

**Critical Disability Studies
Faculty of Graduate Studies
York University
Fall 2021/Winter 2022**

**CDIS 6100 6.0: Doctoral Seminar in Critical Disability Theory and
Research**

**Mondays, 11:30 am to 2:30 PM
September 13, 2021 to April 4, 2022
Classroom: VARI HALL 1156**

DESCRIPTION:

This course 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 purpose of this seminar is to provide a general understanding of the overall field after which students can advance to additional readings within their field areas for the PhD comprehensive exams.

Each seminar will focus on one book (except for seminars 1, 4 and 7), to allow for an in-depth discussion on a themed work to critically engage how a particular topic is interpreted and its relevance to the overall field. The readings are also structured in a way that provides an overview of how CDS has developed and continues to evolve. Themes and topics overlap with one another throughout the course and interrelatedness will be a regular part of engaging the course readings. Students and the instructor will all take turns leading discussion during seminar as will be agreed upon in consultation at the beginning of the course in which students will be asked to choose seminar readings to lead.

The teaching style for CDIS 6100 will be entirely seminar format.

COVID-19 and CDIS 6100 course delivery:

CDIS 6100 is being offered on campus during the COVID-19 pandemic due to the small number of students attending and large classroom which will allow for social distancing. **If any student does not wish to attend on-campus you will be able to participate via zoom technology. No one is required to attend in-person due to the ongoing pandemic.** All participants in this seminar who attend in-person will be required to maintain social distance and adhere to public health guidelines. If anyone has questions or concerns at any time about these arrangements, please contact me as the course director or CDS Graduate Program Director Professor nancy halifax.

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. [@sonyareneetaylor] (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, Geoffrey Reaume greaume@yorku.ca.
- If you require **administrative help and program-related forms**, speak with Collette Murray (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)
- 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](#)

Accommodation:

Students with disabilities who need accommodation are encouraged to contact the course instructor at any time during the course. Students are also encouraged to discuss any concerns about course participation.

Evaluation and Assignments (to be discussed in more detail in class):

All assignments must be typed and have one consistent citation style (APA, MLA, Chicago). Proper composition, spelling, grammar and organization are extremely important in graduate school and this will be reflected in the grading of your assignments. Be sure to paginate your assignments. All assignments must be properly documented and have proper citation form. Please submit your assignments via email, or if meeting in person, in hard copy on the due date.

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.

Plagiarism, or the submission of work which you did not write, will get a zero for that assignment 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 is honest and is not plagiarized.

Note: Students who wish the return of assignments directly to your home address are required to provide a self-addressed stamped large envelope for this purpose. Evaluation (unless indicated otherwise, all assignments will be marked within two weeks):

Course Evaluation:

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 double-spaced 12-15 page 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 texts will be chosen in consultation with the instructor by October 18. Due: November 1. Weight: 20%

2) Three-field annotated bibliographies – Students will write up three field annotated bibliographies, 10-12 double-spaced pages each, covering the three fields in the PhD in Critical Disability Studies which will be due on the following dates:

a) Human Rights and Social Justice – due on December 6 (Weight: 15%)

b) Critical Theory - due on January 31 (Weight: 15%)

c) Social Policy – due on March 14 (Weight: 15%)

Total weight: 45 %

3) Gap in literature analysis: Upon reflecting on the readings for this course and your field bibliographies, write a 5-7 double-spaced page essay in which you identify one particular area where a significant gap in literature exists in Critical Disability Studies. Offer possible reasons for this gap and how it might be addressed. The area which 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 14.

Due: April 11. Weight: 10%

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 discuss the reading(s) for each week. As part of your participation mark, students will be asked at the beginning of the course to choose dates during which you will lead a seminar discussion on three different occasions during the year long seminar. This will consist of preparing an introductory summary and analysis on a particular week's reading(s), followed by three questions to discuss in seminar. Your final grade will be based on your participation throughout the entire year, including leading three seminars as well as weekly seminar discussions. Students will be provided written feedback by email within one week after each in-class seminar presentation. Weight: 25%

Contact information:

Instructor: Geoffrey Reaume, Ph.D., Associate Professor

Office: Stong College 347

Phone 416-736-2100, ext. 22058 (Note: If York University is closed due to the pandemic don't leave phone messages – send email instead).

