

Critical Disability Studies Graduate Program  
Faculty of Graduate Studies  
York University  
CDIS 5070 / GEOG 5260 FALL 2017  
Geography of Disability

**Class Time:** Mondays, 11:30 a.m. – 2:30 p.m.

**Location:** Vari Hall, Room 1156

## Course Directors/Office Hours

John Radford

Ross Building S404C

(416) 736-2100, x55107

Mondays, 10–11 a.m. or by appointment

Madeline Burghardt.

Room 422 HNES

Mondays, 10-11 a.m., 2:30- 3:30 p.m., or by appointment

## COURSE DESCRIPTION

Welcome to the course! This is a seminar where participation and discussion are actively encouraged.

The field of human geography has traditionally dealt with such themes as space, place, landscape and environment. More recently themes like modernity, postcolonialism, identity and embodiment have been added and the concept of geographic scale is always front and center.

In the *first session* of the course we:

(a) introduce the idea of space and place using a piece by Tanya Titchkosky on cultural maps. Please try to read this chapter (listed below under Class 1) before the first class on September 11. This reading introduces the idea of enabling vs disabling geographies.

(b) review the conventionally recognized models of disability.

(c) examine some policy issues.

Throughout the course, the contemporary world is our main concern, but we examine it by drawing from historical and political contexts. Topics are examined using current and foundational critical disability and critical geography theories. The course focuses primarily on physical and developmental disabilities, with some attention to psychiatric disabilities.

Weekly sessions and readings are listed below. Occasionally, additional short readings that address current issues may be assigned. Further readings will depend on your choice of paper topic. For some of the readings we have tried to indicate where they can best be found. If you have any difficulty with finding a reading, and you have searched various routes, contact us and we will make suggestions.

The main objective of the course is to enhance our understandings of disability in the context of some of the key perspectives offered by researchers in critical human geography.

## Course components

Assignment	Percentage of final grade	Due Date
Reflection on Geographic concepts	10 %	Sept. 25 <sup>th</sup>
Book Review	20%	Oct.16 <sup>th</sup>
1-page proposal for final paper	5%	Oct.23 <sup>rd</sup>
Paper topic presentation	15% Half of the presentation for the final paper topic will be assigned by peer evaluation	Nov 27 <sup>th</sup> or Dec. 4 <sup>th</sup>
Final paper	30%	Dec. 8 <sup>th</sup>
Participation	20%	Ongoing

## READINGS AND PARTICIPATION

**Class participation is an integral part of this course. Please complete the required readings (listed below) for each class so that we can discuss the topics in an informed manner.** In this way we can combine a central organizing structure with the possibility of creative fluidity, leaving you free as the term progresses to pursue your own research and formulate your interests. Try also to read as many of the supplemental readings as possible.

It is important to attend all class sessions. If you are unable to attend, please notify one or both of the course instructors in advance.

Participation will be evaluated in an ongoing manner and is worth 20% of your final grade. It will include:

- Coming to class with thoughtful questions and reflections on the assigned readings
- Updating the class on your research process
- Offering resources and ideas related to your colleagues' research projects
- Making a brief presentation on your research during the last two weeks of class

Those who are uncomfortable with, or disadvantaged by, presenting your ideas in a group, we will accept short written reflections based on in-class discussions.

## REFLECTION ON GEOGRAPHIC CONCEPTS, due Sept. 25<sup>th</sup>, 2017.

A brief list of geographic concepts will be distributed to students during the first class. Students are to provide brief (i.e. 300-500-word) critical analysis of the assigned concept and explain their relationship to critical disability studies.

Please submit your written analysis during class on Sept. 25<sup>th</sup>. Your assignment should include a cover page or header with your name, course title, and the date. Please double-space your work, use Times New Roman font 12, paginate your pages and staple your work.

The reflection on geographic concepts is worth 10% of your final grade.

### **BOOK REVIEW, due Oct. 16<sup>th</sup>**

Students are to choose from the list of books which will be distributed to students early in the course. Select a work of fiction or non-fiction which includes a sense of place and a character with a disability. Prepare a review of the book which includes a description of how disability and place are featured. Provide a critical analysis of the author's depiction of disability, and of the connections presented in the book between place, location, space, historical / political conditions and the author's representations and interpretations of disability. In works of fiction, evaluate how successfully the author presents these ideas within the context of the wider plot.

The Book Review should consist of 4 double-spaced pages, Times New Roman font 12. Please provide a cover page or header including your name, course title and the date. Paginate and staple your work. The book review is worth 20% of your final grade

### **1-PAGE PROPOSAL OF RESEARCH TOPIC, due Oct. 23<sup>rd</sup>**

Students are to submit a 1-page proposal of your research topic for your final paper. These can include any of the topics covered in this course, or any topic with a focus on disability and geography, in discussion with the course directors. We will hold class discussion on your choice of topic, leading to the formulation of a well-defined research question by October 23<sup>rd</sup>. The topic will require formal approval from us at that stage. The proposal is worth 5 % of your final grade.

