

**Carleton University**  
**Summer 2021**  
**Pauline Jewett Institute of Women's and Gender Studies**

**DBST 2001 [0.5 credit]: *Disabling Society***

**Blended Course with some meetings at the originally scheduled time:  
Live Seminars – Mondays from 6:05-8:55 pm (break included)**

**Instructor:** Alan Martino (he/him/his)  
**Email:** [Alan.SantineleMartino@cunet.carleton.ca](mailto:Alan.SantineleMartino@cunet.carleton.ca)

**Office Hours:** Via Zoom or phone call (By appointment)

*Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation*

*This outline is preliminary and subject to change*

### **COURSE DESCRIPTION**

This course is dedicated to exploring the diverse ways in which disability and impairment are conceptualized along with the theoretical and methodological choices available to critical disability scholars. Students will consider perspectives and experiences emerging from Mad and disability communities that are attentive to race, gender, sexuality, Indigeneity and intellectual disability status, for example. Over the course of the term, students will encounter different ways of enacting and articulating disability politics, including through performance art, photography, film, and poetry.

An important aim of this course is to support students in reflexively engaging with a range of intersectional and embodied disability realities. In this way, students will develop a critical understanding of various manifestations of disability oppression and responses to problems confronting diverse disability communities. Through key readings, arts-based works, class discussions and assignments, students will further their appreciation of pressing disability issues – including custodialism, (neo)colonialism and neoliberalism – in nuanced ways. Students will consider the historical dimensions of some of these experiences and encounter examples of resistance and critique. Simultaneously, students will be invited to critically reflect upon key challenges and tensions in disability research and advocacy in order to deepen their understanding of the politics of disability engagement and representation

### **LEARNING OBJECTIVES**

By the end of this course, students should be able to:

- Possess knowledge of theoretical and methodological approaches to understanding disability
- Develop and apply a multi-level analytic approach to examining real-world issues
- Consider different sides of debates through scholarly and community-based works
- Articulate the disabling role of social institutions in the creation of inequality
- Demonstrate enhanced analytical skills, as well as oral and written communication

## **COURSE FORMAT**

This course will follow a **blended** format. This means that we will **meet virtually** as a class on **Mondays (6:05-8:55pm)** to discuss the readings and engage in interactive activities. Even though we will not be meeting in person this term, I still want us to feel connected and have opportunities to engage in lively discussions, have a space to ask questions, and collectively explore new ideas. We will make sure to take a break in the middle.

As a way for further engagement and class discussion, you will also be expected to write **weekly posts (300-500 words)** into the course's blog, responding to one of the questions of the week posted on CU Learn. The purpose of these posts is to give you an opportunity to do some independent thinking and connect course readings with real-world cases. These posts will be due by **Thursdays by 11:59pm**.

## **COURSE MATERIALS**

All the journal articles assigned for this course can be accessed via Carleton's library system. This is an opportunity for you to practice your research skills, including the task of locating literature. For more information about locating journal articles, go to: <https://library.carleton.ca/help/finding-journal-articles-citations>

The book chapters assigned for this course are available on CU Learn.

## **EVALUATION**

These assignments will provide you with an opportunity to apply the course theories and concepts to understanding disabling social structures. Grades will be calculated based on the following formula:

1. **DISABLING SOCIAL FORCES ASSIGNMENT:** 25% (DUE: May 23, 2021)
2. **BLOG POSTS:** (5 @ 5%) 25% (DUE: Fridays by 11:59pm)
3. **FINAL PAPER:**
  - a. 3-MINUTE PITCH: 10% (DUE: June 1, 2021)
  - b. FINAL PAPER: 20% (DUE: June 18, 2021)
4. **SEMINAR PARTICIPATION:** 20%

More detailed information about each assignment will be available on CU Learn.

