Seminar in Critical Disability Theory and Research
Wednesday 2:30-5:30pm
Classroom: South Ross Building S156**

To understand the nature of disability rights, it is important to understand the way in which the legal construction of inequality is built into the nature of both the disabled person in law and into knowledge production in the field of disability, leading to the presumption that a positivist paradigm is essential to test the parameters of equality for this particular class of people.

Rawls, J (1971). *A Theory of Justice*. Cambridge, Massachusetts: Belknap University Press.

It then occurred to me that the right to be the same, in the first case, and the right to be different, in the second, were not opposed to each other. On the contrary, the right to be the same in terms of fundamental civil, political, legal, economic and social rights, provided the foundation for the expression of difference through choice in the sphere of culture, lifestyle and personal priorities. In other words, provided that difference was not used to maintain inequality, subordination, injustice and marginalisation, it represented a positive value in human society.

Sachs, A. (1998). Human Rights in the Twenty First Century: Real Dichotomies, False Antagonisms, In T.A. Cromwell, D. Pinard & H. Dumont Montréal (Eds.) *Human Rights in the 21st Century: Prospects, Institutions and Processes*. Les Éditions Thémis/Canadian Institute for the Administration of Justice.

Description:

This seminar course provides a broad overview of some of the key texts and ongoing debates in the field of critical disability studies, as well as an in-depth analysis of competing and complementary views about the way in which disability is defined. One important issue is how to take difference and needs into account in arriving at equality while avoiding discrimination. The readings and content of the course will address the three fields of study within the doctoral program: human rights and social justice, critical theory, and social policy. Faculty will provide an interdisciplinary understanding of the local and global work in Critical Disability Studies – a field wherein diverse theoretical, practice-based, and methodological conversations support critique. The Course Director may change the syllabus during the course.

The greatest single challenge facing our globalised world is to combat and eradicate its disparities. Nelson Mandela

Areas to be covered include social movement theory and how this theory is reflected in the context of disability activism; tension and collaboration between academics and grass roots

activists; gaps in disability studies; marginalization between and among people with disabilities; the notion of a disability community or communities; disability and the law; disability history; race, class, gender, and poverty; disability culture and literature; and social policy and the political economy of disability. The seminar also covers disability issues in the global south and in Europe as well as North America and the Asia Pacific, including a comparative study of national and international laws pertaining to disability rights protection and the connections between disability rights and human rights, locally, regionally and internationally.

Each seminar will be focused on one or two sources, in most cases, books, which will be discussed in-depth. Students will all take turns leading discussion during seminar as will be agreed upon in consultation at the beginning of the course. The readings are subject to change. There may have to be some date changes for the seminar to accommodate my research travel. We will organize that as it comes up.

Accommodation:

All students who need accommodation are encouraged to contact the course instructor as soon as possible.

Evaluation and Assignments:

All assignments must be typed and use APA as a citation style. Composition, spelling and grammar will be taken into account in the grading of your assignments. Be sure to paginate your assignments. All assignments must be properly documented and have proper citation forms.

All assignments are to be turned in on time – there will be no extensions.

SUBMIT BOTH A HARD COPY AND AN ELECTRONIC COPY OF YOUR PAPERS

Helpful hint: Use Zotero or Mendeley for your references. This will assist you in this course and also in your MRP. The York University library has information, resources and workshops available to help you learn about and use these programs (see the library's [Citation Management Tools page](#))

Plagiarism:

Plagiarism refers to submission of work which you did not write. If plagiarism is found, the paper will receive a zero and may lead to formal charges of academic dishonesty, which could result in an F in the course, depending on the extent of plagiarism. It is the sole responsibility of each student to ensure that your work upholds academic integrity 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.

It is expected that students at the doctoral level are versed in, and committed to academic standards of integrity. Every submitted assignment should be given great care as it reflects your scholarship and ongoing conversations with theory, practice and activism. Your work should be received without mechanical or technical errors, and edited for precision of language. All work you submit is considered complete and grades will be assigned taking that into account.

Evaluation:

There are five passing grades: A+, A, A-, B+, and B; one conditional grade: C; and one clear failing grade: F.

1) Comparative text analysis:

Each student will choose one book from the reading list and one book off the reading list on a similar theme in critical disability studies and write a 15 page comparative analysis of the two texts, how they differ, what their similarities are, and what each text brings to our understanding of this topic. Gaps in the literature should also be identified.

The form of the paper will be a discussion between the 2 authors illustrating/critiquing key points of their work. The texts will be chosen in consultation with the instructor by September 30th.

Due: October 26 Weight: 20%

2) Three-field annotated critical, reflective literature reviews

Students will write up three critical reflexive literature reviews of 12 pages each, covering the three fields in the PhD in Critical Disability Studies. These reviews will be due on the following dates:

a) Critical Theory – due on November 29 (Weight: 15%)

b) Human Rights and Social Justice - due on January 31 (Weight: 15%)

c) Social Policy – due on March 6 (Weight: 15%)

Note that the goal of this assignment is to assist you in defining the nature of the questions for each of your comprehensive exams. Some useful articles with regards to scoping (reflective) reviews include:

Arksey, H., & O'Malley, L. (2005). Scoping studies: towards a methodological framework. *International journal of social research methodology*, 8(1), 19-32.

Weisser, J., Morrow, M., & Jamer, B. (2011). *A Critical Exploration of Social Inequities in the Mental Health Recovery Literature*. Vancouver, BC: Centre for the Study of Gender, Social Inequities and Mental Health (CGSM). <http://www.socialinequities.ca>

Total weight: 45 %

3) Gap in critical disability literature analysis:

Upon reflecting on the readings for this course and your field literature reviews, write a 5-7 page essay in which you identify one particular area where you have identified a significant gap in the literature found in critical disability studies. Offer possible reasons for this gap and how it might be addressed. The area that you focus on must be different from your comparative text analysis (Assignment 1). This topic will be chosen in consultation with the course instructor by March 9th.

