

**Faculty of Graduate Studies  
Critical Disability Studies Graduate Program**

**CDIS 5100 6.0: Disability Studies: An Overview  
(Fall 2017)  
Course Outline**

<b><u>Class Time:</u></b>	September 12 to November 28 Tuesday, 4:00 pm to 7:00 pm
<b><u>Venue:</u></b>	Room 1156, Vari Hall
<b><u>Course Directors:</u></b>	nancy halifax, PhD Associate Professor Marcia Rioux, CM, PhD Distinguished Research Professor
<b><u>Contact Info:</u></b>	<a href="mailto:nhalifax@yorku.ca">nhalifax@yorku.ca</a> #406, HNES Building (Tel) 416-736-2100 x 22115 <a href="mailto:mrioux@yorku.ca">mrioux@yorku.ca</a> Room 410, HNES Building (Tel) (416) 736-2100 X 22112
<b><u>Office Hours:</u></b>	Professor halifax: by appointment Professor Rioux, by appointment

## **COURSE OBJECTIVES**

**Overall Objective:** In this course, students will develop a conceptual understanding of the major models of disability, contemporary thinking in critical disability studies, and be able to apply contemporary theoretical thinking to disability studies. They will also gain familiarity with recent federal and international policy development and the development of social movements around disability. Students will gain academic skills as critical thinkers as they deepen their scholarly interests in the field of Critical Disability Studies.

### **Specific Objectives:**

- To develop a conceptual understanding of the various meanings of *disability*, their historical development, and conceptual contexts.
- To understand the fundamentals of human rights and social justice and their impact on people with disabilities.

## **EXPECTATIONS AND REQUIREMENTS**

It is expected that you will fully engage in the course readings prior to class and during class as well as during seminars. Class participation is a vital part of this course and it is during our class discussions that much in/formal learning occurs so it is important to be prepared. If you will be absent please let us know, and ensure that you review any missed material with a peer from the course. If you miss a class please send a one to two page overview of the readings for that week to your course instructor. Repeated absences without explanation will lead to a lower final grade.

### **REQUIRED READING:**

- 1) On-line sources in the outline unless otherwise indicated.

**FULL YEAR COURSE EVALUATION**

All assignments are due on the due dates listed below.

Assignment	Due Date	Weight
<b>Book review – chose from the 5 books listed and attached to syllabus and provided by your seminar instructor (5 pages, double-spaced)</b>	<b>October 10, 2017</b>	<b>10%</b>
<b>Disability History Document - Primary Source (5 pages, double-spaced)</b>	<b>November 7, 2017</b>	<b>15%</b>
<b>Fall Term Essay (15-18 pages, double-spaced)</b>	<b>November 28, 2017</b>	<b>25%</b>
<b>Annotated Bibliography (8-10 pages, double spaced)</b>	<b>February 27, 2018</b>	<b>15%</b>
<b>Winter Term Essay (15-18 pages, double-spaced)</b>	<b>April 3, 2018</b>	<b>25%</b>
<b>Participation including in-class presentations; discussion questions submitted on readings each week and attendance</b>	<b>Ongoing</b>	<b>10%</b>

**Book Review 10%**

This book review should be a critical analysis of the subject matter both in terms of the author's analysis, research and writing. Be sure to address the extent to which this book contributes to an understanding of critical disability studies. Also be sure to include reference to at least one review of the book that you have found. (see page 19 of the syllabus for the list of 5 books from which to choose. Let your instructor know in advance which book you have chosen to review.

**Disability History Document - Primary Source Research 15%**

Students are to go the web site of the Archives of Ontario and locate one primary source document on disability history. For example, search the word "asylum" in the "Archives Descriptive Database" on the web site. Hundreds of documents will appear. Choose one that is publicly available (check to see if there are access restrictions before making your choice).

You can learn more from the archivist during our visit to the Archives of Ontario in Class 4 about how you can conduct further research. After you have located and studied the source in the Archives of Ontario ([www.archives.gov.on.ca](http://www.archives.gov.on.ca)), write a 5 page, double spaced description and critical analysis (see handout on critique) (1250 words) of this document and how it relates to the history of people with disabilities in Ontario. Submit both the critical analysis and a copy of the record. Like all other assignments it is expected that you will draw upon course materials as references as well as your own research into relevant secondary sources. Remember that these sources provide us with a window into how disability was conceptualized and practiced in the past – providing the occasion to examine prior social, cultural, and policy practices.