**\*\* You should use APA citation style in all the assignments for this course.\*\***

**For more information regarding citation:**

**[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)**

### ***Review of Marks***

I will be diligent in marking all assignments fairly and accurately. Occasionally, students may disagree with the marks they receive. If this occurs, I will be happy to review the mark of any assignment, if the procedure outlined below is followed: You may request a review of a mark by writing a brief (1-page max) memo that describes in detail the nature of the perceived marking error. Submit this memo to me via email. You may submit requests for review no sooner than 48 hours and no later than 2 weeks after the assignments are returned to the class. Please note that when a mark is reviewed the new mark may be lower than the original.

### **E-MAIL POLICY**

Please contact me via Carleton email ([Alan.SantineleMartino@carleton.ca](mailto:Alan.SantineleMartino@carleton.ca)) with questions or concerns. You can expect to receive a reply to your email within 48 hours, excluding weekends. If you have more complex questions, comments, or concerns, please feel free to book a time with me and we can connect via video or telephone.

### **ACADEMIC ACCOMMODATIONS**

You may require certain arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

***Pregnancy obligation:*** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

***Religious obligation:*** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

***Academic Accommodations for Students with Disabilities:*** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website: <https://carleton.ca/pmc/> for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### ***Accessibility Statement:***

I expect that students in this class have many different physical, mental, sensorial and emotional ways of being in the virtual classroom, learning, and engaging. I also expect that as a class, we will collectively attend to and respect all of these needs. I encourage you to bring your accessibility needs up with me and/or with the class in order to begin a conversation about how we can collectively make the virtual classroom and the course more accessible. This commitment to making the class accessible should be shared by all of us (by students, the course instructor, and guest lecturers)

### **PLAGIARISM**

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence, which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

Read more about academic integrity here:

<https://carleton.ca/registrar/academic-integrity/>

### **READING LIST AND CLASS SCHEDULE**

**\*\* Please note that the “additional readings” are COMPLETELY OPTIONAL and only meant as further resources if you have an interest in a particular area. I only expect you to read the required readings. These additional readings, however, might helpful to you when you work on your final papers. \*\***

**Week 1: May 10, 2021 (Live Seminar)**

**Topic: Welcome and Introduction**

**Required Readings:**

- Tanya T. (2003). *Disability, Self, and Society*. Toronto: University of Toronto Press. (Chapter 1, Disability: A Social Phenomenon, pp. 3-45).
- Shakespeare, T. (2010). The social model of disability. In L. Davis, (Ed.), *The Disability Studies Reader* (214- ). New York: Routledge.

**Really interested in this topic? Recommended additional readings and resources:**

- Council of Canadians with Disabilities. (2019). *Canadian Human Rights Commission 2018 Annual Report Shows Little Improvement for Disabled Canadians*. Link: <http://www.ccdonline.ca/en/humanrights/promoting/Media-Release-CHRC-Annual%20Report2018>
- Linton, S. (2010). Reassigning meaning. In L. Davis (Ed.), *The Disability Studies Reader* (223-). New York: Routledge.
- Sinclair, J. (2013). Why I dislike “person first” Language. *Autonomy, The Critical Journal Of Interdisciplinary Autism Studies*, 1(2). Retrieved from <http://www.larry-arnold.net/Autonomy/index.php/autonomy/article/view/OP1>
- Higginson, K. (2019). *Research can be an inaccessible term, and here’s why*. Link: <https://carleton.ca/communityfirst/2019/research-can-be-an-inaccessible-term-and-heres-why/>
- Zola, I. K. (1993). Self, identity and the naming question. *Social Science & Medicine*, 36(2): 167-173.

**Week 1: May 12, 2021**  
**Topic: Tools for Analysis**

**Required Readings:**

- Charlton, J.I. (1998). *Nothing about Us Without Us : Disability Oppression and Empowerment*. University of California Press. Chapter 2 – The Dimensions of Disability Oppression: An Overview. Pp. 27-38.
- Russel, M., & Malhotra, R. (2009). Capitalism and Disability. *Socialist Register*, 38, 211-227.