Note: This papers is also to be developed as a poster presentation, as well as a paper. The poster will be presented in the final class.

Due: March 28. Weight: 10%

For all papers: All papers submitted will be required to have, in addition to their content, the following four questions addressed in a single page or two attached to the work:

1. **What are my biases and how did I control them in writing the essay?**
2. **How does this paper reflect a broad and interdisciplinary picture of disability?**
3. **What is your back story?**
4. **Why is the question I am asking important?**

PLEASE SUBMIT BOTH A HARD COPY AND AN ELECTRONIC COPY OF EACH OF YOUR PAPERS

4) Seminar Participation:

This course will be entirely seminar format and active participation from everyone is an essential part of CDIS 6100. Students are expected to thoroughly discuss the readings for each week. As part of your **participation**, students will be asked to choose several dates during which they will lead seminar discussions. During the weeks in which you are leading the seminar, you must prepare an introductory summary on the week's readings, followed by three questions that you will raise for discussion. In addition, those students who are *not* leading the seminar should also propose three questions for discussion each week. Please send questions to all members of the seminar at least 24 hours before class. Your final grade will be based on your participation throughout the entire year, including leading seminars as well as contributions to weekly seminar discussions. **Weight: 25%**

Required texts:

All books for this course will be placed on reserve in Scott Library. Students may also wish to order a copy of some books.

All readings must be done each week. Although the volume of reading may sometimes feel overwhelming, there are strategies that can help to make it more manageable. The following link is discipline specific (in the area of history), but has useful suggestions in terms of how to read: <http://wcm1.web.rice.edu/howtoread.html>

Additional texts about the process of writing and writing style, which some students may find helpful include:

Strunk & White's *The elements of style*

Stanley Fish's *How to write a sentence and how to read one*

Natalie Goldberg's *Writing down the bones*

Annie Dillard's *The writing life*

When reading a text, it is often important and essential to also read a couple of reviews of the work - these are significant in terms of understanding how a text is received. Retrospective valuations may also be helpful. Each text has its own history and the reviews help to contextualize the larger its contributions. Include those as part of your discussion each week.

Contact information:

Revised: June 22nd 2017 (subject to change)

Instructor: Professor Marcia Rioux, C.M, PhD
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Fax: 416-736-5227
Email: mrioux@yorku.ca
Office hours are by appointment

CDIS 6100 Course Outline and Readings:

September 13 (Class 1) – History of Oppression and the Politics of Prejudice

[also discussion and overview of course and brief presentation of student M.A. papers]

PRESENTER:

Stiker, H. J. (1999). *A history of disability*. University of Michigan Press.

Young, I. M. (1990). Five faces of oppression. In *Justice and the Politics of Difference* (pp. 39-65). Princeton: Princeton University Press. [\(JC 578 Y68 1990\)](#)

Clarke N.(2006). Opening Closed Doors and Breaching High Walls: Some Approaches for Studying Intellectual Disability in Canadian History, *Histoire Sociale / Social History*, 39(78), 467-485.

[Download this reading from eResources of York Library](#)

Wright, D. (2000). Learning disability and the New Poor Law in England, 1834-1867. *Disability and Society*, 15(5), 731-745. [Download this reading from eResources of York Library](#)

SUPPLEMENTAL:

Katz, M. B. (2013). *The Undeserving Poor: America's Enduring Confrontation with Poverty: Fully Updated and Revised*. Oxford University Press

See also: Pygmalion by George Bernard Shaw: Wonderful Satire of Poor Laws (last page of syllabus)

Linkon, K. (2015). *The Return of the Undeserving Poor*. Available online at this [link](#).

Lodono, E. (2017, April). *Ecuador Elects World's Only Head of State in a Wheelchair*. New York Times. <https://www.nytimes.com/2017/04/07/opinion/ecuador-elects-worlds-only-head-of-state-in-a-wheelchair.html>

Roman, L. G., Brown, S., Noble, S., Wainer, R., & Earl Young, A. (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.

Brown, T. (1984). The origins of the asylum in Upper Canada, 1830-1839: Towards an interpretation. *Canadian Bulletin of Medical History*, 1 (1) 27-58. [\(R 461 B85\)](#)

September 20 (Class 2) – Social Construction of Disability I

Invited guest: Nancy Halifax, GPD in CDS - The norms and requirements of the CDS PhD program (30 min.)

For this class, please also find one critical review of either of the two books and send to the other students and instructor one day prior to the class

PRESENTERS (2):

Stephan Jay Gould (1981). *The Mismeasure of Man*. New York, London: W.W. Norton and Company. (BF 431 G68 1981)

Szasz, T. S. (1974). *The Myth of Mental Illness: Foundations of a theory of personal conduct* (Rev. ed.). New York: Harper & Row. (RC 437.5 S9 1974)

September 27 (Class 3) – Impact of Social Construction: Institutions & Asylums

PRESENTERS (2):

Scull, A. (1984). *Decarceration: Community Treatment and the Deviant - A Radical View* (2nd Edition). New Brunswick, NJ: Rutgers University Press. (HV 9304 S38 1984)

Goffman, E. (1962). *Asylums: Essays on the social situation of mental patients and other inmates*. Chicago: Aldine Pub. Co. (RC 439 G58)

SUPPLEMENTAL:

Radford, J.P. and Park, D.C. (1993). "A convenient means of riddance: institutionalization of people diagnosed as mentally deficient in Ontario, 1876-1934". *Health and Canadian Society* 1:2, 369-392. (RA 418.3 C3 H43)

Jay, M. (2016). *This Way Madness Lies*. Thames & Hudson.