Due date for final 5 page primary source document analysis: Class 9 - Tuesday, November 7, 2017

**Fall Term and Winter Term Essays 25% x 2 = 50%**

These essays provide opportunities for you to pursue your scholarly and activist interests in Critical Disability Studies and to deepen your knowledge of the field. The length is **15-18 pages, excluding a reference list of at least 20 citations.**

**Annotated Bibliography 15%**

This assignment can serve as preliminary research for your winter term research essay and/or your MRP. An annotation for one source should be a concise summary of the main points of that particular source as it relates to a specific theme in Critical Disability Studies, and any critique you have of the work. Each annotation should be approximately half of one page in length, double-spaced, for a total of 16-20 annotations – two annotations per page for 8-10 pages – for the entire assignment.

**Participation including 2 in-class presentations (1 per term) and Attendance 10%**

Students are expected to attend class and to participate regularly throughout the course. Students will be required to work either individually, or in a team of two, to lead discussion on one specific article (if a solo presentation) or two articles (if a presentation by two students) during at least one class during each of fall and winter terms, as part of your participation grade. A maximum of two students will present each week to allow for enough time for discussion during seminar. During the weeks in which you are leading the seminar, you must prepare an introductory summary on the week's readings, followed by one to three questions that you will raise for discussion. In addition, those students who are *not* leading the seminar are also expected to propose one to two questions for discussion that comes from your readings on the topic of that week. Please send questions to the Course Director at least 24 hours before class.

**EVALUATION CRITERIA**

- a) **Substantive:** The central purpose is readily apparent; engagement with CDS; sensitivity to language, metaphor. Integration of course contents, application of theory where appropriate; critical thinking demonstrated through application of course content, synthesis, analysis, critique.
- b) **Understanding:** demonstrates clear understanding of theoretical concepts from the course.
- c) **Clarity and organisation:** logical flow of ideas to support the reader's understanding.
- d) **Progression of analytic and written skills:** constructive use of feedback regarding analyses and format of paper; integration of key course concepts.
- e) **Writing:** sensitivity to word choice; consistent, scholarly tone; references support claims; grammatically correct sentences and paragraph structure; APA style format; paper of correct length.

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](#)).

**Referencing and Citation Style:** All assignments must be in one of APA, MLA or Chicago citation style. **Do not cite Wikipedia.**

**Format and Length:** Papers need to be typed on one side of the paper only, with 1-inch margins on all sides, double-spaced, left aligned, and in a 12 point font; if using a larger font for accommodation/access purposes please adjust the page count accordingly. Use a cover sheet and list your name and course number, instructor's name, title of assignment, and date of assignment submission. **Number each page**, and include a running head. Staple your pages. Retain all of your notes and a copy of your paper.

Helpful websites: [Critical Thinking](#) and [Critical Reading](#)

**ASSIGNMENT SUBMISSION AND RETURN POLICY**

All assignments must be submitted in hard copy **or** by email (but not both) in either Rich Text Format or Word Format (that is, .rtf or .doc format). Prof Rioux and Halifax require all assignments to be submitted by email.

All assignments must be submitted during the class at which they are due. Papers that are not correctly formatted, and do not follow assignment guidelines will be returned without being graded.

Assignments that are submitted when due will be marked and returned to students 2 weeks after their submission unless otherwise notified. **The Fall Term Essay (due November 28) will be returned at the first class in Winter term or earlier, January 9, 2017.** The Winter Term Essay will be returned when marks are posted. Late papers will be returned as decided upon by the instructor.

Computer crashes are not an acceptable reason for requesting a deferral; technology is available to backup your work.

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

## **ACADEMIC INTEGRITY**

Any acts of academic dishonesty including plagiarism, submitting the same paper twice, or failure to cite sources are taken seriously and dealt with according to York University Policy. For details, please refer to the Faculty of Graduate Studies calendar posted [here](#) and the Senate Policy on Academic Policy posted [here](#).

