

Faculty of Graduate Studies
Graduate Program in Critical Disability Studies
CDIS 5100 6.0: Disability Studies: An Overview

Winter 2021
Course Outline

Class Time: January 12 to April 6, 2021 on Tuesdays, 4:00 pm to 7:00 pm

Venue: Online via Zoom

Course Directors: Madeline Burghardt, PhD

Contact Info: madelinb@yorku.ca

Office Hours: Zoom office hours: Tuesdays, 2 – 4 p.m. Please book ahead

EQUITY AND TEACHING:

As the COVID-19 pandemic unfolds and evolves, students and instructors are adapting to learning online. We recognize that the pandemic and the measures to control and treat it impact students in different ways. We are committed to and focused on providing our students a learning environment that is engaging, supportive, flexible and has academic integrity. We encourage you to share your feedback as early as possible about your learning experience so that we can have a deeper understanding of the challenges you may be facing, and work towards finding solutions to the extent possible. Talk to your Course Director (CD) or the Graduate Program Director (GPD) within the School of Health Policy and Management, Dr. Rachel Gorman (gorman@yorku.ca) about access to technology and supports, academic accommodation, technology-enabled delivery of course material, assessments/evaluation instruments or any other academic challenges you are experiencing. For more detail about how the pandemic is impacting students see the report “COVID-19 Impacts on Student Learning and Equity” from the [Centre for Human Rights, Equity and Inclusion](#). For other updates on COVID-19 and York see [the YU-Better Together Website](#)

COURSE OBJECTIVES

Overall Objective: In this course, students will gain foundational knowledge of the field of critical disability studies, its historical and political foundations, key developments, theoretical approaches and models within the field, and its current intersections with other critical disciplines.

Specific Objectives: In this course, students will:

- learn about the political and historical foundations of the disability rights movement and critical disability studies (CDS);
- be introduced to varying understandings, representations, and approaches disability over time.

- learn about various theoretical approaches within the field and different models of disability, historical and current;
- develop a conceptual understanding of the interdisciplinary nature of critical disability studies and the intersection between disability and other social movements;
- become familiar with current contemporary thinking in CDS;
- begin to apply learned theoretical concepts to current situations for people with disabilities, including spatial, political and temporal arrangements.
- gain academic skills as critical readers, thinkers and writers as they deepen their scholarly interests in the field

EXPECTATIONS AND REQUIREMENTS

GENERAL:

Please come to class having read and reflected on the assigned readings and be prepared to engage in class discussions. Participation is a vital part of this course and it is during our class discussions that much learning occurs. I encourage you, as graduate students, to engage with the material critically and reflexively. As such, you may wish to refer to the following:

- Special issue on 'Self-reflection as Scholarly Praxis'. *Disability Studies Quarterly* 33 (2), 2013.
- Mia Mingus – [Leaving evidence blog](#).
- Sara Ahmed – [Feminist killjoys blog](#)

In our discussions, we will maintain an atmosphere of respectful listening and dialogue, acknowledging that participants are drawing from a range of experiences, and that there will be a variety of opinions and ideas expressed throughout the course.

This is the first time that this course is being offered via Zoom; as such, there may be technical and management issues that we will work out in the first few weeks, such as determining how best to conduct online discussions. I am open to input and feedback regarding how best to lead and moderate the online forum. Please notify me if you have ongoing concerns about the nature or format of class discussions.

If you must be absent from class, please inform me in advance and send me a one- to two-page overview of the readings for that week. Repeated absences without explanation will lead to a lower final grade.

ACCOMMODATIONS:

I am happy to work out alternate formats for participation and assignments as needed. It is also important that students complete their course work in a timely manner whenever possible. If modifications or accommodations would assist you in reaching these goals, please contact me within the first two weeks of the course so that accommodations can be put into place.

Please contact the [York Student Accessibility Services](#) to arrange for academic accommodations and inform the Course Director with accommodation letters.

COURSE READINGS

All course readings are available online unless otherwise indicated.

FULL YEAR COURSE EVALUATION

All assignments are due on the dates listed below. All assignments should be written in Times New Roman 12 font (or larger if desired or required for accommodation purposes), double-spaced with one-inch margins. **Please respect the word limits** indicated below. Use a cover page on which you indicate your name, student number, course number, instructor's name, **title of assignment**, and date of assignment submission. Number your pages and include a running head.

Assignment	Due Date	Weight
Book review – Between 1000 – 1250 words maximum.	October 20 th , 2020	15%
Fall Seminar presentation: This consists of an oral presentation and a written submission. Please see full instructions below. Written submission 1000 words max.	Thursdays, 23:59 hrs	10%
Annotated Bibliography (between 16 and 20 annotations; 8-10 pages, double spaced)	December 8 th , 2020	20%
Winter Term Essay (15-18 pages, double-spaced)	April 6 th , 2021	30%
Winter Seminar presentation: Identical instructions for Fall presentation.	Thursdays, 23:59 hrs	15%
Participation: discussion questions submitted on readings each week; attendance.	Ongoing	10%

DESCRIPTION OF ASSIGNMENTS

BOOK REVIEW: 15%, Due October 20th

Write a 1000-1250-word review of one of the books listed below. The review will be a critical analysis of the text with attention to the author's analysis, research and writing and will include the following:

- A summary of the main ideas of the book
- Explanation of its principle theoretical perspective
- Critical analysis: i.e. Discussion of the ways, and the extent to which this book contributes to the field of critical disability studies; questions it raises within the field; controversies it provokes, etc.
- Indicate the degree to which this book resonated with you, challenged you and your thinking, affirmed your thinking, etc.
- You may also critique the author's writing style and format, if appropriate.
- Include reference to at least one review of the book that you have found. Let your instructor know in advance which book you have chosen to review.

1. Ben-Moshe, L., Chapman, C. & Carey, A. (2014). *Disability Incarcerated: Imprisonment and Disability in the United States and Canada*. New York, New York: Palgrave MacMillan. Available from the York U online library catalogue.
2. Clare, E. (2017). *Brilliant imperfection: grappling with cure*. Available from the York U online library catalogue or through <https://ebookcentral.proquest.com>
3. Kafer, Alison. (2013). *Feminist queer crip*. Indiana University Press. Available from the York U online library catalogue.
4. Titchoksky, T. (2011). *The question of access: Disability, space, meaning*. Toronto: University of Toronto Press.
5. Grech, S. (2015). *Disability and Poverty in the Global South: Renegotiating Development in Guatemala*. New York: Palgrave Macmillan

ANNOTATED BIBLIOGRAPHY: 20%, Due December 8th, 2020

This assignment will serve as preliminary research for your winter term research essay and/or your MRP. An annotation for one source should be a concise summary of its main points and its central theoretical perspective. Each annotation should be approximately half a page in length, double-spaced. Your completed assignment must not contain articles or book chapters that are part of our course reading list. Completed assignments will have a total of 16-20 annotations—i.e. two annotations per page for 8-10 pages. A sample annotated bibliography will be provided in class.

FALL (10%) & WINTER SEMINAR PRESENTATIONS (15%): TOTAL 25%

CDIS 5100 is a seminar and participation is key. Each week we meet to discuss the readings, our works in progress, and our understandings of the interdisciplinary field of critical disability studies.

Each semester, each student will lead a seminar based on one of the readings from that week. The seminar presentations consist of two parts:

1. A brief presentation in class of one of that week's readings. This will consist of a concise but thorough summary of the article's main points; a few points of context on the author and the time period in which it was written (for example, '*early 1990s social model theorist*'); a brief critical reflection on how the reading connects to CDS; your overall impression of it and your reasoning for that; and at least two critical questions for the class that stem from that reading. Practice your presentation if possible, and ensure that it is a maximum of 10 minutes (excluding the questions).
2. A written summary of your presentation, to be submitted to the course instructor 2 days after the class (i.e. by Thursday 11:59 p.m.). This summary can incorporate class feedback and comments. The written summary will be a maximum of 1000 words, Times New Roman 12- font, double-spaced.

Students are welcome to connect their presentation to topics already covered in the course, and to incorporate other readings or coursework into their reflections and presentations when appropriate. When presenting, indicate where in the article you are referring to, so the rest of the class can participate more easily.

A sign-up schedule will be posted at the beginning of the semester. Please choose dates carefully and if you must rearrange your presentation date, I ask that you initiate a 'switch' with another classmate individually. Do not worry about doing a presentation on a paper that you don't think you will like; we often learn the most by reflecting on topics with which we are least familiar!

WINTER TERM ESSAY 30%, Due April 6th, 2021

Drawing from course content, your annotated bibliography, and your research throughout the semester, write a final paper in an area of interest (this can be considered the beginnings of your MRP). Ensure that you include the following:

- Title page with your name and student number, course and instructor name, and the **title** of your paper.
- An introduction in which you provide background to your topic and clearly state the central argument or thesis of your paper.

- The body of your paper, in which you argue your central thesis, drawing from the scholarly literature.
- A conclusion, in which you sum up your ideas and, where appropriate, indicate in which direction the research needs to go.
- Your paper must have at least ten scholarly references that are not in the course outline.

Your paper will be between 3000 and 3750 words, excluding bibliography.

PARTICIPATION & ATTENDANCE: 10%, Ongoing

Students who are not leading the seminar are expected to write 1-2 critical discussion questions that emerge from your readings on the topic of that week. Please email your questions to the course instructor at least 24 hours prior to the beginning of class. These will be collated and posted on the class website.

Participation also includes students' attendance and attentiveness and participation to the class discussion.

REFERENCING AND CITATION STYLE:

All assignments must be in one of APA, MLA or Chicago citation style. Do not cite Wikipedia.

ASSIGNMENT SUBMISSION AND RETURN POLICY

Please submit assignments by email to the course instructor before 11:59 p.m. on the date indicated.

I will endeavour to grade all assignments that are submitted on time within two weeks of submission. The Winter Term Essay will be returned when marks are posted. Late papers will be returned as decided upon by the instructor. If you require extra time to complete your work, please speak to me at least one week in advance of the due date.

ACADEMIC INTEGRITY

Any acts of academic dishonesty including plagiarism, submitting the same paper twice, or failure to cite sources are taken seriously and will be addressed according to York University Policy.

Plagiarism, or the submission of work which you did not write, will get a grade 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 online tutorial about how to respect these procedures, available at the [Faculty of Graduate studies website](#).

I encourage you to keep drafts of your papers until they have been graded and returned to you, both to explore and clarify suspected cases of academic dishonesty, and to allow you to return to your work for ongoing reflection.

EVALUATION CRITERIA

- a) **Substantive:** Student clearly indicates central purpose or focus of the paper; engages with CDS principles, theory and ideas; integrates course content; applies theory where appropriate; demonstrates critical thinking, synthesis, and analysis throughout.
- b) **Understanding:** demonstrates clear understanding of theoretical concepts used, as well as historical foundations and current contexts of issues.
- c) **Clarity and organisation:** Student demonstrates a logical flow of ideas. The paper holds together well, and there is a clear introduction and conclusion to the paper.
- d) **Writing:** sensitivity to word choice; consistent, scholarly tone; references support claims; grammatically correct sentences and paragraph structure; APA style format; paper of correct length
- e) **Progression of analytic and written skills:** throughout the course, student demonstrates constructive use of feedback regarding integration of key course concepts, analyses and writing.

Helpful hint: Use Zotero, Mendeley, or another referencing tool for your references. 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, currently located at the [York University Library website](#)).

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. The grades for a course are considered official following approval by the graduate program director. The Faculty of Graduate Studies may change a grade if the program director concerned reports a clerical error or if an appeal to the program results in a change of grade.

Letter Grade	Performance	Percentage	Description pertaining to the program
A+	Exceptional	90–100%	Excellence in writing, research, reading and originality.
A	Excellent	85–89%	Work that shows a superior command of the subject, clearly written, creatively researched.
A-	High	80–84%	Work that shows a superior command of the material but limited in breath or depth of research and/or presentation.
B+	Highly Satisfactory	75–79%	Research and writing skills may be flawed in some visible and correctable way. Critical perspective is present and is consistently applied.
B	Satisfactory	70–74%	Work that meets minimum expectations of a graduate student in research, writing, and reading skills. Critical perspective is present but is not consistently applied.
C	Conditional	60–69%	Unsatisfactory work: flawed in methodology or critical assumption, incoherently organized, poorly written, or superficially researched. Critical perspective is beginning to develop.
F	Failure	0–59%	Work that is far below what is required. Does not address the assignment adequately. Absence of critical perspective. Work that breaches academic honesty will get a minimal penalty of ZERO.
I	Incomplete	N/A	N/A

Bring to every class: *Your readings and other materials.*

HELPFUL LINKS:

The Disability Archive UK - [Centre for Disability Studies - University of Leeds](#)

The OWL at Purdue - [Purdue Writing Lab - Purdue University](#)

UN Enable Newsletter - [United Nations Website](#)

SUBJECT LIBRARIAN:

Ms. Thumeka Mgwigwi

Room 203L, Scott Library

Phone: (416) 736-2100 ext 20073

E-mail: thumekam@yorku.ca

MODULE IV: INTERSECTIONS

Week 13: January 12, 2021

RACE

Bell, D. (1995). Who's Afraid of Critical Race Theory? *University of Illinois Law Review*, 893.

Erkuwater, J. L. (2018). How the Nation's Largest Minority Became White: Race Politics and the Disability Rights Movement, 1970-1980. *The Journal of Policy History* 30 (3), 367-399.

Bell, C. (2017). Is Disability Studies Actually White Disability Studies? Chapter 28 in L. Davis (Ed). *The Disability Studies Reader, 5th edition*. (pp. 406-415). Abingdon & New York: Routledge. PDF will be posted by instructor.

Erevelles, N. & Minear, A. (2013). Unspeakable Offences: Untangling Race and Disability in Discourses of Intersectionality. Chapter 26 in L. Davis (Ed). *The Disability Studies Reader, 4th edition* (pp. 354-368). Abingdon & New York: Routledge.

Supplemental:

Mollow, A. (2013). 'When Black Women Start Going on Prozac...': The Politics of Race, Gender and Emotional Distress in Meri Nana-Ama's 'Willow Weep for Me'. Chapter 30 in L. Davis (Ed). *The Disability Studies Reader, 4th edition*. (pp. 411-431). Abingdon & New York: Routledge.

WEEK 14, January 19, 2021:

CRITICAL FEMINISMS & QUEER THEORY

Hall, K. Q. (2011). Reimagining Disability and Gender through Disability Studies: An Introduction. In K. Hall (Ed.) *Feminist Disability Studies*. (pp. 1-10). Indiana University Press.

McRuer, R. (2014). Compulsory Able-Bodiedness and Queer / Disabled Existence. Chapter 29 in L. Davis (Ed.). *The Disability Studies Reader, 4th edition*. (pp. 369-378). Abingdon & New York: Routledge.

Colligan, S. (2004). Why the Intersexed shouldn't be fixed: Insights from Queer Theory and Disability Studies. In B. Smith and B. Hutchinson (Eds). *Gendering Disability*. (pp. 45-60). New Jersey: Rutgers University Press. PDF to be posted by instructor.

Baril, A. (July 2016). 'Doctor, am I an Anglophone trapped in a Francophone body?' An intersectional analysis of 'trans-crip-t time' in ableist, cisnormative, Anglonormative societies. *Journal of Literary and Cultural Disability Studies* 10 (2). Available on the [Liverpool University Press Website](#).

Supplemental:

Qwo-Li Driskill, Chris Finley, Brian Joseph Gilley, and Scott Lauria Morgensen. The revolution is for everyone: imagining an emancipatory future through queer indigenous critical theories. (2011). *In Queer Indigenous Studies: critical interventions in theory, politics, and literature*. Tucson: University of Arizona Press. PDF to be posted by instructor.

WEEK 15: January 26, 2021

VULNERABILITY / PRECARIOUS LIFE

Butler, J. (2004). *Precarious life: The powers of mourning and violence* (19-49). New York: Verso. PDF to be posted by instructor.

Kafer, A. (2017). At the same time, out of time: Ashley X. Chapter 20 in L. Davis (Eds.). *The Disability Studies Reader, 5th edition* (pp. 282-304). Abingdon & New York: Routledge. PDF to be posted by instructor.

McBride-Johnson, H. (2013). *Unspeakable conversations*. Chapter 37 in L Davis (Ed.). *The Disability Studies Reader, 4th edition*. (pp. 507- 519). Abingdon & New York: Routledge.

Supplemental; please look at:

Gov. Ontario (March 28, 2020). *Clinical Triage Protocol for Major Surge in Covid Pandemic*. PDF to be posted by instructor.

AODA Alliance (July 2020). *In A Second COVID-19 Wave, If There Aren't Enough Ventilators for All Patients Needing Them, A new Draft Ontario Medical Triage Protocol Would Continue to Discriminate Against COVID-19 Patients with Disabilities*.

WEEK 16, February 2nd, 2021

'POPULATIONS', COMMUNITY & IDENTITY

Chen, M. Brain Fog: The Race for Cripistemology. *Journal of Literary and Cultural Disability Studies* 2014, 8 (2), 171. Available on the [Liverpool University Press website](#)

Kusters, A & De Meulder, M. (2013). Understanding Deafhood: In search of its meanings. *American Annals of the Deaf* 158 (5), 428-438.

Schalk, S. (2013). Coming to claim Crip: Disidentification with/in Disability Studies. *Disability Studies Quarterly* 33 (2). Available on the [Disability Studies Quarterly website](#).

WEEK 17, Feb 9th, 2021

MADNESS & CDS

Thornycroft, R. (Feb. 2020). Available Online: [Crip Theory and Mad Studies](#): Intersections and Points of Departure. *Canadian Journal of Disability Studies* 9 (1), 90-121.

Morrigan, C. (2017). Available Online: [Failure to Comply: Madness and/as Testimony](#). *Canadian Journal of Disability Studies* 6 (3), 61- 91.

Johnston, M. & Sanscartier, M. (2019). [Our Madness is Invisible: Notes on Being Privileged \(Non\)Disabled Researchers](#). *Canadian Journal of Disability Studies* 8(5), 119-139.

Further Reading:

Kunzel, R. (June 2017). Queer History, Mad History and the Politics of Health. *American Quarterly* 69 (2), 315-319.

FEB 16TH, NO CLASS, WINTER READING WEEK

WEEK 18, Feb 23rd

CDS AND THE ARTS

Cachia, A. (2019). Available online: [Reflections on Access: Disability in Curatorial Practice](#). *Canadian Journal of Disability Studies* 8 (1), 97-117.

Swain, G. (2019). Available online: [The Healing Power of Art in Intergenerational Trauma: Race, Sex, Age, and Disability](#). *Canadian Journal of Disability Studies* 8 (1), 14-31.

Devos, P. (2018). Available online: [Dancing Beyond Sight: How Blindness Shakes up the Sense of Dance](#). *Disability Studies Quarterly* 38 (3).

MODULE V: POLICY & GOVERNMENTALITIES

WEEK 19, March 2nd, 2021

POLICY I (International, Law)

Note: First reading provides an overview of the UNCRP; the next two provide critiques.

Hendricks, A. (2007). Available online: [Selected Legislation and Jurisprudence: UN Convention on the Rights of Persons with Disabilities](#). *European Journal of Health Law* 14 (3), 273-298.

Lang, R. (2009). Available online: [The United Nations Convention on the right and dignities for persons with disabilities: A panacea for ending disability discrimination?](#) *ALTER—European Journal of Disability Research* 3(3), 266-285.

Meyers, S. (Dec. 2014). Available online: [Global Civil Society as Megaphone or Echo Chamber?: Voice in the International Disability Rights Movement \[PDF\]](#). *International Journal of Politics, Culture, and Society* 27 (4) pp. 459-476.

Please take a look at:

UN (2006). Available online: [Convention on the Rights of Persons with Disabilities \(Optional protocol\) \[PDF\]](#). (pp.4-31; contains the 50 articles).

UN (2017). Available online : [Homepage of the Convention on the Rights of Persons with Disabilities \[PDF\]](#).

Supplemental Reading / revisiting from Fall semester:

Meekosha, H. (2011). Decolonising Disability: Thinking and Acting Globally. *Disability & Society* 26 (6), 667-682.

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

WEEK 20, March 9th, 2021

POLICY II: Federal, provincial (Canada)

Jongbloed, L. (2003). Available online: [Disability Policy in Canada: An Overview](#). *Journal of Disability Policy Studies* 13 (4), 203-209.

Note: although this article is dated, it provides historical context and basic principles of disability policy in Canada.

Marquis, E., et al. (June 2016). Available online: [Charting the Landscape of Accessible Postsecondary Education for Students with Disabilities](#). *Canadian Journal of Disability Studies* 5 (2)..

Smith-Carrier, T., et al (2017). Vestiges of the Medical Model: A critical exploration of the Ontario Disability Support Program in Ontario, Canada. *Disability & Society* 32 (10), 1570-1591.

WEEK 21, March 16th, 2021

WORK & POVERTY

Taylor, S. (March 2004). The Right not to Work: Power and Disability. *The Monthly Review*.

Vick, A. (2014). Available online: [Living and Working Precariously with an Episodic Disability: Barriers in the Canadian Context](#). *Canadian Journal of Disability Studies* 3 (3), 1-29.

Galer, D. (2014). Available online: [‘A Place to Work like any other?’ Sheltered Workshops in Canada, 1970-1985](#). *Canadian Journal of Disability Studies* 3 (2).

Reaume, G. (2016). Available online: [A Wall’s Heritage: Making Mad People’s History Public](#). *Public Disability History* 1 (2016), 20.

Johner, R. (September 2013). Disability and Poverty: Stories that Resist Attitudinal Barriers to Inclusion. *Canadian Journal of Disability Studies* 2 (3), 29-54.

Supplemental:

Malhotra, R. (2006). Justice as Fairness in Accommodating Workers with Disabilities and Critical Theory: The Limitations of a Rawlsian Framework for Empowering People with Disabilities in Canada. In R. Devlin & D. Pothier (Eds.). *Critical Disability Theory: Essays in Philosophy, Politics, Policy & Law*. (pp. 70 - 85). Vancouver: UBC Press.

Wilton, R. (2006). Working at the Margins: Disabled People and the Growth of Precarious Employment. In R. Devlin & D. Pothier (Eds.). *Critical Disability Theory: Essays in Philosophy, Politics, Policy & Law*. (pp. 129-150). Vancouver: UBC Press.

WEEK 22, March 23rd, 2021

CURE

Clare, E. (2017). Ideology of Cure. Chapter 1 in *Brilliant Imperfection: Grappling with Cure*. (pp. 3-30). Durham: Duke University Press.

Beauchamp-Pryor, Karen. (2011) "[Impairment, cure and identity: 'where do I fit in?'](#)" *Disability & Society* 26(1), 5-17.

Emerson, A. & Holroyd, F. (2020). Conductive Education: Thirty years on. *Disability & Society* 35 (8), 1349-1354.

Listen:

CBC Podcast: Unlocking Bryson's Brian. *The Current*. 8 episodes. Please listen to [Episode 1 \(54 minutes\)](#) and [Episode 6 \(50 minutes\)](#).

WEEK 23, March 30th, 2021

NARRATIVES & OTHER METHODOLOGIES

Schormans, A. Fudge (2005). Biographical versus biological lives: Auto / biography and non-speaking persons labelled intellectually disabled. *Auto / biography in Canada: Critical Directions* 4, pp. 109 – 128.

Dauphinee, E. (2017) Repetition. *Canadian Journal of Disability Studies* 6 (4), 1-32.

Cosenza, J. (2014). Available online: [Language Matters: A Dyslexic Methodology](#). *Qualitative Inquiry* 20 (10), 1191- 1201.

Crow, L. (2014). Available online: [Lying down Anyway: An Autoethnography](#). *Qualitative Inquiry* 20 (3), 359-361.

WEEK 24: April 6th, 2021

TYING IT TOGETHER

Meekosha, H. & Shuttleworth, R. (2009). Available online: [What's so Critical about Critical Disability Studies?](#) *Australian Journal of Human Rights* 15 (1), 47-75.

