

Disability Studies

SOCY 936

Fall 2022

Thursdays, 2:30-5:30pm (usually class meets for ~90 minutes, beginning 2:30)

Mackintosh-Corry C420

Instructor: Thomas Abrams, thomas.abrams@queensu.ca

Office Location and Hours: By appointment, Mackintosh-Corry D421

My goal is to respond to emails only during business hours, Monday - Friday 9 am to 5 pm. At other times, my responses will be infrequent.

Course Overview

Disability Studies explores the cultural formation of ability and disability, with an eye to removing disabling barriers for all persons. This course will serve as an advanced introduction to that discipline, with an emphasis on theoretical and qualitative sociological research. More than just a sociology of disability, this means using disability to reframe classical and contemporary theories of social life, and exploring disablement as a site of transformative change and the politics of access. Concretely, this course will explore the medical and social models of disability, their detractors, intersectional and critical theories of disability, and empirical studies of disablement. By focusing on disability *and* ability, the seminar should be of interest to those interested in disability, and the social and material organization of capability more generally. Some basic questions that frame the course content: What is the relationship between disability and impairment? What are the politics underpinning disability terminology? What is the role of rehabilitation in the politics of disability and ability? What is the relationship between physical and mental disability? Who gets to theorize disability? Does disability change under different modes of economic organization? Students should finish the seminar with an understanding of disability studies debates, their history, key disability studies thinkers, and points of similarity with adjacent spaces of academic inquiry, not solely within sociology.

Intended Student Learning Outcomes

Students who actively engage the course material and assignments will leave the class with:

- a conceptual vocabulary shared by disability studies scholars
- a good understanding of the key debates in disability studies
- some insight into how a variety of interdisciplinary scholars have used disability theory
- a final paper written in the formatting requirements of the Canadian Journal of Disability Studies (or alternative).

Textbooks/Readings

There is no textbook for this course. Instead the course PDFs will be available via OnQ, or via email if you have difficulty with the online system. Please come to class prepared to discuss the required readings, with two or three specific questions in mind. Further readings *in italics* are provided for background information, should you need them for your course paper or out of interest. I have provided electronic copies of all the required readings, email me about others.

For those unfamiliar with particular **sociological terms** and concepts, I will place a PDF copy of Ryan and Ritzer's *The Concise Encyclopedia of Sociology* on the course OnQ page (also

available through the library catalogue). For **philosophical terms** (especially for phenomenology week), you might consult the *Stanford Encyclopedia of Philosophy*, at www.plato.stanford.edu

Week	Author	Readings, with Further readings in italics
1 – Sept 8	Class introduction, and (brief) lecture on the field of Disability Studies	<i>None—though you might read Shakespeare’s Disability Rights and Wrongs</i> (London: Routledge, 2006, Chapter. 2) for a description of the field.
2 – Sept 15 th	The Social Model	<p>Oliver, Michael. 1990. <i>The Politics of Disablement</i>, London: Palgrave Macmillan. <i>Read pages x-59.</i></p> <p><i>Further Reading:</i></p> <p><i>Oliver, Mike. 2013. “The Social Model of Disability: Thirty Years On.” Disability & Society 28(7):1024–26.</i></p> <p><i>Shakespeare, Tom. 2006. Disability Rights and Wrongs. London: Routledge, Chapter 3: Critiquing the Social Model.</i></p> <p><i>Tregaskis, Claire. 2002. “Social Model Theory: The Story So Far...” Disability & Society 17: 457–70.</i></p>
3 – Sept 22 nd	Phenomenology and Disability	<p>Reynolds, Joel Michael. 2022. <i>The Life Worth Living: Disability, Pain, and Morality</i>. Minneapolis, MN: University Of Minnesota Press. <i>Read pp 1-14; 61-111.</i></p> <p><i>Further Reading:</i></p> <p><i>Hughes, Bill, and Kevin Paterson. 1997. “The Social Model of Disability and the Disappearing Body: Towards a Sociology of Impairment.” Disability & Society 12: 325–40.</i></p> <p><i>Toombs, S. Kay. 1995. “The Lived Experience of Disability.” Human Studies 18: 9–23.</i></p> <p><i>Titchkosky, Tanya, and Rod Michalko. 2012. “The Body as The Problem of Individuality: A Phenomenological Disability Studies Approach.” In Disability and Social Theory: New Directions and Developments, edited by Dan Goodley, Bill Hughes, and Lennard Davis, 127–42. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.</i></p>
4 - Sept 29 th	Foucault, Disability and Governmentality	McGuire, Anne. 2016. <i>War on Autism: On the Cultural Logic of Normative Violence</i> . University of Michigan Press. <i>Read pages 1-66.</i>