Reaume G. (2010). *Remembrance of Patients Past: Patient Life at the Toronto Hospital for the Insane 1870-1940*. Toronto: U. of Toronto Press (RC 448 O53 T67 2010)

Human Rights Watch (2017). "When Will I Get to Go Home?" *Abuses and Discrimination against Children in Institutions and Lack of Access to Quality Inclusive Education in Armenia*. Human Rights Watch. Available online at this [link](#).

Odell, T. (2011). Not your average childhood: Lived experience of children with dphysical disabilities raised in Bloorview Hospital, Home and School from 1960 to 1989. *Disability and Society*, 26(1), 49-63.

Disability Rights International (2015). *No Justice: Torture, Trafficking and segregation in Mexico*. Available online at this [link](#)

October 4 (Class 4)– Impact of Social Construction II

PRESENTERS (2):

Foucault, M. (2012). *The archaeology of knowledge*. Vintage.

Chomsky, N., & Foucault, M. (2006). *The Chomsky-Foucault debate: on human nature*. The New Press.

(Alternatively, you can watch the debate at this [link](#).)

Parekh, G. (May 30, 2012): A conversation on madness: Foucault and Ripa, *Disability & Society*, 1-10.

[Download this reading from eResources of York Library](#))

SUPPLEMENTAL:

Van Dijk, T. A. (1993). *Principles of critical discourse analysis*. *Discourse & society*, 4(2), 249-283.

Stone, B. E. (2004). Defending society from the abnormal: The archaeology of bio-power. *Foucault Studies*, 1:77-94.

Gutting, G. (2005). *The Cambridge companion to Foucault* (pp. 1-28, 49-73). (2nd ed.). Cambridge & New York: Cambridge University Press.
B 2430 F724 C36 2005

October 11 (Class 5) - Impact of Social Construction: Equality as a Legal Notion

– Constructing Difference: An Example

PRESENTER:

Rioux, Marcia, H. (2003). “On Second Thought: Constructing Knowledge, Law, Disability and Equality” in Herr, S., Gostin, L.O. & Koh, H. H., *The Human Rights of Persons with Intellectual Disabilities: Different But Equal*, (Oxford: Oxford University Press) at 287-318.

Available online using this [link](#)

Rioux, M. & Patton, L. (2011). “Beyond Legal Smoke Screens: Applying a Human Rights Analysis to Sterilization Jurisprudence”. In M. H. Rioux, L.A. Basser, M. Jones (eds), *Critical Perspectives on Human Rights and Disability Law*, The Hague: Martinus Nijhoff.

[Download this reading from eResources of York Library](#)

Webb v. Webb, [2016] NSSC 180

Available online using this [link](#).

SUPPLEMENTAL:

Rioux, M. and Ridell, C, (2011). "Values in Disability Policy and Law: Equality". In M. H. Rioux, L.A Basser, M. Jones (eds), *Critical Perspectives on Human Rights and Disability Law*, The Hague: Martinus Nijhoff.

[Download this reading from eResources of York Library](#)

Global Campaign to Stop Torture in Health Care (2011). *Sterilization of women and girls with disabilities: A briefing paper*. Available online using this [link](#)

E. (Mrs.) v. Eve [\[1986\] 2 S.C.R. 388](#) Available online using this [link](#)

B (A Minor) In re [\[1987\] H.L.J. No. 21](#)

Lellani Muir v. Her Majesty the Queen in Right of Alberta [1996]

Secretary, Department of Health and Community Services v. J.W.B. and S.M.B. (Marion's Case) (1992) 175 CLR 218. Available online using this [link](#)

Mason, A. "Equality of Opportunity, Old and New", *Ethics* III(4), 760-781

Law Commission of Ontario (2012). *A Framework for the Law as it affects Persons with Disabilities: Advancing Substantive Equality for Persons with Disabilities through Law, Policy and Practice*. Toronto.

Thursday October 19 (Class 6) – REQUIRED ATTENDANCE: Disability and Indigeneity Summit

(9 am – 4 pm) *Note: This workshop is on a Thursday and replaces the regular Wednesday class this week**

DRPI, Steering Committee. (2013). *Snapshot - Expanding the Circle: Aboriginal People with Disabilities Focus on Rights*. Toronto: York University

Disability Rights Promotion International (2016). *Expanding the Circle Site Report*. Toronto: York University.

Demas, D. (1993). Triple Jeopardy: Native women with disabilities. *Canadian Woman Studies*, 13(4). Available using this [link](#)

Greenwood, M., de Leeuw, S., Lindsay, N. M., & Reading, C. (2015). *Determinants of Indigenous Peoples' Health in Canada: Beyond the Social*. Toronto, ON: Canadian Scholars Press. (The introduction (pp xi- xxix); Chapter 1 (pp 3-15); Chapter 7 (pp 64-77); Chapter 9 (90-104); Chapter 19 (pp 104- 119))

SUPPLEMENTAL:

Disability Rights Promotion International (2016). *Expanding the Circle: Systemic Report*. Toronto: York University.

United Nations (2007). *United Nations Declaration on the Rights of Indigenous Peoples*. NY; New York: United Nations.

Available online at this [link](#).

Durst, D., & Bluechardt, M. (2004). *Aboriginal People with Disabilities: A Vacuum in Public Policy*. SIPP Briefing Note, 6. – Link to [pdf](#)

Video about Jordan's Principle at this [link](#)

The Jordan's Principle Working Group (2015). *Without denial, delay or disruption: Ensuring First Nations Children's Access to Equitable Services Through Jordan's Principle*. Ottawa, ON: Assembly of First Nations. (especially chapters 2 and 3) - Link to [pdf](#)

Rabson, M. (2015, February 3). Report says ER death of Sinclair is example of 'fatal racism'. Winnipeg Free Press. Available online at this [link](#)

Durst, D., South, S.M. , & Bluechardt, M. (2006). Urban First Nations People with Disabilities Speak Out. *Journal of Aboriginal Health*, 34-43.

Bevan-Brown, J. (2013). Including people with disabilities: an indigenous perspective. 17(6), 571-583.

United Nations Economic and social council (2013) *Study on the situation of indigenous persons with disabilities with a particular focus on challenges faced with regard to the full enjoyment of human rights and inclusion in development*. – Link to [pdf](#)

Fall reading days (Oct 26-29)

October 25 (Class 7) – Models of Disability (Medical Hegemony)

PRESENTER:

Starr, P. (1982) *The Social Transformation of American Medicine: The rise of a sovereign profession and the making of a vast industry*. New York: 1982. 1, 1-198

[Download this reading from eResources of York Library](#)

Freedman, David H. (2010) "Lies, Damned Lies and Medical Science", *The Atlantic*, November
Available online using this [link](#)

National Center for Health Statistics (2017). *Washington Group on Disability Statistics*. Available online at this [link](#).

SUPPLEMENTAL:

Zola, I.K. (1993). Disability statistics, what we count and what it tells us: A personal and political

analysis. *Journal of Disability Policy Studies*, 4(9), 10-39.

Kuhn, T. S. (2012). *The structure of scientific revolutions*. University of Chicago press.

WHO (2001), International Classification of Functioning, Disability and Health (ICF)
Available online using this [link](#)

November 1 (Class 8) – Politics and Disability: The Welfare State

PRESENTERS (2):

Piven, F. F., & Cloward, R. (2012). *Regulating the poor: The functions of public welfare*. Vintage.

Esping-Andersen, G. (2013). *The three worlds of welfare capitalism*. John Wiley & Sons.

Fraser, N. (2005) Reframing Justice in a Globalized World, *New Left Review*, 36, 69-88 ([Link to pdf](#))

SUPPLEMENTAL:

November 8 (Class 9) – Politics and Disability: Neoliberalism

PRESENTERS (2):

Harvey, D. (2005). *A brief history of neoliberalism*. New York: Oxford University Press

Klein, N. (2017). *No is not enough: Resisting the New Shock Politics and Winning the World We Need*. Chicago: Haymarket Books.

Supplemental

Hudson, I., & Chernomas, R. (2008). *Social Murder and Other Shortcomings of Conservative Economics*. Arbeiter Ring. (HD 2755.5 C465 2007)

November 15 (Class 10) - Critical Theory

Invited Guests: Madeline Burghardt, Gillian Parekh, Alexis Beuttgen

Rush, R (Ed.) (2004). *The Cambridge Companion to Critical Theory*. UK: Cambridge University Press. (B 809.3 C36 2004)

Held, D. (1980). *Introduction to Critical Theory: Horkheimer to Habermas*. Los Angeles: University of California Press.

Vehmas, S., & Watson, N. (2014). Moral wrongs, disadvantages, and disability: A critique of critical disability studies. *Disability & Society*, 29(4), 638-650.

Spagnuolo, N. (2016). Political Affinities and Complex Identities: Critical Approaches to Disability Organizing. *Canadian Journal of Disability Studies*, 5(2), 72-97.

Moosa-Mitha, M. (2005). Situating Anti-Oppressive Theories within Critical and Difference-Centred Perspectives, In Borwn, L. & Strega, S., *Research as Resistance: Critical, Indigenous and Anti-Oppressive Approaches*, Toronto: CSPI, 37-72

[Download this reading from eResources of York Library](#)

SUPPLEMENTAL:

Allen, A. (2016). *The end of progress: decolonizing the normative foundations of critical theory*. Columbia University Press.

Goodley, D. (2007). Towards socially just pedagogies: Deleuzoguattarian critical disability studies. *International Journal of Inclusive Education*, 11(3), 317-334.

Meekosha, H., & Shuttleworth, R. (2009). What's so 'critical' about critical disability studies? *Australian Journal of Human Rights*, 15(1), 47.

Carpenter, M. (2009). "The Capabilities Approach and Critical Social Policy: Lessons from the Majority World", *Critical Social Policy*, 29(3), 351-373

Mayer-Folkes, M., & Miranda-Garlaza, B. (2013). "Disability" puts "normality" between quotation marks: Novel developments in disability studies at 17, Institute of Critical Studies, Mexico. The Innova Foundation Newsletter, 21, p. 13.

November 22 (Class 11) – Models of Disability (Social Model)

PRESENTER:

Oliver, M. & Barnes. C. (2012). *The New Politics of Disablement 2nd Edition*. Palgrave Macmillan.

Barnes, C & G. Mercer (2010). *Exploring Disability, 2nd Ed*. Cambridge: Polity Press. Chapter 3 & 4 (43-97 [\(HV 1568 B292 2010\)](#))

SUPPLEMENTAL:

Swain, J., French, S., Barnes, C. & Thomas, C. (Eds.) (2014). *Disabling Barriers; Enabling Environments (3rd edition)*. London: Sage.

Armstrong, F. (2003). Chapter 2: Space, place and policy making: Developing a theoretical framework. In F. Amstrong, *Spaced out: Policy, Difference and the Challenge of Inclusive Education*. Norwell, MA: Kluwer Academic Publishers

November 29 (Class 12) – Postmodern Perspectives

Invited Guest: Professor Nancy Halifax

Butler, Judith. (2004). *Precarious life: the powers of mourning and violence*. London: Verso.

Cixous, Helene. (1976). The laugh of the medusa. *Signs*, 1, 4, 875-893.

SUPPLEMENTAL:

Shildrick, M. (2012). *Dangerous Discourses of Disability, Subjectivity and Sexuality*. London, UK: Palgrave Macmillan.

Butler, J. P. (2010). *Frames of war: When Is Life Grievable?* London: Verso.

Holiday Break

January 10 (Class 13) - Theorizing Disability

PRESENTERS:

Gleeson, B.J. (1997). Disability Studies: A Historical Materialist View. *Disability and Society*, 12(2), 179-202

[Download this reading from eResources of York Library](#)

Prince, M. (2016). Reconsidering Knowledge and Power: Reflections on Disability Communities and Disability Studies in Canada. *Canadian Journal of Disability Studies*, 5(2), 1-30.

Available online using this [link](#).

Rioux, M. and Valentine, F. (2005). "Does Theory Matter? Exploring the Nexus between Disability, Human Rights and Public Policy" in D. Pothier & R. Devlin (Eds.) *Critical Disability Theory : essays in philosophy, politics, policy, and law*. Vancouver: UBC Press

Available online using this [link](#)

SUPPLEMENTAL:

Shakespeare, Tom. (2006) *Disability Rights and Wrongs*. London: Routledge

[Download this reading from eResources of York Library](#)

Sheldon, A., Traustadottir, R., Beresford, P., Boxall, K., & Oliver, M. (2007). Disability Rights and Wrongs? Review Symposium. *Disability and Society*, 22(2), 209-234.

[Download this reading from eResources of York Library](#)

Nabbali, E.M. (2009ode). A "Mad" Critique of the Social Model of Disability. *The International Journal of Diversity in Organizations, Communities, and Nations: Annual Review*, 9, 1-12.

Mitchell, D. T. (2015). *The Biopolitics of Disability: Neoliberalism, Ablenationalism, and Peripheral Embodiment*. University of Michigan Press

January 17 (Class 14) – Canadian Social Policy

Invited Guest: Sherri Torjman or John Stapleton

Guest, D. (1991), *The Emergence of Social Security in Canada* (2nd ed). Vancouver, B.C.: UBC Press.

Torjman, S. (2015). *Disability Supports: Missing from the Policy Radar*. Ottawa, ON: The Caledon Institute of Social Policy. Available online at this [link](#)

Prince, M.J. (2009) *Absent Citizens: Disability Politics and Policy in Canada*, Toronto: University of Toronto Press. (**Read** Introduction, Chapter 4 and Chapter 8.) [\(HV 1559 C3 P75 2009\)](#)

Rioux M. & Zubrow, E. (2001). Social Disability and the Public Good, in D. Drache (Ed.) *The Market*

or the Public Domain, England: Routledge, pp. 148-171. (HF 1411 M3473 2001)

SUPPLEMENTAL:

Canada Social Report (2017). *Disability Data*. Available online at this [link](#)

Canadian Human Rights Commission (2017). *Left Out: Challenges faced by persons with disabilities in Canada's schools*. Available online at this [link](#).

ARCH Disability Law Centre (2017). *Considerations for Effective Implementation and Enforcement of the Proposed Federal Accessibility Legislation*. Available online at this [link](#).

ARCH Disability Law Centre (2017). *Discussion Paper: Proposed Federal Accessibility Legislation and the Convention on the Rights of Persons with Disabilities*. Available online at this [link](#).

Torjman, S. (2014). *Disability Policy Highlights*. Ottawa, ON: The Caledon Institute of Social Policy. Available online at this [link](#)

Government of Ontario (2017). *Ontario Basic Income Pilot*. Available online at this [link](#).

Segal, H.D (2016). *Finding a Better Way: A Basic Income Pilot Project for Ontario: A discussion paper*. Available online at this [link](#).

Government of Canada (2017). *Poverty Reduction Strategy*. Available online at this [link](#).

National Disability Institute (2015). *Banking Status and Financial Behaviors of Adults with Disabilities Findings from the FDIC National Survey of Unbanked and Underbanked Households*. National Disability Institute. Available online at this [link](#).

Alcock, P., Glennerster, H., & Oakley, A. (2001). *Welfare and wellbeing: Richard Titmuss's contribution to social policy*. Policy Press.

Rioux, M.H., & Prince, M. J. (2000). The Canadian political landscape of disability: Policy perspectives, social status, interest groups and the rights movement.

Joseph Rowntree Foundation (2015). *Disability: Monitoring Poverty and Social Exclusion 2015 – Work and Worklessness*. Joseph Rowntree Foundation.

January 24 (Class 15) - Employment

Invited guest speakers: Cam Crawford, Alexis Buettgen, Douglas Waxman

Galer, D. (2014). "A Place to Work Like Any Other?" Sheltered Workshops in Canada, 1970-1985. *Canadian Journal of Disability Studies*, 3(2), 1-30.

Rioux, M., Muszynski, L., & Crawford, C. (1992). Comprehensive disability income security reform.

Downsview, Ontario, Canada: Roeher Institute.

SUPPLEMENTAL:

Ontario Human Right Commision (2009). Policy and guidelines on disability and the duty to accommodate. Available online at this [link](#)

Storey, R. (2008). "Their only power was moral": The Injured Workers' Movement in Toronto, 1970–1985. *Histoire sociale/Social history*, 41(81), 99-131.

Waxman, D. (2015). *Employing Persons with Disabilities: A Model of Successful Corporate Culture Change*. DRPI AWARE.

Abidi, J., & Sharma, D. (2014). Poverty, Disability, and Employment: Global Perspectives From the National Centre for Promotion of Employment for Disabled People. *Career Development and Transition for Exceptional Individuals*, 37(1), 60-68.