Erevelles, N. (2014). Available online: [Thinking with Disability Studies](#). *Disability Studies Quarterly* 34 (2).

Journals

Ageing and Society
Alter - European Journal of Disability Research
American Ethnologist
Anthropology and Medicine Anthropology Today
Applied Research in Mental Retardation Area
The Asia Pacific Disability Rehabilitation Journal
Atopia
Body and Society
British Journal of Learning Disabilities
Bulletin of the History of Medicine
Canadian Bulletin of Medical History
Canadian Journal of Disability Studies
Communication, Cultural and Media Studies Continuum: Journal of Media and Cultural Studies
Cultural Critique
differences: A Journal of Feminist Cultural Studies
Disability and Rehabilitation Disability and Society Disability Studies Quarterly
Educational Researcher
Equity & Excellence in Education Feminist Teacher
GLQ: A Journal of Lesbian and Gay Studies Harvard Educational Review
Hastings Center Report
Health Care for Women
International Housing and Society Hypatia
International Journal of Disability, Community and Rehabilitation International Journal of Disability, Development and Education
Interchange
Journal of Aging Studies
Journal of Advanced Nursing
Journal of Community and Applied Psychology
Journal of Critical Race Inquiry.
Journal for Cultural and Religious Theory Journal For Cultural Research
Journal of Developmental and Physical Disabilities
Journal of Disability Policy Studies
Journal of Contemporary Ethnography Journal of Intellectual Disability Research Journal of Leisurability
Journal of Literary and Cultural Disability Journal of Postsecondary Education and Disability
Journal of Religion Disability and Health Journal of Social Distress and the Homeless Journal of Special Education
Journal of Visual Culture Michigan Quarterly Review
Mosaic
Learning Inquiry
Left History
Men and Masculinity
Michigan Quarterly Review
NWSA
Parachute: Contemporary Art Magazine
Perspectives in Biology and Medicine
PMLA (Proceedings of the Modern Language Association of America)
PLOS Medicine
Public Culture
Race Ethnicity and Education
Radical History Review
Research in Developmental Disabilities
Scandinavian Journal of Disability Research
Sexuality and Disability
Signs
Social Science and Medicine
Social Text
Somatechnics
Studies in Gender and Sexuality
Studies in Material Thinking
Text and Performance
Quarterly
Theory and Society
Qualitative Inquiry
Visual Studies
Wagadu
Women and Performance
Women A cultural review

Handbooks & Readers:

Cahill, D., Cooper, M., Konings, M., & Primrose, D. (Eds.). (2018). The SAGE Handbook of Neoliberalism. Sage.

Critical Ethnic Studies Editorial Collective. Critical Ethnic Studies: A Reader. (2016).Duke University Press.

Denzin, N. K., Lincoln, Y. S., & Smith, L. T. (Eds.). (2008). Handbook of critical and indigenous methodologies. Sage.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). The SAGE handbook of qualitative research. Sage.

Gutting, G. (Ed.) . (2005). The Cambridge Companion to Foucault. Cambridge University Press.

Springer, S., Birch, K., & MacLeavy, J. (Eds.). (2016). Handbook of neoliberalism. Routledge.

Watson, N. (Ed.). (2013). Routledge handbook of disability studies. Routledge.

Explore:

[Live Theory -](#)

[Open Humanities Press Website](#)

below are some links to publishers who have imprints related to the field of CDS:

[Critical Perspectives on Disabilities](#)

Edited by Steven J. Taylor, Beth A. Ferri, and Arlene S. Kanter
Syracuse University Press

[Corporealities: Discourses of Disability](#)

Edited by David T. Mitchell and Sharon L. Snyder
University of Michigan Press [Representations: Health, Disability, Culture](#) Edited by Stuart Murray

Liverpool University Press

[The History of Disability](#)

[Disability History](#)

Edited by Julie Anderson and Walton Schalick
Manchester University Press

[Crip: New Directions in Disability Studies](#)

editors: Michael Berube; Robert McRuer; Ellen Samuels new one on [interdisciplinary dis studies from Routledge](#) : new one from UBC –

[Disability, culture politics series](#) edited by Chrissy Kelly & Michael Orsini