

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

**CDIS 5100 6.0: Disability Studies: An Overview  
Fall 2021  
Course Outline**

<b>Class Time:</b>	14 September - 7 December Tuesday, 2:30 pm to 5:30 pm
<b>Venue:</b>	Room 1156, Vari Hall Zoom
<b>Course Directors:</b>	nancy viva davis halifax, PhD Associate Professor
<b>Contact Info:</b>	nhalifax@yorku.ca
<b>Office Hours:</b>	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. Students will gain academic skills as critical thinkers as they deepen their scholarly interests in the field of Critical Disability Studies.

### **Specific Objectives:**

- introduce students to critical disability studies, its history, models & contemporary understandings;
- develop an understanding of the various meanings of *disability*, their historical development, and conceptual contexts;
- apply their knowledge of CDS in written work & in conversation

### **Critical Disability Studies (CDS) health & safety during COVID**

We will not go back to normal. Normal never was. Our pre-corona existence was not normal other than the ways we normalized greed, inequity, exhaustion, immiseration, depletion, extraction, disconnection, confusion, rage, hoarding, hate and lack. We should not long to return, my friends. We are being given the opportunity to stitch a new garment. One that fits all of humanity and nature (Taylor, S. R. [@sonyarenetaylor] (2020, April 2).

With the resumption of most campus activities, and an evolving public health landscape, it is important for us to stay connected. The most up-to-date information about how COVID is affecting campus activities, including announcements and changes to university-wide protocols, is available on York's "[Better Together](#)" website. **The University has [mandated vaccinations for anyone on campus](#).** This is a justice issue. York is located in the epicenter of the pandemic in Toronto, this geographical zone has experienced the highest number of cases throughout the pandemic, due to systemic injustice, inequity rooted in policy and non-policy. Most of the program's courses are scheduled for in-person delivery, with some courses designated for remote delivery. The expectation is that in-person courses

will be taught on campus and will be subject to York's policies regarding access to campus. The Critical Disability Studies community uses [principles of disability justice](#) in teaching & learning ([plain text version](#)).

Courses within and cross-listed in Critical Disability Studies (CDS) are designed to ensure **everyone** has a safe learning environment knowing if the situation changes our mode of course delivery may also have to change. We are all subject to public health guidelines regarding masking and staying home if symptomatic, as well as new policies as they arrive.

### **Before coming to York Keele campus:**

- Complete [COVID-19 screening](#) before coming to campus
- Visit your course e-class sites (you need Passport York to sign in) for up-to-date course announcements
- wearing a mask & maintaining social distance supports safety for all. for additional information [visit here](#)
- [COVID-19 testing locations](#) are available

### **Where to look for support and help:**

The pandemic can impact students in different ways and CDS is committed to and focused on providing students with a learning environment that is engaging, supportive, flexible and has academic integrity. We encourage you to connect as early as possible about your learning experience so that we can have a deeper understanding of anything you may be facing and work together towards finding possible solutions.

- If you require some advice about **course related matters**, speak to your Course Director nancy viva davis halifax ([nhalifax@yorku.ca](mailto:nhalifax@yorku.ca))
- If you require **administrative help and program-related forms**, speak with Collette Murray ([gradcds@yorku.ca](mailto:gradcds@yorku.ca))
- For **academic advice** about the program, or your progress speak with your supervisors / advisors or the Graduate Program Director, Associate Professor nancy viva davis halifax ([gpdcds@yorku.ca](mailto:gpdcds@yorku.ca))
- A list of [important dates](#) at York:
- Information about access to [Wellness Consultation and Counselling Services](#), wellness resources, webinars and workshops for graduate students
- **Library Resources**
- [Academic Accommodations](#) through Student Accessibility Services
- [Centre for Human Rights, Equity and Inclusion](#)
- [Religious Observance](#)

### **Academic Honesty**

The [Faculty of Graduate Studies Academic Integrity Module](#) is designed to provide the graduate community with information and resources on the expectations of academic integrity at York University. Community members have an obligation to maintain the highest standards of academic honesty throughout their studies in accordance with the Senate Policy on Academic Honesty. **Upon completion of this module**, students will have a better understanding of what constitutes a scholastic offence, as well as their responsibilities in relation to a variety of academic principles.