**Really interested in this topic? Recommended additional readings and resources:**

- Mia Mingus on Disability Justice (interview). Link: <https://www.youtube.com/watch?v=3cJkUazW-jw>
- Davis, L. (2006). Constructing normalcy: The bell curve, the novel and the invention of the disabled body in the nineteenth century. In Davis, L. (Ed.) *The Disability Studies Reader* (2nd Edition) (3-16). New York: Routledge.
- Dolmage, J. T. (2018). *Disabled Upon Arrival: Eugenics, Immigration, and the Construction of Race and Disability*. Columbus: OH: The Ohio State University Press.

- Risman, B.J. (2004). Gender as a Social Structure: Theory Wrestling with Activism. *Gender & Society*, 18(4), 429–450.
- Shakespeare, T. (2006). *Disability Rights and Wrongs*. Abingdon: Routledge.

**Week 2: May 17, 2021 (Live Seminar)**

**Topic: Feminist Disability Studies & Intersectionality**

***Required Readings:***

- Garland-Thomson, R. (2005). Feminist Disability Studies. *Signs*, 30(2), 1557-1587.
- Erelles, N. (2011). The Color of Violence: Reflecting on Gender, Race, and Disability in Wartime. In Hall, K. (Ed.) *Feminist Disability Studies* (pp. 117-135). Indiana University Press.
- DisAbleD Women’s Network Canada. (2019). More Than A Footnote: A Research Report on Women and Girls with Disabilities in Canada. Link: [https://dawnCanada.net/media/uploads/page\\_data/page-64/more\\_than\\_a\\_footnote\\_research\\_report.pdf](https://dawnCanada.net/media/uploads/page_data/page-64/more_than_a_footnote_research_report.pdf)

***Really interested in this topic? Recommended additional readings and resources:***

- Disabled Women’s Network Canada. (2020). Girls without Barriers: An Intersectional Feminist Analysis of Girls and Young Women with Disabilities in Canada. Link: [https://dawnCanada.net/media/uploads/page\\_data/page-64/girls\\_without\\_barriers.pdf](https://dawnCanada.net/media/uploads/page_data/page-64/girls_without_barriers.pdf)
- Garland-Thomson, R. (2002). Integrating Disability, Transforming Feminist Theory. *NWSA Journal*, 14(3), 1-32.
- Knoll, K. (2009). Feminist Disability Studies Pedagogy. *Feminist Teacher*, 19(2), 122-133.
- Garland-Thomson, R. (1994). Redrawing the Boundaries of Feminist Disability Studies. *Feminist Studies*, 20(3), 583-.
- Elizabeth J. Donaldson. (2002). The Corpus of the Madwoman: Toward a Feminist Disability Studies Theory of Embodiment and Mental Illness. *NWSA Journal*, 14(3), 99-119.
- Hall, K.Q. (2015). New Conversations in Feminist Disability Studies: Feminism, Philosophy, and Borders. *Hypatia*, 30(1), 1-11.
- Hall, K. (2002). Feminism, Disability, and Embodiment. *NWSA Journal*, 14(3), Vii-Xiii.

**Week 2: May 19, 2021**

**Topic: Disability Justice Framework**

***Required Readings:***

- Berne, Patricia, et al. (2018). Ten Principles of Disability Justice. *WSQ: Women's Studies Quarterly*, 46(1), 227-230.