### **PAPER TOPIC PRESENTATION, due Nov. 27<sup>th</sup> or Dec.4<sup>th</sup>**

In the final weeks of the course, you will be asked to present your research findings informally in class. Your presentation should include some background information on your topic, what you intend to examine in your paper, and your plan for how you will achieve this. This presentation will come before the due date for the final paper to give you an opportunity to make use of the comments and suggestions that your presentation elicits from the group. You will be encouraged to read as widely as possible, and also to explore some of the rapidly evolving websites on disability issues. Full attendance for all presentations is expected so that everyone gets an opportunity to receive feedback from all members.

Please submit a written summary of your presentation on the day of your presentation. Please use Times New Roman, 12 font, double spaced, with a cover page or header indicating your name, course number, and date. The paper topic presentation is worth 15% of your final grade.

### **FINAL PAPER, due Dec. 8<sup>th</sup>, 2017**

Final research papers should be submitted in person or by e-mail by Dec. 8<sup>th</sup>, 2017. Papers should be 15-20 pages in length, Times New Roman 12 font, double-spaced, with a complete reference list. Please include a cover page which indicates your name, course number, and date. The final paper is worth 30% of your final grade.

# ASSIGNMENTS RETURN POLICIES

Assignments will be marked and returned to students 2 weeks after submission unless otherwise notified. Students who want their marked assignments returned to them in an envelope must submit a self-addressed (and self-stamped if applicable) envelope with your paper.

## LIST OF WEEKLY TOPICS AND READINGS

### Week 1: September 11<sup>th</sup>, 2017: Concepts, Models and Policy

**Leader: John and Madeline**

In this introductory session we will establish some common ground among members of the class with diverse academic backgrounds by discussing some of the major themes in human geography that point towards critical geographies. We will also review the main models of disability generally recognized in disability studies, and conclude the session by looking at some current policy issues in disability.

#### Readings

##### Space / Place and disability

Titchkosky, T. (2002). Cultural Maps: Which Way to Disability? In M. Corker & T. Shakespeare (Eds.) *Disability/Postmodernity: Embodying Disability Theory*. (pp. 101-111). New York: Continuum. **Call number:** HV 1568.2 D59 2002. On Reserve at Scott Library Reserve desk.

##### Models of disability

Barnes, C. & Mercer, G. (2010). Chapter 1, Introduction (pp. 1-11) and Chapter 2: Competing Models and Approaches (pp. 14-41). In *Exploring Disability, 2<sup>nd</sup> Edition*. Cambridge: Polity. **Call number:** HV 1568 B292 2010. On reserve at Scott Library.

Thomas, C. (2002). Disability theory: Key ideas, issues and thinkers. In C. Barnes, M. Oliver and L. Barton (Eds.) *Disability studies today*. (pp. 38-57). Cambridge: Polity Press. **Call Number:** HV 1568.2 D 595 2002. On reserve at Scott Library.

##### Current policy issues

We will examine some current policy issues. You may choose current readings, typically from newspaper and other media, and bring them to the first class. Some examples include:

- Goodnough, Abby: "For Millions, Life Without Medicaid Services is no Option". New York Times, July 1, 2017;

- Goffin, Peter: "Thousands of Under 65 adults with physical disabilities are being forced into Ontario nursing homes". Toronto Star June 9, 2017

- Cohn, Jonathon: "Cerebral Palsy Didn't Stop This College Junior. Obamacare Repeal Might", Huffpost Politics, June 17 2017.

- Cowan, Peter: "Not acceptable": Minister blasts suggestion of assisted suicide for person with disability". CBC News, July 27, 2017.

Etc.

## **Week 2: September 18<sup>th</sup>, 2017: Understanding Neoliberalism**

**Leader: John**

### **Required Readings**

Harvey, D. (2006). Neo-liberalism as creative destruction. *Geofiska Annaler* 88 B (2) 2006, 145-158. Available online at the following [link](#)

Soldatic, Karen and Helen Meekosha (2012), Disability and Neoliberal State Formations. In N. Watson, A. Roulstone and C. Thomas (Eds.) *Routledge Handbook of Disability Studies*. (pp.195-210). New York: Routledge. **Call Number:** HV 1568.2 R68 2012. Also available as ebook at Scott Library.

West, Cornel. "[Goodbye, American Neoliberalism. A New Era is Here](#)", The Guardian, November 17, 2016.

### **Additional background readings that will be referred to in class**

Harvey, D. (2005). *A Brief History of Neoliberalism*. Introduction (pp. 1-4); Chapter 1 (pp. 5-38). Oxford: Oxford University Press. **Call number** HD 87 H374 2005. Also Available on ebooks at Scott Library.