## EXPECTATIONS AND REQUIREMENTS

It is expected you will fully engage in the course readings both prior to, and during class as well as during seminars. Class participation is a vital part of this seminar and it is during our class discussions that much in/formal learning occurs -- it is important to be prepared. In our discussions we will also be able to begin to identify CDS as interdisciplinary & intersectional.

i recognize student participation can take a number of forms. Those that can be noted by the Course Instructor include direct contribution to in-class discussion, quality of contributions, and attention to class time guidelines in order to be present during discussion. The participation aspect of the course will be elaborated in early course sessions. Difference is ok. if you are anxious or worried about this send me a note & we can discuss.

If you will be absent please let the CD know, and ensure that you review any missed material with a peer from the course. Repeated absences without explanation will lead to a lower final grade.

If you miss a class please send a one to two page overview of the readings for that week to your CD. CDIS 5100 provides an opportunity for each of us to feelthink, to explore what/who exactly sustains and/or influences our work, the assumptions from which any of us start our work, the theoretical and methodological strands or threads in our work.

## DISCUSSION GUIDELINES

using principle of disability justice we will work together to ensure we create a space that allows for all voices & for difference across all voices

## PARTICIPATION

Vision Passion Action A place where students, alumni and allies of the School of Disability Studies at Ryerson can discuss and engage.

[Narratives for Activism Chelsea Jones](#)

## REQUIRED READING:

- 1) all on-line sources 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 conversations and am available for meetings.

Assignment	Due Date	Weight
Book review – chose from the 7 books listed; let the CD know (double-spaced; 1000-1250 words)	19 Oct	15%
Fall Reflections – for the seminar you are leading provide an overview of the article, including questions for the seminar. Provide a copy of your contribution to the CD at least 1 day prior. After the seminar you have the opportunity to revise and include the class conversation (800-1200 words, double-spaced)	due two days after the seminar	15%
Annotated Bibliography (1500 – 2250 words, double spaced)	30 Nov	20%
<b>WINTER 22</b>		
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	due two days after the seminar	10%

the class conversation (800-1200 words, double-spaced))		
Winter Term Essay (2100-2800 words, double-spaced) we will use class time to develop our writing in reading our chosen area of exploration for the final paper	5 April	30%
Participation including in-class presentations; discussion questions submitted on readings each week and attendance	Ongoing	10%

### **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 below for the list of books from which to choose. Read a couple of reviews of the chosen book – don't forget to include the reviews in references.

### ----- **BOOKS to REVIEW** -----

1. Clare, E. (2017). *Brilliant imperfection: grappling with cure*.
2. Kafer, Alison. (2013). *Feminist queer crip*. Indiana University Press.
3. Amanda LeDuc. *Disfigured: On fairytales disability and making space*. Coach House Books. (2020)
4. Lehrer, Riva. (2020). *Golem Girl: A memoir*. One World.
5. Sharpe, Christina. (2016). *In the wake: On blackness and being*. Duke University Press.
6. Titchkosky, Tanya. (2011). *The question of access: Disability, space, meaning*. University of Toronto Press.
7. Zwartjes, Arianne. *Detailing trauma: A poetic anatomy*. University of Iowa Press. 2012

### **Annotated Bibliography**

**20%**

This assignment can serve as preliminary research for your winter term research essay and/or your MRP. Provide an introductory paragraph that orients the reader to the literature, a sentence or two about your search strategy, and a bibliography. An annotation for a 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**

**15% each 30%**

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 for your seminar; 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 1 day 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 the assigned readings.

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

**CONTEXT:** These reflections will support your scholarly 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 their 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**

**30%**

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 2100-2800 words, double-spaced, excluding a reference list of at least 20 citations.

### **Participation & Attendance**

**20%**

### **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 & contemporary concepts;

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 a reference manager. 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.

### **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 two 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.

## PLAGARISM

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. 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 FGS Academic Integrity Module:** 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 by the Faculty of Graduate Studies and the program's Student Handbook. 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 a student appeal to the program results in a change of grade.

(For a full description of the grading scale for graduate-level courses, please visit [here](#))

**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)

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:

- Rinaldi, J. (2013). [Reflexivity in research: Disability between the lines](#). *Disability Studies Quarterly*, 33(2).  
Mia Mingus – [Leaving evidence](#)  
Sara Ahmed – [Feminist killjoys](#)

## COURSE READINGS

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.

The syllabus & course readings are subject to change.

### 01 \ 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)
- how we read, how we allocate our time

### 02 \ Onto-epistemology/s: on reading , knowing & expressing

Ahmed, Sara. "[Making feminist points](#)." *Feminist killjoys* 11 (2013).

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

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

Richards, Jill. "Plague Intimacies, Queer Care, and the Biopolitics of Human Rights." *Critical Analysis of Law* 7.2 (2020).

### 03 \ Onto-epistemology/s: on reading , knowing & expressing

Anzaldúa, G. (1987). La conciencia de la mestiza: Towards a new consciousness. In *Borderlands/La frontera: the new mestiza*. San Francisco: Aunt Lute Books. 99-113.

Barad, Karen. "[Diffracting diffraction: Cutting together-apart](#)." *parallax* 20.3 (2014): 168-187.

Mohanty, Chandra Talpade. (1988). Under western eyes: Feminist scholarship and colonial discourses, *Feminist Review*, 30: 61-88.

Mohanty, Chandra Talpade. "'Under western eyes' revisited: Feminist solidarity through anticapitalist struggles." *Signs: Journal of Women in culture and Society* 28.2 (2003): 499-535.

### 04 \ disability justice

Mia Mingus:

[part 01](#) \

[part 02](#) \

[part 03](#) \

Berne, Patricia, et al. "Ten principles of disability justice." *WSQ: Women's Studies Quarterly* 46.1 (2018): 227-230.

Jampel, Catherine. "Intersections of disability justice, racial justice and environmental justice." *Environmental Sociology* 4.1 (2018): 122-135.

#### 05 \ Critical Theory\critical theory\s

Fracchia, Joseph. "The Capitalist Labour-Process and the Body in Pain: The Corporeal Depths of Marx's Concept of Immiseration." *Historical Materialism* 16.4 (2008): 35-66.

Horkheimer, Max. "Traditional and critical theory." *Critical theory: Selected essays* (1972) 188 : 252.

Stallybrass, Peter. "Marx's coat." In Patricia Spyer (Ed.) *Border fetishisms: Material objects in unstable spaces* (1998): 183-207.

Spivak, Gayatri. C., Landry, D., & MacLean, G. M. (1996). *Feminism and critical theory*. In *The Spivak reader* (pp. 53–74). New York: Routledge.

#### 06 \ critical disability studies

Oliver, Michael "The Social Model in Context" in *Rethinking Normalcy*, edited by Tanya Titchkosky and Rod Michalko pp. 19-30. © 2009 Canadian Scholars' Press Inc..

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

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

#### 07 \ critical disability studies

Erevelles, Nirmala, and Andrea Minear. "Unspeakable offenses: Untangling race and disability in discourses of intersectionality." *Journal of Literary & Cultural Disability Studies* 4.2 (2010): 127-145.

Garland-Thomson, R. (2005). Feminist disability studies. *Signs*, 30(2): 1557-1587.

Gleeson, Brendon .J. (1997). [Disability studies: A historical materialist view](#). *Disability and Society*, 12(2): 179-202.

Meekosha, H., & Shuttleworth, R. (2009). [What's so 'critical' about critical disability studies?](#). *Australian Journal of Human Rights*, 15(1), 47-75.

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

Titchkosky, T. (2014). Monitoring disability: the question of the 'human' in human rights projects. In Gill, A. P. M. (Ed.). (2014). *Disability, Human Rights and the Limits of Humanitarianism*. Ashgate Publishing, Ltd. HV 1568 D56825 2014

#### 08 \ disability \ critical feminisms & intersectionality

Anzaldúa, Gloria. "Movimientos De Rebeldía y Las Culturas Que Traicionan." In *Borderlands/La frontera: The new mestiza*. (1987).

Bailey, Moya, and Izetta Autumn Mobley. "Work in the intersections: A black feminist disability framework." *Gender & Society* 33.1 (2019): 19-40.

Barad, Karen. "Diffracting diffraction: Cutting together-apart." *parallax* 20.3 (2014): 168-187.

#### [Combahee River Collective Statement](#)

Crenshaw, Kimberlé Williams. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." *University of Chicago Legal Forum* 1989:139–67.

MacKinnon, Catherine. A. 2013. "Intersectionality as Method: A Note." *Signs* 38, 4.

#### 09 \ unsettling & unlearning

Amadahy, Zainab, and Bonita Lawrence. "Indigenous peoples and black people in Canada: Settlers or allies?." *Breaching the colonial contract*. Springer, Dordrecht, 2009. 105-136.



- Baldwin, James. "A letter to my nephew." *The Progressive* 1 (1962).
- Bird, Michael Yellow. "Cowboys and Indians: Toys of genocide, icons of American colonialism." *Wicazo Sa Review* 19.2 (2004): 33-48.
- Rachel Setzer. (2020). [Decolonization as a Strategy for Accommodating Disabilities](#)
- Simpson, Leanne. "Queering Resurgence: Taking on Heteropatriarchy in Indigenous Nation Building." Leanne Betasamosake Simpson (blog). December 23, 2014. <https://blogs.cc.umanitoba.ca/mamawipawin/2012/06/01/queering-resurgence-taking-on-heteropatriarchy-in-indigenous-nation-building/>
- Simpson, Leanne Betasamosake. "Indigenous resurgence and co-resistance." *Critical ethnic studies* 2.2 (2016): 19-34.

#### 10 \ unsettling & unlearning

- 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.
- Daigle, M. (2019). The spectacle of reconciliation: On (the) unsettling responsibilities to Indigenous peoples in The academy. *Environment and Planning D: Society and Space*, 0263775818824342.
- Dan Irving, Vek Lewis, Nael Bhanji, Raewyn Connell, Qwo-Li Driskill, Viviane Namaste; [Trans\\* Political Economy Deconstructed: A Roundtable Discussion](#). *TSQ* 1 February 2017; 4 (1): 16–27.

#### 11 – spaces \ places

- Abbas, Jihan, and Jijian Voronka. "Remembering institutional erasures: The meaning of histories of disability incarceration in Ontario." *Disability incarcerated*. Palgrave Macmillan, New York, 2014. 121-138.
- Hamraie, Aimi. [Making Access Critical: Disability, Race, and Gender in Environmental Design](#)" (2019) (transcript)
- Hande, Mary Jean. "Disability consciousness on the frontlines of urban struggle." *Antipode* 51.2 (2019): 558-578.

#### 12 – care \ work

- Kafer, Alison. "After Crip, Crip Afters." *South Atlantic Quarterly* 120.2 (2021): 415-434.
- Kim, Jina B., and Sami Schalk. "Reclaiming the Radical Politics of Self-Care: A Crip-of-Color Critique." *South Atlantic Quarterly* 120.2 (2021): 325-342.
- Matt Hyunh, Leah Lakshmi Piepzna-Samarasinha, curated by Mimi Khúc; [The Crip Tarot Card](#). *South Atlantic Quarterly* 1 April 2021; 120 (2): 389–391. doi: