Faculty of Graduate Studies
Critical Disability Studies Graduate Program

CDIS 5100 6.0: Disability Studies: An Overview
Fall 2019
Course Outline

Class Time: September to November
Tuesday, 4:00 pm to 7:00 pm

Venue: Room 1156, Vari Hall

Course Directors: nancy viva davis halifax, PhD
Associate Professor

Contact Info: nhalifax@yorku.ca
Room 423a, HNES Building

Office Hours: Professor halifax: by appointment

COURSE OBJECTIVES

Overall Objective: In this course, students will develop a conceptual understanding of the interdisciplinary nature of critical disability studies (CDS), contemporary thinking in CDS and be able to apply contemporary theoretical thinking to disability studies. They will also gain familiarity with 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.

Students who would like an alternate form for their assignments need to contact the CD to discuss options. I welcome your visits and am available for meetings. It is advisable for students to meet with me prior to leading a seminar.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Book review – chose from the 5 books listed and attached to syllabus and provided by your seminar instructor (5 pages, double-spaced)</td>
<td>October 22, 2019</td>
<td>15%</td>
</tr>
<tr>
<td>Fall Reflections – for the seminar you are leading provide an overview of the article, including questions for the seminar. Provide a copy to the CD at least 2 days prior. After the seminar you have the opportunity to revise and include the class conversation (3-4 pages, double-spaced)</td>
<td>due two days after the seminar</td>
<td>15%</td>
</tr>
<tr>
<td>Annotated Bibliography (8-10 pages, double spaced)</td>
<td>December 3, 2019</td>
<td>20%</td>
</tr>
<tr>
<td>Winter Term Essay (15-18 pages, double-spaced) we will use class time to develop our writing in oreading ur chosen area of exploration for the final paper</td>
<td>March 31, 2020</td>
<td>30%</td>
</tr>
<tr>
<td>Winter Reflections for the seminar you are leading provide an overview of the article, including questions for the seminar. Provide a copy to the CD at least 2 days prior. After the seminar you have the opportunity to revise and include the class conversation (3-4 pages, double-spaced)</td>
<td>due two days after the seminar</td>
<td>10%</td>
</tr>
<tr>
<td>Participation including in-class presentations; discussion questions submitted on readings each week and attendance</td>
<td>Ongoing</td>
<td>10%</td>
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Book Review **15%**

This book review will be a critical analysis of the text in terms of the author’s analysis, research and writing. 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 6 books from which to choose. Let your instructor know in advance which book you have chosen to review.

---------------------------------------- BOOKs to REVIEW ----------------------------------------

Annotated Bibliography

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.

Fall & Winter Reflections and Seminar Presentations

CDIS 5100 is a seminar and participation is key. Each week we meet to discuss readings, our works in progress, and our understandings of the interdisciplinary field of critical disability studies. Each semester you have the opportunity to lead a seminar based on one of the readings from that week.

Working together we use principles of disability justice and open access to support participation as we define it. Together we ensure a teaching and learning environment where we can respectfully engage with diverse opinions, confusion, 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.

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, other readings, 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.

For the seminar you lead provide an overview of the work, including questions for the seminar. As you review the article think about what the contributions to critical disability studies are? Provide a copy to the CD at least 2 days prior. After the seminar you have the opportunity to revise your presentation and include the class conversation (3-4 pages, double-spaced). You will submit your revised reflection 48 hours after the presentation date.

We are all expected to be prepared to discuss the readings each week. Bring your readings and notes to class!! 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 them out 24 hours in advance.

Reflections are 650-800 words (2-3 pages).

CONTEXT: These reflections will support your intellectual training through asking questions, and exploring. In providing a context for your reflection you will include the citation for the article; who are the author(s) and what are there central arguments; key terms; difficult areas. The context also relies upon where the article is situated in the field – Marxist, early 1990s, British – can be part of the context. Your question or area you would like to explore will arise from the work done in your reading. Bring your reading to class with your annotations. when you reference passages provide identifying information (page, place on page) to the class.

Winter Term Essay

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.

Participation &Attendance
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, currently located at [http://www.library.yorku.ca/web/research-learn/refworks/](http://www.library.yorku.ca/web/research-learn/refworks/))

**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.

**ASSIGNMENT SUBMISSION AND RETURN POLICY**

All assignments must be submitted by email in either Rich Text Format or Word Format (that is, .rtf or .doc format).

All assignments must be submitted during the class at which they are due unless otherwise specified. 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 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 handled according to York University Policy. For details, please refer to the Faculty of Graduate Studies calendar posted at [www.yorku.ca/grads/calendar/fgs-calendar2007-09.pdf](http://www.yorku.ca/grads/calendar/fgs-calendar2007-09.pdf)
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.

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

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

**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.

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<tr>
<th>Grade</th>
<th>Description pertaining to the program</th>
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<tbody>
<tr>
<td>A+</td>
<td>Exceptional 90–100% Excellence in writing, research, reading and originality.</td>
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<tr>
<td>A</td>
<td>Excellent 85–89% Work that shows a superior command of the subject, clearly written, creatively researched.</td>
</tr>
<tr>
<td>A-</td>
<td>High 80–84% Work that shows a superior command of the material but limited in breath or depth of research and/or presentation.</td>
</tr>
<tr>
<td>B+</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>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.</td>
</tr>
<tr>
<td>C</td>
<td>Conditional 60–69% Unsatisfactory work: flawed in methodology or critical assumption, incoherently organized, poorly written, or superficially researched. Critical perspective is beginning to develop.</td>
</tr>
<tr>
<td>F</td>
<td>Failure 0–59% Work that is far below what is required. Does not address the assignment adequately. Absence of critical perspective. <strong>Work that breaches academic honesty will get a minimal penalty of ZERO.</strong></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete N/A</td>
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**HELPFUL LINKS:**

- The Disability Archive UK [http://www.leeds.ac.uk/disability-studies/archiveuk/index.html](http://www.leeds.ac.uk/disability-studies/archiveuk/index.html)
- The OWL at Purdue [http://owl.english.purdue.edu/owl](http://owl.english.purdue.edu/owl)

**SUBJECT LIBRARIAN:**

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

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, or stretch. Please just enter and exit as needed, eat, stretch - remembering to do so quietly and with respect for others. I must also remind us 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.*  
Sara Ahmed – *Feminist killjoys blog*
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. The syllabus is subject to change.

Class 1: (September 10): Introduction to Critical Disability Studies
- 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
- Introduction to critical disability theory and critique (hand out)

Class 2 (Sept 17): Onto-epistemology/s: on reading, knowing & expressing

[https://docs.google.com/forms/d/e/1FAIpQLSdpbmsJDZ3-zwcadgGjfePrT6koBTZRWlvh80fmoYYQRrIw/viewform](https://docs.google.com/forms/d/e/1FAIpQLSdpbmsJDZ3-zwcadgGjfePrT6koBTZRWlvh80fmoYYQRrIw/viewform)

Supplementary
Cherrie, M., & Anzaldúa, G. (1981). This bridge called my back: Writings by radical women of color.
Class 3 (Sept 24): Onto-epistemology/s: on reading, knowing & expressing


Class 4 (October 1):)
GUEST: Liza Kim Jackson – Readings to be assigned.
Class 5 (October 8) - Critical Theory


MEDIA

http://davidharvey.org/

Supplementary


Class 6 (October 22) - Critical disability studies


Supplementary
Disability Archive UK - explore early writings on individual/social model of disability - http://disability-studies.leeds.ac.uk/library/
Class 7 (October 29) - Critical disability studies


https://cdd.journals.yorku.ca/index.php/cdd/article/view/23855

READING WEEK


Media:

http://eugenicsarchive.ca
Class 10–November 19: Critical feminisms & intersectionality

https://culanth.org/fieldsights/652-gens-a-feminist-manifesto-for-the-study-of-capitalism


Combahee River Collective

Supplementary


Class 11 (November 26) Teaching to unlearn Settler Colonialism


https://umanitoba.ca/faculties/socialwork/media/V6i1-02fortier.pdf


Supplementary


https://jps.library.utoronto.ca/index.php/des/article/view/18630


MEDIA

Rebecca Belmore http://www.rebeccabelmore.com/home.html

National Centre for Truth & reconciliation https://nctr.ca/map.php
Class 12 (December 3) Teaching to unlearn - oppression & racialization


Supplementary

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 of Critical Race Inquiry.
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
Mosaic
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
Race Ethnicity and Education
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
Studies in Material Thinking
Text and Performance Quarterly
Theory and Society
Qualitative Inquiry
Visual Studies
Wagadu
Women and Performance
Women A cultural review
handbooks & readers:

explore:
Live Theory -
http://www.openhumanitiespress.org/
below are some links to publishers who have 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 one on interdisciplinary dis studies from Routledge :
new one from UBC –
Disability, culture politics series  edited by Chrissy Kelly & Michael Orsini