**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](#):

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 (virtual and/or hard copy) until after your graded paper has been returned.

## GRADING SCALE

Student work is evaluated with great care. Grades are not negotiable. Our program follows the grading and grade reappraisal policies outlined in the program's Student Handbook and Survival Guide. The grades for a course are considered official following approval by the home graduate program of the course. The Faculty of Graduate Studies may change a grade if the program director concerned reports a clerical error or if an appeal to the program results in a change of grade.

Grade			Description pertaining to the program
<b>A+</b>	Exceptional	90–100%	Excellence in writing, research, reading and originality.
<b>A</b>	Excellent	85–89%	Work that shows a superior command of the subject, clearly written, creatively researched.
<b>A-</b>	High	80–84%	Work that shows a superior command of the material but limited in breath or depth of research and/or presentation.
<b>B+</b>	Highly Satisfactory	75–79%	Research and writing skills may be flawed in some visible and correctable way. Critical perspective is present and is consistently applied.
<b>B</b>	Satisfactory	70–74%	Work that meets minimum expectations of a graduate student in research, writing, and reading skills. Critical perspective is present but is not consistently applied.
<b>C</b>	Conditional	60–69%	Unsatisfactory work: flawed in methodology or critical assumption, incoherently organized, poorly written, or superficially researched. Critical perspective is beginning to develop.
<b>F</b>	Failure	0–59%	Work that is far below what is required. Does not address the assignment adequately. Absence of critical perspective. <b>Work that breaches academic honesty will get a minimal penalty of ZERO.</b>
<b>I</b>	Incomplete	N/A	

**Bring to every class: Your readings and other materials....**

### HELPFUL LINKS:

[The Disability Archive UK](#)

[The OWL at Purdue](#)

[UN Enable Newsletter](#)

### SUBJECT LIBRARIAN:

Ms. Thumeka Mgwigwi  
 Room 203L, Scott Library  
 Phone: (416) 736-2100 ext 20073  
 E-mail: [thumekam@yorku.ca](mailto:thumekam@yorku.ca)

**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 (YUL) web site; alternately they can be found in the course reserves in the YUL.

**Class 1: (September 12): Introduction to Critical Disability Studies**

**Lecturer: Professors Halifax and Rioux**

- General introduction to who we are as students and faculty; the syllabus
- journals we use in CDS (last page of syllabus)
- General discussion of the principles of how we enact CDS in the classroom
- How to not/use Google Scholar
- Introduction to critical disability theory and critique (hand out)

Fritsch, K., O'Connor, C., & Thompson, A. K. (Eds.). (2016). Introduction (1-21).  
*Keywords for Radicals: The Contested Vocabulary of Late-Capitalist Struggle*.  
AK Press.

Taylor, Steven J. (2009) "Disability Studies". In Burch, Susan, ed. *Encyclopedia of American Disability History*. New York: Facts on File: 286-287. **Course Reserves**

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

Canadian Human Rights Commission (2015). "*Report on Equality Rights of People with Disabilities*". Ottawa: Canadian Human Rights Commission" Read selectively.  
Available online at this [link](#)

## **Class 2 (September 19): Onto-epistemology/s – on knowing & mapping**

### **Lecturer: Professor Halifax**

Alcoff, L. (1991). The problem of speaking for others. *Cultural critique*, 5-32.

Anzaldúa, G. (2004). Borderlands/La frontera. In Rivkin, J., & Ryan, M. (Eds.) (2<sup>nd</sup> ed.) *Literary theory: an anthology* (1017-1030). John Wiley & Sons. **Course Reserves**

Chen, M. (2014). Brain fog: the race for cripistemology. *Journal of Literary & Cultural Disability Studies*, 8(2), 171-184.

Haraway, Donna. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist Studies*, 14, 3: 575-599.

### **Supplementary**

Anzaldúa, G. (1987). *Borderlands: la frontera* (Vol. 3). San Francisco: Aunt Lute.

Cherrie, M., & Anzaldúa, G. (1981). *This bridge called my back: Writings by radical women of color*.

### **Class 3 (September 26): Disability Models: Concepts and Critiques**

Lecturer: Professor Rioux

Oliver, Michael (1990) *The politics of disablement: A sociological approach*. New York: St. Martin's Press: Chapter 1, 15 pages.

Download from [here](#):

Crow, Liz (1996) "Including all of our lives: Renewing the social model of disability", In J. Morris (Ed.). *Encounters with strangers: Feminism and disability*. London, UK: The Women's Press, 206-226.

Download [here](#):

Rioux, M. H. (2003). "On second thought: Constructing knowledge, law, disability and inequality". In S. Herr, L. Gostin, & H. Koh (Eds.), *The human rights of persons with intellectual disabilities: Different but equal*. Oxford: Oxford University Press, 287–317.

Available online at this [link](#)

Thomas, C. (1999). Defining disability: the social model. In Carol Thomas (ed.) *Female forms: experiencing and understanding disability*. Philadelphia: Open University Press, 279-293. **Course Reserves**



## **Class 4 (October 3): Disability History – Primary Sources, Archives of Ontario**

**Lecturer: Professor Rioux, Professor Halifax**

**Visit to the Archives of Ontario** for the first half of class. The class will meet at 4 PM in the Archives of Ontario, first floor classroom, 134 Ian Macdonald Boulevard (just east of York Lanes).

*Phoenix Rising: The Outspoken Voice of Psychiatric Inmates* (1980) 1:1, 28 pages  
Download [here](#)

Leung, Colette. (2012) "Profile: The Living Archives Project: Canadian Disability and Eugenics," *Canadian Journal of Disability Studies* 1:1, 143-166.

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

### **Supplementary**

Dubinsky, Karen. (1998). Telling Stories about Dead People. In Franca Iacovetta and Wendy Mitchinson, (Eds.), *On the Case: Explorations in Social History*. Toronto: University of Toronto Press: 359-366. (To be distributed by instructor by email one week before class)

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

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

Rossiter, Kate, and Annalise Clarkson. (2013) "Opening Ontario's 'Saddest Chapter': A Social History of Huronia Regional Centre," *Canadian Journal of Disability Studies* 2:3: 1-30.

Burghardt, Madeline (2016) "Containment, Conformity: Families, Institutions, and the Limits of Imagination," *Canadian Journal of Disability Studies* 5:1, 42-72.

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**

## **Class 5 (October 10): Critical Theory critical theory/s**

**Lecturer: Professor Halifax**

(Book review is due today)

Erevelles, N. (2014). Thinking with disability studies. *Disability Studies Quarterly*, 34(2): unpaginated.

Goodley, D. (2013). Dis/entangling critical disability studies. *Disability & Society*, 28(5), 631–644. doi:10.1080/09687599.2012.717884

Roets, G., & Braidotti, R. (2012). Nomadology and subjectivity: Deleuze, Guattari and critical disability studies. In *Disability and social theory* (pp. 161-178). Palgrave Macmillan UK. YUL ebook

Shildrick, M. (2012). Critical disability studies: Rethinking the conventions for a post-conventional age. In N. Watson, A. Roulstone, C. Thomas & Ebrary - York University. *Routledge handbook of disability studies* (pp. 30-41). New York: Routledge. YUL ebook

### **Supplementary**

Bronner, Stephen Eric. *Critical theory: A very short introduction*. Oxford University Press, 2011. **ON RESERVE**

Wake, P., & Malpas, S. (2006). *The Routledge companion to critical theory*. YUL ebook

## **Class 6 –October 17: Critical feminisms & Intersectionality**

Lecturer: Professor Halifax

Alaimo, S. (2008). Trans-corporeal feminisms and the ethical space of nature. *Material feminisms*, 237-264. **Course Reserves**

bell hooks. (1997). Representing whiteness in the black imagination. In R. Frankenberg (Ed.) *Displacing whiteness: Essays in social and cultural criticism*, 165-179. Duke University Press. **Course Reserves**

Lewis, R., & Marine, S. (2015). Weaving a Tapestry, Compassionately: Toward an Understanding of Young Women's Feminisms. *Feminist Formations*, 27(1), 118-140.

Ross, Luana. "From the "F" word to indigenous/feminisms." *Wicazo Sa Review* 24.2 (2009): 39-52.

Wendell, Susan. (1989) "Toward a Feminist Theory of Disability." *Hypatia*, 4,2:104-124

### **Supplementary**

Morris, Jenny. (1993) "Feminism and disability," *Feminist Review* 43 (Spring): 57-70

## **Class 7 - October 24: The UN Convention on the Rights of Persons with Disabilities**

**Lecturer: Professor Rioux**

UN Convention on the Rights of Persons with Disabilities – Available online at this [link](#)  
[Be prepared to discuss in class one country's State Parties Reports and Concluding Observations for the CRPD reporting process. Online reports are available [here](#)

Meekosha, H., & Soldatic, K. (2011) “Human rights and the global South: The case of disability”, *Third World Quarterly* 32:8, 1383–1398.

Pinto, Paula (2011) “At the crossroads: Human rights and the politics of disability and gender in Portugal” *European Journal of Disability Research* 5:2, 116–128.

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](#) (see also the following [URL](#))

United Nations Human Rights Council (2016). *Resolution A/HRC/32/L.26: Mental Health and Human Rights*. NY: NY; United Nations.  
Available online at this [link](#).

Lewis, O. (2010) “The Expressive, Educational, and Proactive roles of Human Rights: An Analysis of the United Nations Convention on the Rights of Persons with Disabilities”, In McSherry, B & Weller, P, *Rethinking Rights-Based Mental Health Laws*, Oregon: Hart Publishing 97-128

**Download this reading from eResources of York Library**

**Class 8 (October 31) Social Movements:**  
**The UN Convention on the Rights of Persons with Disabilities**  
**Lecturer: Professor Rioux**

UN Convention on the Rights of Persons with Disabilities – Available online at this [link](#)  
[Be prepared to discuss in class one country’s State Parties Reports and  
Concluding Observations for the CRPD reporting process. Reports are available  
online at this [link](#)]

Meekosha, H., & Soldatic, K. (2011) “Human rights and the global South: The case of disability”, *Third World Quarterly* 32:8, 1383–1398.

Pinto, Paula (2011) “At the crossroads: Human rights and the politics of disability and gender in Portugal” *European Journal of Disability Research* 5:2, 116–128.

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](#) (see also the following [URL](#))

United Nations Human Rights Council (2016). *Resolution A/HRC/32/L.26: Mental Health and Human Rights*. NY: NY; United Nations.  
Available online at this [link](#).

## **Class 9 (November 7) Teaching to unlearn Settler Colonialism**

**Lecturer: Professor Halifax**

(Disability History Document due today)

Hollinsworth, David (2013) Decolonizing Indigenous disability in Australia, *Disability & Society* 28 (5): 601-615.

Snelgrove, C., Dhamoon, R., & Cornthassel, J. (2014). Unsettling settler colonialism: The discourse and politics of settlers, and solidarity with Indigenous nations. *Decolonization: Indigeneity, Education & Society*, 3(2).

Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1).

### **Supplementary**

Meekosha, H. (2011). Decolonising disability: Thinking and acting globally. *Disability & Society*, 26(6): 667-682.

## **Class 10 (November 14) Monitoring of Disability Rights**

**Lecturer: Professor Rioux**

DRPI [website](#)

Rioux, M., Pinto, P., & Parekh, G. (2015) *Disability, Rights Monitoring and Social Change: Building Power out of Evidence*. Toronto, Canada: Canadian Scholars Press. (Introduction 1-12)

United Nations Enable, Overview of International Legal Frameworks for Disability Legislation

Available online using this [link](#).

Mental Disability Rights International (2007) *Torment not Treatment: Serbia's segregation of children and adults with disabilities*. Washington, DC. Available online at this [link](#).

DRPI reports – Choose one country report to review. Online at this [link](#)

Rioux, Marcia and Heath Bonita (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.

DRPI (2017) The People's Indicators: Evidence Based Participatory Indicators – Measuring Progressive Realization Availability online at this [link](#)

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](#)

## **Class 11 (November 21) Disability art & activism**

**Lecturer: Professor Halifax**

Graham, M., & Jackson, K. (2016). Divided No More The Toronto Disability Pride March and the Challenges of Inclusive Organizing. *Mobilizing Metaphor: Art, Culture, and Disability Activism in Canada*, 279. **Course reserves**

Lewis, B. (2006). A mad fight: Psychiatry and disability activism. *The disability studies reader*, 339-354.

Mingus, M. [Leaving evidence](https://leavingevidence.wordpress.com/). Retrieved from <https://leavingevidence.wordpress.com/>

Rinaldi, J., & Davis Halifax, n.v. (2016). Challenging rhetorical indifference with a crip poetry of witness. *Mobilizing Metaphor: Art, Culture, and Disability Activism in Canada*, 279. **Course reserves**



## **Class 12 November 28 - Citizenship and Society: Ontario Policy**

**Lecturer: Professor Rioux**

[Canadians with Disabilities Act](#)

[AODA](#)

[Washington Questions](#)

[SDGs](#)

### **Supplementary**

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](#).

**BOOKS to REVIEW** are on the course reserves list.

1. Bérubé, M. (2016). *The Secret Life of Stories: From Don Quixote to Harry Potter, How Understanding Intellectual Disability Transformed the Way We Read*. New York: New York University Press ISBN 978-1-4798-2361-1.1.
2. Grech, S. (2015). *Disability and Poverty in the Global South: Renegotiating Development in Guatemala*. New York, NY: Palgrave Macmillan.
3. Liat, B. M, Chapman, C., & Carey, A. C. (Eds.). (2014). *Disability incarcerated: Imprisonment and disability in the United States and Canada*. New York, NY: Palgrave Macmillan.
4. McRuer, R. (2006). *Crip theory: Cultural signs of queerness and disability*. NYU Press.
5. Stiker, H. (1999). *A history of disability*. Ann Arbor: University of Michigan Press.

## **Journals**

Ageing and Society  
Alter - European Journal of Disability Research  
American Ethnologist  
Anthropology and Medicine  
Anthropology Today  
Applied Research in Mental Retardation Area  
The Asia Pacific Disability Rehabilitation Journal  
Atopia  
Body and Society  
British Journal of Learning Disabilities Bulletin of the History of Medicine  
Canadian Bulletin of Medical History  
Canadian Journal of Disability Studies  
Communication, Cultural and Media Studies  
Continuum: Journal of Media and Cultural Studies  
Cultural Critique  
differences: A Journal of Feminist Cultural Studies  
Disability and Rehabilitation  
Disability and Society  
Disability Studies Quarterly  
Educational Researcher  
Equity & Excellence in Education  
Feminist Teacher  
GLQ: A Journal of Lesbian and Gay Studies  
Harvard Educational Review  
Hastings Center Report  
Health Care for Women International  
Housing and Society  
Hypatia  
International Journal of Disability, Community and Rehabilitation  
International Journal of Disability, Development and Education  
Interchange  
Journal of Aging Studies  
Journal of Advanced Nursing  
Journal of Community and Applied Psychology  
Journal for Cultural and Religious Theory  
Journal For Cultural Research  
Journal of Developmental and Physical Disabilities  
Journal of Disability Policy Studies  
Journal of Contemporary Ethnography  
Journal of Intellectual Disability Research  
Journal of Leisurability  
Journal of Literary and Cultural Disability  
Journal of Postsecondary Education and Disability  
Journal of Religion Disability and Health  
Journal of Social Distress and the Homeless  
Journal of Special Education  
Journal of Visual Culture  
Michigan Quarterly Review  
Learning Inquiry  
Left History  
Men and Masculinity  
Michigan Quarterly Review  
NWSA  
Parachute: Contemporary Art Magazine  
Perspectives in Biology and Medicine  
PMLA (Proceedings of the Modern Language Association of America)  
PLOS Medicine  
Public Culture  
Radical History Review  
Research in Developmental Disabilities  
Scandinavian Journal of Disability Research  
Sexuality and Disability  
Signs  
Social Science and Medicine  
Social Text  
Somatechnics  
Studies in Gender and Sexuality  
Theory and Society  
Qualitative Inquiry  
Visual Studies  
Wagadu  
Women and Performance