- Mingus, M. (2011, February 11). *Changing the Framework: Disability Justice. How our communities can move beyond access to wholeness*. Link: <https://leavingevidence.wordpress.com/2011/02/12/changing-the-framework-disabilityjustice/>
- Mingus, M. (2013). *Mia Mingus on Disability Justice* (interview). Link: <https://www.youtube.com/watch?v=3cJkUazW-jw>

**KEY DEADLINE: DISABLING SOCIAL FORCES ASSIGNMENT DUE**  
**(MAY 23, 2021)**

**Week 3: May 24, 2021**  
**HOLIDAY - NO CLASS**

**Week 3: May 26, 2021 (Live Seminar)**  
**Topic: Disability Research and Ethics**

***Required Readings:***

- Santinele Martino, Alan & Fudge Schormans, Ann (2018). When Good Intentions Backfire: University Research Ethics Review and the Intimate Lives of People Labeled with Intellectual Disabilities [31 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 19(3), Art. 9, <http://dx.doi.org/10.17169/fqs-19.3.3090>.
- Temple Jones, C. (2017). Writing institutionalization and disability in the Canadian culture industry: (Re)producing (absent) story. *Canadian Journal of Disability Studies*, 17(3), 150-182.

***Really interested in this topic? Recommended additional readings and resources:***

- Nguyen, X. T., Mitchell, C., de Lange, N. & Fritsch, F. (2015). Engaging girls with disabilities in Vietnam. *Disability & Society* 30(5), 773-787.
- McDonald, Katherine E. & Keys, Christopher, B. (2008). How the powerful decide: Access to research participation by those at the margins. *American Journal of Community Psychology*, 41, 79-93.
- van den Hoonaard, Will C. (2001). Is research ethics a moral panic?. *Canadian Review of Sociology*, 38(1), 19-36.
- McDonald, Katherine E.; Schwartz, Nicole M.; Gibbons, Colleen M. & Olick, Robert S. (2015). "You can't be cold and scientific": Community views on ethical Issues in intellectual disability research. *Intellectual Disability Research*, 10(2), 196-208.

- Gustafson, Diana L. & Brunger, Fern (2014). Ethics, "vulnerability," and feminist participatory action research with a disability community. *Qualitative Health Research*, 24(7), 997-1005.

**Week 4: May 31, 2021 (Live Seminar)**

**Topic: Disability, Violence, and Institutionalization**

***Required Readings:***

- “Introduction: The Asylum’s Accomplice, or the Creation of Intellectual Disability” **OR** “Chapter 4: Survivors: ‘It wrecked me sadly.’”
- Hutton, S., Park, P., Levine, M., Johnson, S., & Bramesfeld, K. (2017). Self-Advocacy from the Ashes of the Institution. *Canadian Journal of Disability Studies*, 6(3), 31-59.

***Really interested in this topic? Recommended additional readings and resources:***

- Malacrida, C. (2015). *A Special Hell: Institutional Life in Alberta’s Eugenic Years*. Toronto: University of Toronto Press.
- Malacrida, C. (2012). “Bodily Practices as Vehicles for Dehumanization in an Institution for ‘Mental Defectives’”, *Societies* 2012, 2, 286-301.
- Carey, A. C. (2003). Beyond the Medical Model: a reconsideration of ‘feble-mindedness’, citizenship, and eugenic restrictions. *Disability and Society*, 18, 411-430.
- Dowbiggin, I. (1995). Keeping This Young Country Sane: C.K. Clarke, Immigration Restriction, and Canadian Psychiatry, 1890-1925. *The Canadian Historical Review*. 76: 598-627.
- Grekul, J. (2008). Sterilization in Alberta, 1928-1972: Gender Matters. *Canadian Review of Sociology* 45:247-266.
- Hampton, S. J. (2005). Family eugenics. *Disability & Society*, 20(5), 553–561.
- Lombardo, P. A. (2009). “Disability, Eugenics, and the Culture Wars”, *Saint Louis Journal of Health Law & Policy*, Vol. 2: 57-80.
- The Sterialization of Leilani Muir. (1996). National Film Board of Canada. [https://www.nfb.ca/film/sterilization\\_of\\_leilani\\_muir/](https://www.nfb.ca/film/sterilization_of_leilani_muir/)

**Week 4: June 2, 2021**

**Topic: Sexualities and Newgenics**

***Required Readings:***

- Bahner, J. (2020). Understanding Sexual Citizenship. *Sexual Citizenship and Disability Understanding Sexual Support in Policy, Practice and Theory*. London: Routledge. Pp. 204-225.



- Santinele Martino, A. (2019). *Being Kept Out of Sexual Fields: The Intimate Lives of Adults with Intellectual Disabilities in Ontario, Canada*. Paper presented at the American Sociological Association Meeting, New York City. (Available at CU Learn)
- McRuer, R. & Mollow, A. (2012). Introduction. In R. McRuer and A. Mollow (Eds.), *Sex and Disability* (1-34). London: Duke University Press.

***Really interested in this topic? Recommended additional readings and resources:***

- What is Newgenics? (2014). <https://eugenicsnewgenics.com/2014/05/14/what-is-newgenics/>
- Shakespeare, T, Gillespie-Sells, K, & Davies, D. (1996). Chapter two: Barriers to Being Sexual. In T. Shakespeare, K. Gillespie-Sells, & D. Davies. (Eds.), *The Sexual Politics of Disability: Untold Desires* (16-48). London: Cassell.
- Tepper, M. (2000). Sexuality and Disability: The Missing Discourse of Pleasure. *Sexuality and Disability*, 18 (4), 283-290.
- Ignagni, E., Schormans, A. F., Liddiard, K, & Runswick-Cole, K. (2016). ‘Some people are not allowed to love’: Intimate citizenship in the lives of people labelled with intellectual disabilities. *Disability & Society*, 31(1), 131-135.
- Liddiard, K. (2017). *The Intimate Lives of Disabled People*. London: Routledge.
- Gill, M. (2015). *Already Doing It: Intellectual Disability and Sexual Agency*. Minneapolis, MN: University of Minnesota Press.
- Kulick, D., & Rydström, J. (2015). *Loneliness and Its Opposite: Sex, Disability, and The Ethics of Engagement*. Durham, NC: Duke University Press.

**Week 5: June 7, 2021 (Live Seminar)**  
**Topic: Race, Colonialism, and Disability**

***Required Readings:***

- Bell, C. (2006). "Introducing White Disability Studies: A Modest Proposal." In *The Disability Studies Reader*, 2nd ed., edited by Lennard J. Davis, 275–82. New York: Routledge. (Available at CU Learn).
- Pearsall-Jones, J., Jalla, C., & Hayden, G. (2019). Human doing to human being: Western versus Indigenous views on differences in ability. In *Interdisciplinary Approaches to Disability, Looking Towards the Future*, Volume 2, pp. 245-254. Eds. Ellis, K., Garland-Thompson, R., Kent, M., & Robertson, R. New York: Routledge. 9 pages
- Baynton, D.C. (2013). Disability and the Justification of Inequality in American History. *The Disability Studies Reader*, L. J., Davis (ed.) New York: Routledge. 17-33.

***Really interested in this topic? Recommended additional readings and resources:***

- Bailey, M. & Mobley, I. A. (2019). Work in the Intersections: A Black Feminist Disability Framework. *Gender & Society*, 33(1), 19-40.
- Miles, A. L. (2019). “Strong Black Women”: African American Women with Disabilities, Intersecting Identities, and Inequality. *Gender & Society*, 33(1), 41-63.

- Miles, A., Nishida, A., & Forber-Pratt, A. J., (2017). An open letter to White disability studies and ableist institutions of higher education. *Disability Studies Quarterly*, 37(3). DOI: <http://dx.doi.org/10.18061/dsq.v37i3.5997>
- Dossa, P. (2005). Racialized bodies, disabling worlds “they [service providers] always saw me as a client, not as a worker”. *Social Science & Medicine*, 60(11), 2527-2536.
- Fernando, S. (1996). Black people working in white institutions: Lessons from personal experience. *Human systems: The Journal of Systemic Consultation & Management*, 7(2-3), 143-154.
- McRuer, R (2010). Compulsory able-bodiedness and queer/disabled existence. Davis, L (ed). *The Disability Studies Reader*. New York, Routledge.
- Mingus, Mia. "Intersectionality" is a Big Fancy Word for My Life: <http://leavingevidence.wordpress.com/?s=intersectionality>

**Week 5: June 9, 2021**  
**Topic: Economic Inequality**

***Required Readings:***

- Maroto, M., Pettinicchio, D., & Patterson, A. C. (2019). Hierarchies of Categorical Disadvantage: Economic Insecurity at the Intersection of Disability, Gender, and Race. *Gender & Society*, 33(1), 64-93.
- Taylor, S. (2004). The Right Not to Work: Power and Disability. *Monthly Review*, 55(10), np.
- Crawford, C. (2011). *The Employment of People with Intellectual Disabilities in Canada: A Statistical Profile*. Link: [https://irisinstitute.ca/wp-content/uploads/sites/2/2016/07/Intellectual-disability-and-employment\\_iris\\_cr.pdf](https://irisinstitute.ca/wp-content/uploads/sites/2/2016/07/Intellectual-disability-and-employment_iris_cr.pdf)

***Really interested in this topic? Recommended additional readings:***

- Maroto, M., & Pettinicchio, D. (2014). "Disability, structural inequality, and work: The influence of occupational segregation on earnings for people with different disabilities," *Research in Social Stratification and Mobility*, 38, 76-92.
- The Conference Board of Canada. (n.d.) Disabled Income. Link: <https://www.conferenceboard.ca/hcp/Details/society/disabled-income.aspx>
- Palmer, M. (2011). Disability and Poverty: A Conceptual Review. *Journal of Disability Policy Studies*, 21(4), 210–218.
- Oliver M. (1990). Disability and the Rise of Capitalism. In: *The Politics of Disablement. Critical Texts in Social Work and the Welfare State*. Palgrave, London.
- Russell, M. (2002). What Disability Civil Rights Cannot Do: Employment and political economy. *Disability & Society*, 17(2), 117-135.
- Rosenthal, K. (2019). *Capitalism and Disability: Selected Writings by Marta Russell*. Chicago: Haymarket Books.

**KEY DEADLINE: 3-MINUTE PITCH WRITING DUE**  
**(JUNE 1, 2021)**

**Week 5: June 14, 2021 (Live Seminar)**  
**Topic: Collaborative Research, Art, and Activism**

***Required Readings:***

- P. Douglas, C. Rice, K. Runswick-Cole, A. Easton, M. F. Gibson, J. Gruson-Wood, E. Klar & R. Shields (2019) Re-storying autism: a body becoming disability studies in education approach, *International Journal of Inclusive Education*, DOI: 10.1080/13603116.2018.1563835
- Eliza Chandler, Nadine Changfoot, Carla Rice, Andrea LaMarre & Roxanne Mykitiuk (2018) Cultivating disability arts in Ontario. *Review of Education, Pedagogy, and Cultural Studies*, 40(3), 249-264.
- Fudge Schormans, A. ... (2020). Research as Activism? Perspectives of People Labelled/with Intellectual and Developmental Disabilities Engaged in Inclusive Research and Knowledge Co-Production. *The Routledge handbook of disability activism*. New York: Routledge. Pp. 354-368.

