Thought does exist, both beyond and underneath systems and edifices of discourse. It is something that is often hidden but always drives everyday behaviors. There is always a little thought occurring even in the most stupid institutions; there is always thought even in silent habits. Criticism consists in uncovering that thought and trying to change it: showing that things are not as obvious as people believe, making it so that what is taken for granted is no longer taken for granted. To practise criticism is to make harder those acts which are now too easy... [A]s soon as people begin to no longer be able to think things the way they have been thinking them, transformation becomes at the same time very urgent, very difficult and entirely possible.

Michel Foucault, (1981/2000). So is it important to think? In The essential Foucault, Volume 3

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.


Then the voice in your head silently tells you to take your foot off your throat because just getting along shouldn’t be an ambition.

Claudia Rankine, Citizen, 55.

DESCRIPTION

The purpose of this seminar is to provide a broad and deep understanding of the interdisciplinary fields of CDS and to provide a ground upon which students can advance to the development of their field areas for the PhD comprehensive exams, dissertation proposal and dissertation. It will provide 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 how disability is defined. The reading 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 as variously defined by members of the Frankfurt School and later theorists such as Foucault, Derrida, Butler, Lather, Wacquant, Biehl, hooks, Anzaldua, Lorde, Rich, etc.

Areas to be studied include social suffering, disability activism; tensions and collaborations 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.
Each seminar will be focused on textual sources, which will be discussed in-depth. Students will all take turns leading discussion during seminar as agreed upon in consultation at the beginning of the course. The readings and course syllabus are subject to change.

**Accommodation:** Students who needs accommodations are encouraged to contact the course instructor as soon as possible.

**Evaluation and Assignments:**
All assignments must be typed and have one consistent citation style (APA, MLA, Chicago). Composition, spelling and grammar are key and although they will not be taken into account in the grading of your assignments the expectation is that your work is mechanically and technically flawless. Be sure to paginate your assignments. All assignments must be properly documented and have proper citation form. I have received papers in previous years that contain no identifying information from the author.

All assignments are to be submitted on their due date.

**SUBMIT AN ELECTRONIC COPY OF YOUR PAPERS**

Learn and use Zotero for managing references – and if not Zotero, then some other management system. This will assist you in your coursework and also in your comprehensives and dissertation.

**Plagiarism,** or the submission of work which you did not write, 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 to complete the tutorial about how to respect these procedures:

If you are feeling overwhelmed, stressed, anxious about completing assignments please make an appointment with me so that we devise completion plans.

It is expected that students at the graduate 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.

**Evaluation:**
There are five passing grades: A+, A, A-, B+, and B; one conditional grade: C; and one clear failing grade: F. The Faculty of Graduate Studies Calendar spells out the combinations of C's and F's, which require withdrawal. Students who run into difficulty in a course, should seriously consider withdrawing before the deadline.
Assignments:

Comparative text analysis  20%
Three-field annotated bibliographies  45%
Gap in literature analysis   15%
Seminar Participation 20%

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 12-15 page (4500-5000 words) comparative analysis of each text, 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 conversation between 2 authors illustrating/critiquing key points of their work. The texts will be chosen early in the semester in consultation with the instructor. Once the texts have been chosen read a few reviews of each.

Due: November 7. Weight: 20%

2) Three-field annotated bibliographies – Students will write up three field annotated bibliographies, 10-12 pages each (3300-4000 words):
   a) Critical Theory – due November 28, 2018  15%
   b) Human Rights and Social Justice - due January 30, 2019   15%
   c) Social Policy – due April 3, 2019  15%

While you are writing the annotated bibliographies I would like you to begin to imagine how writing an annotated bibliography can assist in defining the scope of your questions for each comprehensive exam. As such I have appended 3 citations for articles on scoping reviews. These can be useful in providing a frame. We will talk more fulsomely about this in class.


Note: One of these annotated bibliographies is to be developed as a conference presentation; it will be presented during our final class. Imagine that your abstract for the paper has been accepted and you now have 12-15 minutes in which to present your work - we’ll discuss more in class as well as discuss possible opportunities in which one present works, and the relationships between classroom lectures, conference presentations and publications.

Total weight: 45%

3) Gap in literature analysis: Upon reflecting on the readings for this course and your field literature reviews, write a 5-7 page essay (2000-2400 words) in which you identify one particular area where a significant gap in the literature exists 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 4th or earlier.

Due: April 3, 2019. Weight: 15%
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. Bring your readings to class!! They are the heart of our work….. As part of participation, students will identify several dates during which they will lead seminar discussions. This will consist of preparing an introductory summary on a particular week’s readings, followed by three/ish questions for discussion. Please send questions to all members of the seminar at least 36 hours in advance. 48 is even better. Choose dates carefully; this is a small, intimate seminar, which represents a serious commitment to peer teaching and learning. Throughout the year our seminars will rely upon previous discussions and questions, as we thread our ever-developing understandings from prior readings into present ones. In the seminar you lead you are welcome to bring artifacts, objects, materials that extend and challenge our understandings of the texts that we are encountering as you work to bring a variety of authors, theories and perspectives into conversation. The final grades will be based on participation throughout the entire year, including leading seminars as well as contributions to weekly seminar discussions.

**ongoing - weight: 20%**

Finally - together we will ensure a teaching and learning environment where we can respectfully engage with diverse opinions, disagreements. Please come and have a chat with me if you feel that I or others are not fulfilling the goals of respect for difference within our seminar.

**Contact information:**
Instructor: nancy viva davis halifax, Ph.D.
Associate Professor
Critical Disability Studies, Faculty of Graduate Studies, York University
Office: Health, Nursing and Environmental Studies Building, Room 423a
Phone 416-736-2100, extension 20037  Fax: 416-736-5227
Email: nhalifax@yorku.ca
Office hours, CDIS 6100: by appointment.

**Required Texts:**


Available books will be placed on reserve in Scott Library. Students will also wish to purchase a copy of some books.
Course expectations

Writing and thinking are an enormous part of the life of a graduate student. When reading course texts - always wonder: How might I relate the content of this text to my comps, proposal, dissertation? If you do not yet have a style manual please obtain a copy of the manual that provides the guidelines for the style that you will be using (APA, Chicago, APA, etc).

Readings must be done each week. It will likely feel like a great deal - and it is; some weeks will feel hard. These texts are key as they are the resources upon which you will build your thinking and feeling about the field of CDS over your career. We will be discussing and reflecting upon our individual and collective practices of reading, writing, thinking, expressing…. This link even though it is discipline specific is useful in terms of how we read.

When reading a text I often read a couple of reviews - these are significant in terms of our understanding of how a text is received and with some we may also find retrospective valuations. Each text has its own history - the reviews help us to understand the larger context of its contributions.

If you are writing for me, then please do not use scare quotes. If you do - I will be asking you to read the following document:

If you do not have a copy of Strunk & White, *The elements of style*, please get one. I am partial to the edition illustrated by Maira Kalman. Stanley Fish's *How to write a sentence and how to read one* provides us with a guide that helps us develop precision within our writing. Natalie Goldberg's *Writing down the bones*, Annie Dillard's *The writing life* are also required. Each of these texts supports our writing lives in different and sometimes surprising ways. I have had copies of all for many years and find myself turning to them during difficult moments….

Finally, as you think about the critiquess you will be making over the coming year, you may want to elaborate your thinking using the quote by Foucault at the beginning of the syllabus as well as the quote below:

> What [critique is] really about is opening up the possibility of questioning what our assumptions are and somehow encouraging us to live in the anxiety of that questioning without closing it down too quickly. Of course, it’s not for the sake of anxiety that one should do it … but because anxiety accompanies something like the witnessing of new possibilities.