Buettgen, A., Gorman, R., Rioux, M., Das, K., & Vinayan, S. (2015). Employment, Poverty, Disability and Gender: A Rights Approach for Women with Disabilities in India, Nepal and Bangladesh. In N. Khanlou & B. Pilkington (Eds.), *Women's mental health: Resistance and resilience in community and society. Advances in Mental Health and Addiction* (Series Editor: Masood Zangeneh), (pp. 3-18) New York: Springer.

Hiranandani, V., & Sonpal, D. (2010). Disability, economic globalization and privatization: A case study of India. *Disability Studies Quarterly*, 30(3/4).

Rioux, M. (2014). Employment Equity and Disability: Moving Forward to Achieve Employment Integration and Fulfill Promises of Inclusion and Participation. In M. S. Lynk, J. Craig, C. Agocs (eds) *Employment Equity in Canada*. Toronto: University of Toronto Press.

January 31 (Class 16) - Disability Rights

PRESENTER:

UN Convention on the Rights of Persons with Disabilities – Available online at this [link](#)

Check out Canadian State Report, List of Issues (LOIs), Canadian Civil Society Parallel Reports, Concluding Observations for the Canadian CRPD reporting process at this [link](#). You can also check out reports from a variety of other nations at UN Enable cite [link](#).

United Nations (June 9, 2015). *Deputy Secretary-General tells states parties 2006 disabilities convention marked conceptual shift from charity to human rights-based approach*. Available online at this [link](#)

SUPPLEMENTAL:

Campos Pinto, P., Rioux, M.H. & Lindqvist, B. (2017). International Human Rights and Intellectual

Disability. In M.L. Wehmeyer, I. Brown, M. Percy, K.A. Shogren and W.L.A. Fung (Eds.), *A Comprehensive Guide to Intellectual and Developmental Disabilities* (pp.63-78). Baltimore: Brookes Publishing.

Merry, S. E. (2009). *Human rights and gender violence: Translating international law into local justice*. University of Chicago Press.

Mental Disability Advocacy Centre (2017). *European Court condemns Czech government's arbitrary detention for 8 months in grotty disability institution*. Available online at this [link](#).

Engel, D. M., & Munger, F. W. (2003). *Rights of inclusion: Law and identity in the life stories of Americans with disabilities*. University of Chicago Press.

Pūras, D. (2017). *Report of the Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health*. United Nations Human Rights Council. Available online at this [link](#).

Kayess, R., & French, P. (2008). Out of darkness into light? Introducing the Convention on the Rights of Persons with Disabilities. *Human Rights Law Review*, 1-34.

Rioux., M. H., Basser, L. A., & Jones, M. (Eds.) (2010). *Critical Perspectives on Human Rights and Disability Law*. Bedfordshire, UK: Martinus Nijhoff Publishers.

February 7 (Class 17) - Monitoring Disability Rights: DRPI and international human rights treaties

Review DRPI [website](#)

Review United Nations Division for Social Policy and Development: Disability. Available online at this [link](#).

Rioux, M., Pinto, P., & Parekh, G. (Eds.) (2015). *Disability, Rights Monitoring and Social Change: Building Power out of Evidence*. Toronto, Canada: Canadian Scholars Press.

United Nations Enable (2007). *Overview of International Legal Frameworks for Disability Legislation*. United Nations. Available online using this [link](#)

Disability Rights International (2015). No way home: The exploitation and abuse of children in Ukraine's orphanages. Washington, DC. Available online at this [link](#)

SUPPLEMENTAL:

DRPI reports – Choose one holistic country report from the DRPI [website](#) to review.

Rioux, M., Campos Pinto, P., Viera, J., & Keravica, R. (2016). Disability Research in the Global South: Working from a Local Approach, In S. Grech and K. Soldatic (Eds.) *Disability in the Global South*:

The Critical Handbook. Springer.

Merry, S. E., Davis, K. E., & Kingsbury, B. (Eds.). (2015). *The Quiet Power of Indicators: Measuring governance, corruption, and rule of law*. Cambridge University Press.

Weissbrodt, D., & de la Vega, C. (2007). A general overview of International Human Rights Law. In *International Human Rights Law: An Introduction*, Philadelphia, Pennsylvania: University Press. See particularly 136-144. [\(K 3240 W45 2007\)](#)

Rioux, M. & Heath B. (2014). Human Rights in Context: Making Rights Count. In J. Swain, S. French, S., C. Barnes, C. And C. Thomas (Eds.), *Disabling Barriers; Enabling Environments (3rd edition)*, London: Sage.

February 14 (Class 18) - Poverty and Disability

PRESENTER:

Paul Farmer (2004). *Pathologies of Power: Health, Human Rights and the New War on the Poor*. L.A.: University of California Press.

[Download this reading from eResources of York Library](#)

Grech, S. (2016). Disability and poverty: Complex interactions and critical reframings. In S. Grech and K. Soldatic (Eds.) *Disability in the Global South: The Critical Handbook* (pp. 217-236). Springer

SUPPLEMENTAL:

Eide, A. H., & Ingstad, B. (2011). *Disability and poverty: A global challenge*. Policy Press

Galtung, J. (1969). Violence, Peace and Peace Research, *Journal of Peace Research*, 6(3), 167-191.

Farmer, Paul. (1996). On suffering and structural violence: A view from below. *Daedalus*, 125, 1: 261283.

Scheper-Hughes, Nancy (1993). *Death Without Weeping: The Violence of Everyday Life in Brazil*. Berkeley: University of California Press. [\(HV 1448 B72 N677 1992\)](#)

February 19-23 – NO CLASSES - Reading week

March 20 (Class 19) – Intersectionality

PRESENTER(S):

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 1241-1299.

Available online at this [link](#)

Crenshaw, K. (2016, October). *The urgency of intersectionality* [video file]. Available online at this [link](#).

Yuval-Davis, N. (2006). Intersectionality and feminist politics. *European Journal of Women's Studies*, 13(3), 193-209.

Meekosha, H. (2006). What the Hell are You? An Intercategorical Analysis of Race, Ethnicity, Gender and Disability in the Australian Body Politic. *Scandinavian Journal of Disability Research*, 8(2-3), 161–176. Access article [here](#)

Erevelles, N., & Minear, A. (2010). Unspeakable offenses: Untangling race and disability in discourses of intersectionality. *Journal of Literary & Cultural Disability Studies*, 4(2), 127-145.

Wehbi, S. (2010). Lebanese women disability rights activists: War-time experiences. *Women's Studies International Forum*, 33, 455-463.

SUPPLEMENTAL:

Women Enabled International (2016). *Enabling a global human rights movement for women and girls with disabilities: Global Disabled Women's Rights Advocacy Report*. Available online at this [link](#).

Thomas, C. (2006). Disability and Gender: Some Reflections on Theory and Research. In *Scandinavian Journal of Disability Research*. 8 (2-3), 177-185
[Download this reading from eResources of York Library](#)

Murungi, L. N. & Durojaye, E. (2015). Chapter 1: The sexual and reproductive rights of women with disabilities in Africa: Linkages between the CRPD and the African Women's Protocol. In *African Disability Rights Yearbook 2015*. Pretoria, South Africa; Pretoria University Law Press.

Sulaiman, A., & Raphael, D. (2016). Immigration: Possibilities and Challenges in the 21st Century, In D. Raphael, D. (Ed.) *Immigration, Public Policy, and Health: Newcomer Experiences in Developed Nations*. Canadian Scholars.

Bryant, T. (2016). Addressing the Social Exclusion of Immigrants Through Public Policy Action, In D. Raphael, D. (Ed.) *Immigration, Public Policy, and Health: Newcomer Experiences in Developed Nations*. Canadian Scholars.

hooks, b. (2000). *Feminist theory: From margin to center*. Pluto Press.

Lorde, A. (2012). *Sister outsider: Essays and speeches*. Crossing Press.

Davis, A. Y. (2011). *Women, race, & class*. Vintage.

Collins, P. H. (2002). *Black feminist thought: Knowledge, consciousness, and the politics of*

empowerment. Routledge.

February 28 (Class 20) – Transnational Trends, Disability and Development

PRESENTER:

Grech, S. (2016). Disability and Development: Critical Connections, Gaps and Contradictions. In S. Grech and K. Soldatic (Eds.) *Disability in the Global South: The Critical Handbook* (pp. 3-20). Springer.

Erevelles, N. (2011). *Disability and difference in global contexts: Enabling a transformative body politic*. New York: Palgrave Macmillan.

[Download this reading from eResources of York Library](#)

United Nations (July, 2015). *Transforming our world: The 2030 Agenda for Sustainable Development*. New York; NY: United Nations.

Available online at this [link](#).

See further information on the SGDs and disability at this [link](#)

SUPPLEMENTAL:

Swartz, L., & Bantjes, J. (2016). Disability and global health. In S. Grech and K. Soldatic (Eds.) *Disability in the Global South: The Critical Handbook* (pp. 21-24). Springer.

Disability Rights Promotion International (2016). *Employment and social protection in UN Report on Disability and Development: Feedback from Disability Rights Promotion International*. Toronto, ON: York University

Mills, C., & Fernando, S. (2016). Globalising Mental Health or Pathologizing the Global South. *Disability in the Global South*, 1(2), 188-202.

United Nations Partnership to Promote the Rights of Persons with Disabilities (2013). *Towards an inclusive and accessible future for all: Voices of persons with disabilities on the post-2015 development framework*. New York: United Nations. Available online at this [link](#).

Srem-Sai (2015). The hugger-mugger of enforcing socio-economic rights in Ghana: A threat to the rights of persons with disabilities. In *African Disability Rights Yearbook 2015*. Pretoria, South Africa; Pretoria University Law Press.

Nguyen, X. T., Mitchell, C., de Lange, N., & Fritsch, K. (2015). *Engaging girls with disabilities in Vietnam: Making their voices count*. *Disability & Society*, 30(5), 773-787.

Rioux, M.H., & Pinto, P. (2010). A time for the universal right to education: back to basics. *British Journal of Sociology of Education*, 31(5), 621-642.

Geiger, B. F. (2015). Establishing a disability-inclusive agenda for sustainable development in 2015

and beyond. *Global health promotion*, 22(1), 64-69.

World Health Organization (2011). *World Report On Disability*. Geneva: WHO. Pages 1-45; 259-271.

Available online using this [link](#)

Oliver, M. & Barnes, C. (2012) Current Issues: Back to the Future; the World Report on Disability, *Disability and Society* Vol 27, No. 4, 575-579 - Available online at this [link](#)

March 14 (Class 21) – International perspectives on methods of determining populations: a tension

[guest?? Gail Fawcett]

WHO (2001), *International Classification of Functioning, Disability and Health (ICF)* Available online using this [link](#)

The Washington Consensus Questions. Short Set of Questions on Disability can be found [here](#):

Rioux, M.H. (2010). The right to health: human rights approaches to health In D, Raphael, M.H. Rioux, & T. Bryant, T. (Eds). *Staying alive: Critical perspectives on health, illness, and health care* (2nd ed.) (93-119). Toronto: Canadian Scholars' Press.

Bryant, T., Raphael, D., and Rioux, M.H. (2010). Researching health: knowledge paradigms, methodologies, and methods. In D. Raphael, M.H. Rioux, & T. Bryant, T. (Eds). *Staying alive: Critical perspectives on health, illness, and health care* (2nd ed.) (121-140). Toronto: Canadian Scholars' Press.

Response of the CRWDP to Canadian human rights commission - I could not find this, but maybe I wrote this down incorrectly?

March 20 (Class 22) – Writing about Disability: Stories from the Ground

Guest speaker (via Skype): Anne K. Gross

Anne K. Gross. (2011) *The Polio Journals: Lessons from my Mother*, Colorado: Diversity Matters Press [\(RC 180.2 G76 2011\)](#)

Burch, Susan and Hannah Joyner (2007). *Unspeakable: The Story of Junius Wilson*. Chapel Hill: University of North Carolina Press [\(HV 2534 W54 B87 2007\)](#)

Guangcheng, C. (2015). *The Barefoot Lawyer: A Blind Man's Fight for Justice and Freedom in China*. Henry Holt and Co. [\(DS 779.4 C44 A3 2015\)](#)

Nussbaum, S. (2013). *Good Kings Bad Kings: A Novel*. Algonquin Books. [\(PS 3614 U874 G66 2013\)](#) (also see the book review at: <http://dsq-sds.org/article/view/3786/3249>)

Shell, M. (2009). *Stutter*. Harvard University Press.

Klein, Bonnie (1997). *Slow Dance: A Story of Stroke, Love and Disability*. Toronto: First Vintage Canada or Kindle (2012). (RC 388.5 K54 1997)

March 27 (Class 23) – Disability Ethics

Invited Guest Speaker: Professor Joan Gilmour

Donnelly, M. (2001), “Decision-Making for Mentally Incompetent People: The Empty Formula of Best Interests”, *MedLaw* 405-416 (PER M4673 V.20 2001)

Rioux, M., Gilmour, J. & Angel-Cabo, N. (2013). Negotiating Capacity: legally constructed entitlement and protection. In B. McSherry & I. Freckelton, *Coercive Care: rights, law and policy*, London, New York: Routledge, 51-75. Also read the introduction to the book, 3-12

Fritze, E. (2015). *Shining a light behind closed doors*. Melbourne; Victoria: Winston Churchill Memorial Trust.

Available online at this [link](#).

Ruth Hubbard and Elijah Wald (1993), *Exploding the Gene Myth: How Genetic Information Is Produced and Manipulated by Scientists, Physicians, Employers, Insurance Companies, Educators, and Law Enforcers*, Beacon Press. (RB 155 H8 1993)

Balderston, S. (2014). Assisted suicide: the liberal, humanist cast against legalization. *Disability & Society*, 29(3), 491-493.

Heyer, K. (2011). Rejecting rights: The disability critique of physician assisted suicide. *Studies in Law, Politics, and Society*, 54, 77-112.

See also the videos at [Project My Value](#)

SUPPLEMENTAL:

Law Commission of Ontario (2017). *Legal Capacity, Decision-making and Guardianship: Final Report*. Law Commission of Ontario. Available [online](#)

Law Commission on Ontario (2016). *Understanding the relationship between suffering and capacity at the end-of-life: A pilot study*. Available online at this [link](#)

Parens, E. & Asch, A. (2007) The Disability Rights Critique of Prenatal Genetic Testing: Reflections and Recommendations, In Parens and Asch (Eds), *Prenatal Testing and Disability Rights*, Washington: Georgetown University Press, 3-43 (RG 628 P745 2000)

Marra, A. D. How can disability studies contribute to Italian legal experience? Disability Discrimination cases and development, *Tetula Della Persona E Disability Studies*, Atti de Convegno Internazionale, October 506 2012, Universita magna Graecia di Catanzaro, 60-86.

CCDs views and articles at this [link](#)

Notdeadyet.org

April 4 (Class 24) – Papers and Poster Presentations

SUPPLEMENTAL

Sen, A. (2010). *The Idea of Justice*. London: Penguin.

Sen, A. (1999). *Development as Freedom*. New York: Oxford University Press.

Nussbaum, M. (2006). *Frontiers of justice: disability, nationality, species membership*. Cambridge, Massachusetts: The Belknap Press Harvard University Press.

Burchardt, T. (2004). Capabilities and disability: the capabilities framework and the social model of disability. *Disability & society*, 19(7), 735-751.

Rawls, J. (1985). Justice as fairness: political not metaphysical. *Philosophy & Public Affairs*, 223-251.

Fraser, N. (2014). *Justice interruptus: Critical reflections on the "postsocialist" condition*. Routledge.

Pygmalion by George Bernard Shaw

Wonderful Satire of Poor Laws

First performed 1913

Act Two

DOOLITTLE. Dont say that, Governor. Dont look at it that way. What am I, Governors both? I ask you, what am I? I'm one of the undeserving poor: thats what I am. Think of what that means to a man. It means that hes up agen middle class morality all the time. If theres anything going, and I put in for a bit of it, it's always the same story: "Youre undeserving; so you cant have it." But my needs is as great as the most deserving widow's that ever got money out of six different charities in one week for the death of the same husband. I dont need less than a deserving man: I need more. I dont eat less hearty than him; and I drink a lot more. I want a bit of amusement, cause I'm a thinking man. I want cheerfulness and a song and a band when I feel low. Well, they charge me just the same for everything as they charge the deserving. What is middle class morality? Just an excuse for never giving me anything. Therefore, I ask you, as two gentlemen, not to play that game on me. I'm playing straight with you. I aint pretending to be deserving. I'm undeserving; and I mean to go on being undeserving. I like it; and thats the truth.