Russell, M. (1998). *Beyond Ramps: Disability at the End of the Social Contract*. Monroe, Me.: Common Courage Press. Introduction (pp.8-11); Chapter 1 (13-17); Chapters 5 & 6 (pp. 57-83); Chaptr 11 (pp.144-165). **Call number** HV 1553 R87 1998. Available at the Scott Library reserve desk.

Russell, M. & Malhotra, R. (2002). Capitalism and Disability. *Socialist Register* 38, 211- 228.

## **Week 3: September 28<sup>th</sup>, 2017: Disability and Modernity**

**Leader: John**

### **Required readings**

Radford, J. (1996). Disability and the heritage of modernity. In M. Rioux & M. Bach (Eds). *Disability is not Measles: New research Paradigms in Disability* (pp.9-27). Toronto: Roeher Institute. **Call number:** HV 1568 D58 1994. Available at the Scott Library reserve desk.

Radford, J. (1991). Sterilization versus segregation: control of the 'feebleminded', 1900-1938, *Social Science and Medicine* 33 (4), 449-458.

Malacrida, Claudia, (2015). Introducing the Michener Centre. Chapter 1 (pp. 3-30) in *A Special Hell: Institutional Life in Alberta's Eugenic Years*. Toronto: U of T Press. Call number: HV3008 R436 2015. Available at the Scott Library reserve desk.

## **Additional readings**

Philo, C. (1989). 'Enough to drive one mad': the organization of space in 19<sup>th</sup> century lunatic asylums. In J. Wolch and M. Dear (Eds.). *The Power of Geography: How territory shapes social life*. (pp. 258-290). London: Unwin Hyman. **Call number**: GF 50 P68 1989. Available at the Scott Library reserve desk.

Parent, L. (2011). *The Hegemony of Stairs*. Unpublished MA Major Research Paper, Critical Disability Studies, York University. Available in hardcopy in the Graduate Program in Critical Disability Studies Office in room 409, HNES Building.

## **Week 4: October 2<sup>nd</sup>, 2017: Spatial arrangements of labour and disability**

**Leader: Madeline**

### **Required Readings**

Wilton, R. (2004). From flexibility to accommodation? Disabled people and the reinvention of paid work. *Transactions—Institute of British Geographers* 29(4), 420-432.

Russell, M. (2002). What Disability civil rights cannot do: Employment and political economy, *Disability and Society* 17(2), 117-135.

Galer, D. (June 2014). "A place to work like any other?" Sheltered workshops in Canada, 1970-1985. *Canadian Journal of Disability Studies* 3(2), 1-30.

### **Additional Readings**

Wilton, R. (2008). Workers with disabilities and the challenges of emotional labour. *Disability and Society* 23(4), 361-373.

**October 9<sup>th</sup>: Thanksgiving holiday: No class.**

## **Week 5: October 16<sup>th</sup>, 2017: The built environment: modernity and beyond**

**Leader: John**

### **Required readings**

Imrie, R. (1999). The body, disability and Le Corbusier's conception of the radiant environment. In R. Butler and H. Parr (Eds.) *Mind and Body Spaces: Geographies of illness, impairment & disability* (chapter 2, pp. 25-44) London: Routledge. **Call number**: HV 1568 M58 1999. Also available from eresources at York Libraries.

Bhakta, A. and Jenny Pickerill (Dec. 2016), Making Space for Disability in Eco-homes and Eco-communities *Geographical Journal* 182(4) 406-417.

Sherman, S. & Sherman, J. (2012). Design professionals and the built environment: Encountering boundaries 20 years after the Americans with Disabilities Act. *Disability & Society* 27(1), 51-64.

Ed Roberts Campus-Building Community YouTube Aug 16, 2011

## **Week 6: October Oct. 23<sup>rd</sup>, 2017: Geo-politics and disability**

**Leader: Madeline**

### **Required Readings:**

Gleeson, B. (1999). Historical-geographical materialism and disability. Chapter 4 (pp. 59-73). In *Geographies of disability*. London: Routledge. **Call Number:** HV 3011 G59 1999. Also available from eResources at YorkU library

Chandler, E. (2012). Mapping difference: Critical connections between crip and diaspora communities. *Critical Disability Discourse 5*, 39-66.

Chapman, C. (2014). Five centuries' material reforms and ethical reformulations of social elimination. In L. Ben-Moshe, C. Chapman, & A. Carey (Eds.). *Disability incarcerated: Imprisonment and disability in the United States and Canada*. (pp.25-44). New York: Palgrave MacMillan. **Call Number:** HV 1568 D5688 2014. Also available from eResources at YorkU library.

## **Week 7: Oct. 30<sup>th</sup>, 2017: Global geographies of inequality and disability**

**Leader: Madeline**

### **Required reading:**

Berghe, M. (2015). Radicalising 'disability' in conflict and post-conflict situations. *Disability & Society 30*(5), 743-758.

McEwan, E. and Butler, R. (2007) Disability and Development: Different Models, Different Places, *Geography Compass 1*(3), 448-466.

Soldatic, K. (2013). The transnational sphere of justice: Disability praxis and the politics of impairment. *Disability & Society 28*(6), 744-755.

Callender, T. (2013). [Addressing Inequalities for People with Disabilities is Central to an Effective Post-2015 Agenda](#). Available online

### **Additional Readings:**

Wehbi, S., Elin, L., & El-Lahib, Y. (2010). Neo-colonial discourse and disability: the case of Canadian international development NGOs. *Community Development Journal 45*(4), 404-422.

Rohwerder, B. (2013) Intellectual disabilities, violent conflict and humanitarian assistance: advocacy of the forgotten. *Disability & Society 28*(6), 770-783

## **Week 8: November 6<sup>th</sup>, 2017: Borders & Boundaries I: Abstract & arbitrary**

**Leader: Madeline**

### **Required reading**

Carlson, L. (2005). Docile bodies, docile minds: Foucauldian reflections on mental retardation. In S. Tremain (Ed.). *Foucault and the government of disability* (pp.133-152). Ann Arbor: University of Michigan Press. **Call number:** HV 1568 F68 2015. On reserve at Scott library.

Colligan, S. (2004). Why the intersexed shouldn't be fixed: Insights from queer theory and disability studies. In B. Smith & B. Hutchinson (Eds.). *Gendering Disability* (pp. 45-60). New Brunswick, New Jersey: Rutgers University Press. **Call number:** HV 1569.3 W65 G46 2004. On reserve at Scott Library.

Wilton, R. (1998). The constitution of difference: Space and psyche in landscapes of exclusion. *Geoforum* 29(2), 173-185.

Hall, E. (2005). The entangled geographies of exclusion / inclusion for people with learning disabilities. *Health & Place* 11(2), 107-115.

### **Additional Readings**

Douglas, M. (1966). Introduction (pp.1-6). In *Purity and Danger: An analysis of concepts of pollution and taboo*. London: Routledge and Kegan Paul. **Call number:** GN 494 D6 1991. Also available online through YorkU Library eResources.

## **Week 9: November 13<sup>th</sup>, 2017: Borders & Boundaries II: Manifestations of 'difference'.**

**Leader: Madeline**

### **Required readings:**

Erevelles, N. (2014). Crippin' Jim Crow: Disability, Dis-Location, and the School-to-Prison Pipeline. In L Ben-Moshe, C. Chapman & A. Carey (Eds.). *Disability incarcerated*. (pp. 81-99). New York: Palgrave MacMillan. **Call Number:** HV 1568 D5688 2014. Also available from eResources at YorkU library.

Hubert, J. (2000). The social, individual, and moral consequences of physical exclusion in long-stay institutions: The archaeology and anthropology of difference. In J. Hubert (Ed). *Madness, disability and social exclusion: The archaeology and anthropology of difference* (pp.196- 207). London: Routledge. Call number: HM 1131 M33 2000. On reserve at Scott Library.

Menzies, R. (1998). Governing Mentalities: The deportation of 'insane' and 'feebleminded' immigrants out of British Columbia from Confederation to World War II. *Canadian Journal of Law & Society* 13(2), 135-173.



## **Additional Readings**

Chadha, E. (2008). Mental defectives not welcome: Mental disability in Canadian immigration law, 1859-1927. *Disability Studies Quarterly* 28(1).

CBC News. (March 15, 2016). [York University prof denied permanent residency over son's Down Syndrome](#).

## **Week 10: November 20<sup>th</sup>, 2017: Enabling geographies: Disability Activism**

**Leader: John**

### **Required reading:**

Kitchin, R. and Wilton, R. (2003). [Disability activism and the politics of scale](#). *The Canadian Geographer* 47 (2) 97-115. Available online

Skelton, T. & Valentine, G. (2010). It's My Umbilical Cord to the World...the Internet: D/deaf and Hard of Hearing People's Information and Communication Practices. In V. Chouinard et al. *Towards Enabling Geographies; 'Disabled' Bodies and Minds in Society and Space*. (pp. 85-105). Farnham, Surrey; Burlington, VT: Ashgate. **Call number:** HV 1568 T67 2010. Also available on ebooks and at the Scott Library reserve desk.

A.J. Withers (2012) Looking Back but moving forward. Chapter 6, (pp. 98-120). In *Disability Politics and Theory*. Halifax: Fernwood. **Call number:** HV 1568.2 W58 2012. On reserve at Scott Library reserve desk.

## **Weeks 11 and 12: November 24<sup>th</sup> and December 1<sup>st</sup>, 2017**

Class research presentations