Butler as quoted in Salih and Butler, 2004: 333

As time permits we will also discuss the process of research, writing and life in the academy as below:

* we are all governed by the rules and regulations of FGS and York - implications…
* why nancy considers the syllabus a living document
* setting our guides for the year - expectations of each other; content warnings and more….
* staying organized - how to organize our computer/desk and other files
* what is *track changes*
* do I really know how to use Word? (ToCs; styles, etc)
* the research notebook
* how do I take notes?
* am I supposed to answer questions or just ask them??? why is it so hard to compose a question?
* engaging with difficult material - thinking through what is troubling, slowly
* reading, skimming, deep reading
* journal search - what journals focus on critical theory? how do I subscribe to TOC alerts!
* encouraged to align oneself with a theoretical position and learn all they can… (Marx; political economy; psychoanalytic; feminist; CRT; queer; also helps us to see how blurry the boundaries are and how each helps us think about disability/difference.
* language
* ToC alerts
* what is critical reading and what is its practice…
* how do we share knowledge/s
* writing grant applications
* writing conference abstracts
* good writing practices - revise, revise, revise
* time management strategies
* how will I identify the texts that I want to put into conversation with each other for my first assignment??
* the use of academic forms and other forms… cripping and queering the academy through interpretive strategies

We all have complex lives that surround our engagement in the academy and I expect there will be times when one of us will need to take a call, leave the room for a break. Please just enter and exit as needed, eat, stretch - remembering to do so quietly and with respect for others. I must also state that the core issues in our field are difficult and elicit affect. We will be encountering and discussing issues including but not limited to ableism, racism, poverty, class, sexual violences, structural violences, social abandonment. As such our reflexivity and capacity to engage content critically are key. As such I encourage you to read the following:


Mia Mingus – [Leaving evidence blog](http://www.miamingus.com/).  

Sara Ahmed – [Feminist killjoys blog](http://www.saraehabdallah.com/).
CDIS 6100 Course Outline and Readings

September 5, 2018 - Seminar 1 – how we read & how we know
Discussion and overview of course; establishment of the frame for our teaching and learning environment.

notes to self: start with onto/epistemology; have them read about 4 articles – each will present on one of these for 20-25 minutes and then lead a discussion for about 20-30 minutes


September 12, 2018 - Seminar 2 – how we read & how we know
Cherrie, M., & Anzaldúa, G. (1981). This bridge called my back: Writings by radical women of color.

COURSE RESERVE – check...

ebook

September 19, 2018 - Seminar 3 - Intro to Critical /s – Marx – the Frankfurt School


ADDITIONAL READINGS


MEDIA

http://davidharvey.org/

September 26, 2018 - seminar 4 - little ct, Big CT - Critical Theory, continued

MOODLE


http://ezproxy.library.yorku.ca/login?url=https://read.dukeupress.edu/glq/article/1/1/17/9896/Critically-Queer


ADDITIONAL READINGS


MEDIA

Razack, Sherene. Reading boot prints on the chest: Inquests into the deaths of aboriginal people in custody. http://www.youtube.com/watch?v=Gv9RIleqapM

October 3 & October 17, 2018 - seminar 5 & 6 – critical dis studies


http://ezproxy.library.yorku.ca/login?url=http://resolver.scholarsportal.info/resolve/1323238x/v15i0001/47_wsacds.xml


MEDIA
Disability Archive UK - explore early writings on individual/social model of disability -  http://disability-studies.leeds.ac.uk/library/

READING WEEK

October 24, 2018 – seminar 7 – histories, bodies & disability
Federici, Silvia. (2004/2014). Caliban and the witch: Women, the body and primitive accumulation (pp. 11-131). COURSE RESERVE

October 31, 2018 – seminar 8 – cure & spoiled identity

November 7, 2018 – seminar 9 – disability – austerity
http://sfonline.barnard.edu/a-new-queer-agenda/cripping-queer-politics-or-the-dangers-of-neoliberalism/