		<p><i>Further Reading:</i></p> <p><i>Titchkosky, Tanya. 2007. Reading and Writing Disability Differently: The Textured Life of Embodiment. Toronto: University of Toronto Press. Available on-line through the library catalogue.</i></p> <p><i>Tremain, Shelley. 2005. "Foucault, Governmentality and Disability Theory: An Introduction." In Foucault and the Government of Disability, edited by Shelley Tremain, 1–24. Ann Arbor: University of Michigan Press.</i></p> <p><i>Turner, Bryan S. 2001. "Disability and the Sociology of the Body." In Handbook of Disability Studies, edited by Gary Albrecht, Katherine Seelman, and Michael Bury, 252–66. Thousand Oaks: Sage.</i></p>
5 – Oct 6 th	Disability and Science and Technology Studies	<p>Hamraie, Aimi. 2017. <i>Building Access: Universal Design and the Politics of Disability</i>. 1 edition. Minneapolis: Univ Of Minnesota Press. <i>Read Pages 1-63.</i></p> <p><i>Further Reading:</i></p> <p><i>Moser, Ingunn, and John Law. 1999. "Good Passages, Bad Passages." In Actor-Network Theory and After, edited by John Law and John Hassard, 196–219. Oxford: Blackwell.</i></p> <p><i>Winance, Myriam. 2006. "Trying out the Wheelchair: The Mutual Shaping of People and Devices through Adjustment." Science, Technology & Human Values 31:52–72.</i></p> <p><i>Schillmeier, Michael. 2010. Rethinking Disability: Bodies, Senses, Things. New York: Routledge.</i></p>
6 - Oct 13 th	<i>No Class – Fall Term Break</i>	
7 – Oct 20 th	Empirical Studies of Disability and Sex/Work	<p>Vick, Andrea, and Ernie Lightman. 2010. "Barriers to Employment Among Women With Complex Episodic Disabilities." <i>Journal of Disability Policy Studies</i> 21 (2): 70–80. https://doi.org/10.1177/1044207309358588.</p> <p>Fritsch, Kelly. 2010. "Intimate Assemblages: Disability, Intercorporeality, and the Labour of Attendant Care." <i>Critical Disability Discourse</i> 2.</p> <p>Shuttleworth, Russell P. 2000. "The Search for Sexual Intimacy for Men with Cerebral Palsy." <i>Sexuality and Disability</i> 18 (4): 263–82. https://doi.org/10.1023/A:1005646327321.</p>

		<p><i>Further Reading:</i></p> <p>Liddiard, Kirsty. 2014. "The Work of Disabled Identities in Intimate Relationships." <i>Disability & Society</i> 29 (1): 115–28. https://doi.org/10.1080/09687599.2013.776486.</p> <p>Galvin, Rose. 2006. "A Genealogy of the Disabled Identity in Relation to Work and Sexuality." <i>Disability & Society</i> 21(5).</p>
8 – Oct 27 th	Ableism and Ability in the Academy	<p>Dolmage, Jay. 2017. <i>Academic Ableism</i>. Ann Arbor: University of Michigan Press. https://www.press.umich.edu/9708722. Read Introduction, pp. 1-40.</p> <p>Aubrecht, Katie. 2019. "The 'Nothing But': University Mental Health and the Hidden Curriculum of Academic Success." <i>Canadian Journal of Disability Studies</i> 8(4):271–92.</p> <p><i>Further Reading:</i></p> <p>Price, Margaret. 2011. <i>Mad at School: Rhetorics of Mental Disability and Academic Life</i>. University of Michigan Press.</p> <p>Titchkosky, Tanya. 2011. <i>The Question of Access: Disability, Space, Meaning</i>. Toronto: University of Toronto Press.</p>
9 – Nov 3 rd	Intersectionality and Disability Justice	<p>Piepzna-Samarasinha, Leah Lakshmi. 2018. <i>Care Work: Dreaming Disability Justice</i>. Vancouver: Arsenal Pulp Press. Read pages 1-68.</p> <p><i>Further Reading:</i></p> <p>Sins Invalid. 2016. <i>Skin, Tooth, and Bone: The Basis of Movement Is Our People: A Disability Justice Primer</i>. Sins Invalid. (Available online for \$5. Let me know if cost is an issue.)</p> <p>Puar, Jasbir K. 2012. "'I Would Rather Be a Cyborg than a Goddess': Becoming-Intersectional in Assemblage Theory." <i>PhiloSOPHIA</i> 2(1):49–66.</p> <p>Crenshaw, Kimberle. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." <i>University of Chicago Legal Forum</i> 1(8):139–67.</p>

10 – Nov 10 th	Affect, Assemblage, and Debility	<p>Puar, Jasbir K. 2017. <i>The Right to Maim: Debility, Capacity, Disability</i>. Duke University Press. Read pp. ix-61.</p> <p><i>Further Reading:</i></p> <p>Shildrick, Margrit. 2015. "Living on; Not Getting Better." <i>Feminist Review</i> (111):10–24.</p> <p>Puar, Jasbir K. 2009. "Prognosis Time: Towards a Geopolitics of Affect, Debility and Capacity." <i>Women & Performance: A Journal of Feminist Theory</i> 19(2):161–72.</p> <p>Goodley, Dan, Kirsty Liddiard, and Katherine Runswick-Cole. 2017. "Feeling Disability: Theories of Affect and Critical Disability Studies." <i>Disability & Society</i>. Online first. https://doi.org/10.1080/09687599.2017.1402752.</p>
11 – Nov 17 th	Disability and Temporality	<p>Kafer, Alison. 2013. <i>Feminist, Queer, Crip</i>. Bloomington, Indiana: Indiana University Press. Read pages 1-46, 149-169.</p> <p><i>Further Reading:</i></p> <p>Morrigan, Clementine. 2017. "Trauma Time: The Queer Temporalities of the Traumatized Mind." <i>Somatechnics</i> 7(1):50–58.</p> <p>Price, