

Carleton University

Pauline Jewett Institute of Women's and Gender Studies

WGST 3812: Disability and Transnationalism Winter 2020

Tuesday 2:35-5:25pm
Tory Building, Room 236
Prerequisite(s):

Dr. Natalie Spagnuolo
(she/her/hers)

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Office: Dunton Tower 1404
Office Hours: TBD

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

***Please note that this outline is preliminary and subject to change**

COURSE DESCRIPTION

According to the United Nations, disabled people constitute the largest minority group in the world (UN Enable, 2006) – but can disability really be understood as a universal category? Are the models and frameworks that are often applied in the Global North productive in the Global South and within Indigenous communities? And most importantly, how do Southern and Indigenous scholars, activists and their allies conceptualize terms such as impairment, disability and health? A transnational approach to critical disability studies (CDS) involves centering such questions. As such, this course focuses on transnational processes that interact with impairment, disability, and health, taking a close look at experiences in the Global South and within settler colonial states such as Canada.

Throughout the term, we will consider connections between disability and various forms of colonial power, while exploring current examples of decolonizing approaches to disability. The work that lies ahead is premised on an intersectional foundation (Crenshaw, 1989; Combahee River Collective, 1977) and our attention will be directed to how gender, sexuality, Indigeneity, and race interact with impairment, disability, and health. We will apply a CDS perspective to consider current and historic issues impacting refugees, migrant workers, and Indigenous

peoples, among other communities, as well as situations involving armed conflict and occupation. While we will primarily be drawing upon scholarly texts, we will also consider film, photography, and official documents, among other sources.

This course is intentionally interactive and aims to create a safe space for students to both share and develop their own expertise through an anti-oppressive approach to learning. Such an approach openly recognizes the limitations of instructor-knowledge, the ways in which various forms of privilege operate in the classroom, and the importance of honouring lived experiences with oppression. We will have opportunities to make use of workshop-style sessions and/or activities to support these goals.

References

United Nations Enable. 2006. Fact Sheet on Person with Disabilities. Available at : <https://www.un.org/disabilities/documents/toolaction/pwdfs.pdf>

Crenshaw, Kimberlé Williams. 1989. Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Anti-Discrimination Doctrine, Feminist Theory, and Anti-Racist Politics. *The University of Chicago Legal Forum* 140: 139–67.

Combahee River Collective. 1977. The Combahee River Collective Statement. Available at. <http://circuitous.org/scraps/combahee.html>.

LEARNING OUTCOMES

This course aims to foster:

- Critical analysis of key concepts, models, and debates that have characterized transnational approaches to critical disability studies
- Reflexive engagement with intersectional forms of disability oppression that are shaped by transnational processes
- Experiential and peer-based learning through the direct application of theory towards current social justice issues

COURSE MATERIALS

Assigned materials are freely available through Ares or by searching through the online journals. Should you encounter any disability-related barriers while attempting to access this content, please notify me in writing as soon as possible.

Course Schedule

Week 1 (January 7th) - Introduction & Workshop: Safe Space Practices, Reflexivity & Intersectionality

NORMATIVE FRAMEWORKS: DISABILITY & INTERNATIONAL HUMAN RIGHTS MONITORING MECHANISMS

Week 2 (January 14th)- Introducing the Social Model of Disability & the CRPD

KEY DEBATES: (RE)FRAMING DISABILITY & IMPAIRMENT IN THE GLOBAL SOUTH

Week 3 (January 21st)- Disability & (Feminist) Post-colonial Theory

Invited Guest

Week 4 (January 28th)- Disability Rights as Justice?

Week 5 (February 4th) - Disability Rights as Justice? Part II

DISABILITY, VIOLENCE & DISPLACEMENT

Week 6 (February 11th) - Producing & Responding to Impairment in the Global South

***First Assignment Due**

Occupation & Homonationalism

Violence & Humanitarianism

Week 7 (February 18th) – READING WEEK: February 17th to 21st

Week 8 (February 25th) - Refugees with Disabilities

TRANSNATIONAL DISABILITY ACTIVISM & DECOLONIZATION

Week 9 (March 3rd) - Girls & Women with Disabilities in the Global South

Week 10 (March 10th) - Decolonizing Disability

DISABILITY IN THE WHITE SETTLER STATE

Week 11 (March 17th)- Disability, Health & Indigeneity in Canada

Week 12 (March 24th)- Disability & Immigration Discrimination

Law & Discourse

Migrant Women of Colour

Week 13 (March 31st) - Situating Gendered, Racialized & Disabled Labour Across Borders

***Final Assignment Due**

Injured and Indigenous Migrant Workers

Migrant Women as Careworkers

Week 14 (April 7th) – Summary and Closing Discussion

COURSE EVALUATION

Media Analysis – 25%	February 11 th
Grant Proposal – 30%	March 31 st
Contribution to Collective Proposal – 5%	TBD
First Co-Facilitated Discussion – 10%	TBD
Second Co-Facilitated Discussion – 15%	TBD
Participation – 15%	Ongoing

First Paper – Media Discourses and Transnational Experiences of Disability: 25%

Due: February 11

6 to 7 pages

Final Paper – Grant Proposal: 30%

Due: March 31

9 to 10 pages

Collective Proposal – 5%

TBD

Co-Facilitated Discussions – 25% (10% + 15%)

TBD

Participation – 15%

Ongoing