MEDIA
video – link will be provided
November 14, 2018  - seminar 10 – psychiatric power
COURSE RESERVE

November 21, 2018  - seminar 11 – histories of oppression & racialization


November 28, 2018  - seminar 12 – teaching to unlearn settler colonialism


MEDIA
Rebecca Belmore http://www.rebeccabelmore.com/home.html
National Centre for Truth & reconciliation https://nctr.ca/map.php

BREAK BREAK BREAK BREAK BREAK BREAK BREAK BREAK BREAK

13th Seminar - 9 January, 2019- feminism/s


14th Seminar - 16 January, 2019- embodying difference/s


MEDIA

Judith Butler and Sunaura Taylor video

15th Seminar – 23 January, 2019 - institutions & asylums


ADDITIONAL READINGS


MEDIA
National Centre for Truth & Reconciliation (NTRC) - https://nctr.ca/map.php
Willard Suitcase Project http://www.willardsuitcases.com/
http://creativenetimereports.org/2013/05/06/tamms-is-torture-campaign-close-illinois-supermax-prison-solitary-confinement/

ADDITIONAL READINGS


16th Seminar – 30 January, 2019 – biopower & biopolitics


17th Seminar - 6 February, 2019- a multispecies world / making kin


http://ezproxy.library.yorku.ca/login?url=https://doi.org/10.1215/22011919-3610012


18th Seminar - 13 February, 2019 - “the point, however, is to change it...”

READING WEEK

19th Seminar – 19 February, 2019 – Transnationalism & CDS
http://dsq-sds.org/article/view/4249
Social Identities. (2015). Special Issue: Disability and colonialism: (dis)encounters and anxious intersectionalities. 21(1) COURSE RESERVES / MOODLE - ?

20th Seminar – 6 March, 2019 - Disability’s encounters with the law – Prof. Jen Rinaldi
TBD
rv 16 August 2018

21\textsuperscript{nd} Seminar - 13 March, 2019- Canadian policy and policy studies – Prof. Morrow
Bryant, T. \textit{Health Policy in Canada}. Toronto: Canadian Scholars Press Inc., 2016. (Particularly Chapters 1, 4 and 5)


Hankivsky, O (Ed) (2012) \textit{An Intersectionality Based Policy Analysis Framework} Vancouver: Institute for Intersectionality Research and Policy \url{http://www.sfu.ca/iirp/ibpa.html}

22\textsuperscript{nd} Seminar - 20 March, 2019- telling what we know & what we don't yet know


COURSE RESERVE


23rd Seminar – 27 March, 2019- disability arts & practices - Guest: JoAnn Purcell
TBD

24th Seminar - 3 April, 2019- Presentations & What We Have Left Out & a Review and Valuation of What We Have Learned
presentation of writings/ and learning/s in progress….. thinking about conference and papers…

Presentation of our list of what we did not engage with - this is key as we review, revise and wish!
ADDITIONAL TEXTS

handbooks & readers:

explore:
Live Theory -
http://www.openhumanitiespress.org/

publishers imprints related to the field of CDS:
Critical Perspectives on Disabilities
Edited by Steven J. Taylor, Beth A. Ferri, and Arlene S. Kanter, Syracuse University Press
Corporealities: Discourses of Disability
Edited by David T. Mitchell and Sharon L. Snyder, University of Michigan Press
Representations: Health, Disability, Culture
Edited by Stuart Murray, Liverpool University Press
The History of Disability
Disability History
Edited by Julie Anderson and Walton Schalick, Manchester University Press
Crip: New Directions in Disability Studies
editors: Michael Berube; Robert McRuer; Ellen Samuels
new from Routledge - interdisciplinary dis studies from Routledge:
new from UBC – Disability, culture politics series edited by Chrissy Kelly & Michael Orsini

ADDITIONAL COURSE READINGS – cause we have no choice but to have some kind of focus...we will add to this list throughout the year.

Allan, K. (2013). Disability in science fiction: Representations of technology as cure