***Really interested in this topic? Recommended additional readings:***

- Barnes, C. (2001). 'Emancipatory' Disability Research: project or process? Public lecture, City Chambers, Glasgow, 24 October 2001. Retrieved from: <https://disability-studies.leeds.ac.uk/wp-content/uploads/sites/40/library/Barnes-glasgow-lecture.pdf>
- Leroy F. Moore, Black Disabled Art History 101: <https://www.youtube.com/watch?v=9lSdbIDv34o>
- Rodney Bell, Sins Invalid Performance 2008: [https://www.youtube.com/watch?time\\_continue=39&v=VUkKCpBEa0Q&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=39&v=VUkKCpBEa0Q&feature=emb_logo)
- Cheryl Marie Wade, [Disability Culture Rap from The Ragged Edge: The Disability Experience from the Pages of The Disability Rag](#), Edited by Barrett Shaw. (internet resource)
- Longmore, P. (September/October 1995). [The Second Phase From Disability Rights to Disability Culture](#)
- Mirk, S. (2016). Let's talk about crip culture. Retrieved from: <https://bitchmedia.org/post/lets-talk-about-crip-culture>

**Week 6: June 16, 2021 (Live Seminar)**  
**Topic: Disability Activism in the Global South**

***Required Readings:***

- Chataika, T., Sibanda, S., Mateta, A., & Sunar, K. B., (2020). A Virtual Roundtable: Re-defining Disability Activism with Emerging Global South Disability Activists. *The Routledge handbook of disability activism*. New York: Routledge. Pp. 21-37.
- Gavério, M.A., Mello, A.G., & Block, P. (2020). ‘With the Knife and the Cheese in Hand!’: A Virtual Ethnography of the Cyber-Activist Disabled Movement in Brazil and its Transnational Impact. *The Routledge handbook of disability activism*. New York: Routledge. Pp. 259-273.

***Really interested in this topic? Recommended additional readings:***

- Soldatic, K., & Grech, S. (2014). Transnationalising disability studies: Rights, justice and impairment. *Disability Studies Quarterly* 34(2) n.p.
- Nguyen, X.T. (2018). Critical disability studies at the edge of global development: Why do we need to engage with Southern theory? *Canadian Journal of Disability Studies*, 7(1), 1-25.
- Meekosha, H. & Soldatic, K. (2011). Human Rights and the Global South: the case of disability. *Third World Quarterly*, 32(8), 1383-1397.
- Chouinard, V. (2015). Contesting disabling conditions of life in the Global South: disability activists’ and service providers’ experiences in Guyana. *Disability & Society*, 30(1), 1-14
- Grech, S. (2015). Decolonising eurocentric disability studies: Why colonialism matters in the disability and global South debate. *Social Identities*, 21(1), 6-21.
- Connell, R. (2011). Southern bodies and disability: Re-thinking concepts. *Third World Quarterly*, 32(8), 1369-1381.
- Ghai, A. (2012). Engaging with disability with postcolonial theory. In D. Goodley, B. Hughes, & L. Davis. (Eds). *Disability and social theory: New developments and directions* (pp. 270-286). London: Palgrave Macmillan.
- Grech, S. (2016). Disability and development: Critical connections, gaps and contradictions. In S. Grech & K. Soldatic (Eds). *Disability in the Global South* (pp. 3-19). Switzerland: Springer International Publishing.

**Week 6: June 18, 2021 (Live Seminar)**

**Topic: Disability Activism and Course Wrap Up**

***Required Readings:***

- O’Toole, C.J. (2015). *Fading Scars: My Queer Disability History*. Forth Worth, Texas: Autonomous Press. Chapter: “Flexing Power: San Francisco 504 Sit-In.”
- Graham, M., & Jackson, J. (2016). Divided no more: The Toronto Disability Pride March and the challenges of inclusive organizing. In *Mobilizing Metaphor: Art, Culture and Disability Activism in Canada*, pp. 279-288. Eds. Kelly, C., & Orsini, M. UBC Press.

***Really interested in this topic? Recommended additional readings:***

- Berghs, M., Chataika, T., El-Lahib, Y., & Dube, A. K. (2019). *The Routledge Handbook of Disability Activism*. Routledge.
- Carey, A. C., Block, P., & Scoth, R. (2019). Sometimes allies: Parent-led disability organizations and social movements. *Disability Studies Quarterly*, (39)1, (n.p).
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