Email: greaume@yorku.ca

Office Hours for CDIS 6100:

Due to uncertainty about restrictions at York University as a result of the COVID-19 pandemic office hours for this course will be announced at the first class and revised according to public health guideline regarding in person meetings. Students can also contact me by email to arrange on-line appointments which will take place via zoom technology or phone at an agreed upon time.

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](#))

SUBJECT LIBRARIAN:

Ms. Thumeka Mgwigwi

Room 203L, Scott Library

Phone: (416) 736-2100 ext 20073

E-mail: thumekam@yorku.ca

CDIS 6100 Course Readings

All readings are online at York University Library, except for one source in Seminar 7 which is open access.

Important note: Do not wait until the day before class to access readings online. Many online sources only permit one to three viewers at a time which therefore restricts access when more than this number are online at the same time trying to read the same source. Students are urged to access the readings well in advance of the seminar by at least several days prior to class.

Seminar 1. September 13 – Introduction and Welcome

Vehmas, Simo, and Nick Watson. (2013). “Moral Wrongs, Disadvantages, and Disability: A Critique of Critical Disability Studies.” *Disability and Society* (29:4):1-13.

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

Grech, Shaun. (2015) “Decolonising Eurocentric Disability Studies: Why Colonialism Matters in the Disability and Global South Debate.” *Social identities* 21:1: 6–21.

Hogan, Andrew J. (2019) “Moving Away from the ‘Medical Model’: The World Health Organization’s Classification of Disability,” *Bulletin of the History of Medicine* 92.2: 241-269.

Seminar 2. September 20 – History of Disability I: Western European Overview

Stiker, Henri-Jacques. (1999, 2019) *A History of Disability*. Ann Arbor: University of Michigan Press.

Seminar 3. September 27 – History of Disability II: Slavery in the Caribbean

Hunt-Kennedy, Stefanie. (2020) *Between Fitness and Death: Disability and Slavery in the Caribbean*. Urbana, Chicago; Springfield: University of Illinois Press.

Seminar 4. October 4 – History of Disability III: Indigenous Health, Disability and Residential Schools in Canada

Truth and Reconciliation Commission of Canada. (2015) “Health: 1940–2000.” In *Canada's Residential Schools: The History, Part 2, 1939 to 2000: The Final Report of the Truth and Reconciliation Commission of Canada, Volume I*. Montreal & Kingston: McGill-Queen's University Press: **pages 189-236**.

Truth and Reconciliation Commission of Canada. (2015) “Diet and Nutrition: 1940–2000.” In *Canada's Residential Schools: The History, Part 2, 1939 to 2000*:

The Final Report of the Truth and Reconciliation Commission of Canada, Volume I. Montreal & Kingston: McGill-Queen's University Press: **pages 237-300.**

Truth and Reconciliation Commission of Canada. (2015) “An Attack on Aboriginal Health: The Marks and the Memories.” In *Canada's Residential Schools: The Legacy: The Final Report of the Truth and Reconciliation Commission of Canada, Volume 5.* Montreal & Kingston: McGill-Queen's University Press: **pages 139-84.**

(155 pages)

October 11 – No Seminar: Fall Reading Week

Seminar 5. October 18 – History of Disability IV: Industrialisation and Categorization

Rose, Sarah F. (2017) *No Right to be Idle: The Invention of Disability, 1840s-1930s.* Chapel Hill: University of North Carolina Press.

Seminar 6. October 25 – History of Disability V: Eugenics

Dolmage, Jay. (2018) *Disabled Upon Arrival: Eugenics, Immigration, and the Construction of Race and Disability.* Columbus: Ohio State University Press.

Seminar 7. November 1 – Debates Over and Beyond the Social Model of Disability

Oliver, Mike. (2004) “The Social Model in Action: if I had a hammer.” In *Implementing the Social Model of Disability: Theory and Research.* Colin Barnes and Geof Mercer (eds.). Leeds: The Disability Press: 21 pages. Open access at:
<https://www.disabilityequalityactlabour.org/the-social-model-in-action-if-i-had-a-hammer/>

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

Sheldon, Alison, Rannveig Traustadottir, Peter Beresford, Kathy Boxall, Mike Oliver. “*Disability Rights and Wrongs? Review Symposium*”. (2007) *Disability and Society* 22:2 (March): 209-234.

Seminar 8. November 8 – Designing Disability

Hamraie, Aimi. (2017) *Building Access: Universal Design and the Politics of Disability*. Minneapolis: Minnesota University Press.

Seminar 9. November 15 – Race, Madness and Disability

Bruce, La Marr Jurelle. (2021) *How to Go Mad without Losing Your Mind: Madness and Black Radical Creativity*. Durham N.C.: Duke University Press.

Seminar 10. November 22 – Disability in Global Contexts I

Erevelles, Nirmala. (2011) *Disability and Difference in Global Contexts: Enabling a Transformative Body Politic*. New York: Palgrave Macmillan.

Seminar 11. November 29 – Disability in Global Contexts II

Grech, Shaun, and Karen Soldatic (eds) (2016). *Disability in the Global South: A Critical Handbook*. Cham, Switzerland: Springer. **Part III, Intersectionalities (pages 254-376)**.

Seminar 12. December 6 – Disability in Global Contexts III

Soldatic, Karen, and Kelley Johnson. (2020) *Global Perspectives on Disability Activism and Advocacy: Our Way*. Abingdon, Oxon: Routledge. **Chapters 6, 7, 10, 11, 13, 14, 15, 16, 17, 19 (148 pages)**

HOLIDAY BREAK

Seminar 13. January 10 – Writing about Disability: Disability Justice

Piepzna-Samarasinha, Leah Lakshmi. (2018) *Care Work: Dreaming Disability Justice*. Vancouver: Arsenal Pulp Press.

Seminar 14. January 17 – Writing about Disability: Aging

Aubrecht, Katie, Christine Kelly, and Carla Rice, eds. (2020) *The Aging-Disability Nexus*. Vancouver: University of British Columbia Press. **Chapters 1, 2, 3, 4, 5, 8, 10, 12, 13 (143 pages)**

Seminar 15. January 24 – Writing about Disability: Media

Longmore, Paul. (2016) *Telethons: Spectacle, Disability, and the Business of Charity*. New York: Oxford University Press.

Seminar 16. January 31 – Writing about Disability: Policy

Prince, Michael J. (2016) *Struggling for Social Citizenship: Disabled Canadians, Income Security, and Prime Ministerial Eras*. Montreal & Kingston: McGill-Queen's University Press.

Seminar 17. February 7 – Activism, Employment and Advocacy

Galer, Dustin. (2018) *Working Towards Equity: Disability Rights Activism and Employment in Late-Twentieth Century Canada*. Toronto: University of Toronto Press.

Seminar 18. February 14 – Activism, Sexuality and Advocacy

McRuer, Robert, and Anna Mollow. eds. (2012) *Sex and Disability*. Durham, N.C.: Duke University Press. **Chapters 1, 3, 4, 7, 10, 14, 17 (144 pages)**.

February 21 – No Seminar: Winter Reading Week

Seminar 19. February 28 – Disability Hate Speech and Responses

Sherry, Mark, Terje Olsen, Janikke Solstad Vedeler, and John Eriksen, eds. (2020) *Disability Hate Speech : Social, Cultural and Political Contexts*. Abingdon, Oxon: Routledge. **Chapters 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 14 (177 pages)**.

Seminar 20. March 7 – Institutions and Human Rights Abuses I

Liat Ben-Moshe. (2020) *Decarcerating Disability: Deinstitutionalization and Prison Abolition*. Minneapolis: University of Minnesota Press.

Seminar 21. March 14 – Institutions and Human Rights Abuses II

Chapman, Chris, and A.J. Withers. (2019). *A Violent History of Benevolence: Interlocking Oppression in the Moral Economies of Social Working*. University of Toronto Press.

Seminar 22. March 21 – Race, Disability and Biography

Burch, Susan and Hannah Joyner. (2007) *Unspeakable: The Story of Junius Wilson*. Chapel Hill: University of North Carolina Press.

Seminar 23. March 28 – Disability and Historical Legacies I

Burghardt, Madeline. (2018) *Broken: Institutional Families and the Construction of Intellectual Disability*. Montreal & Kingston: McGill-Queen's University Press.

Seminar 24. April 4 – Disability and Historical Legacies II

Rossiter, Kate, and Jennifer Rinaldi. (2019) *Institutional Violence and Disability: Punishing Conditions*. London: Routledge.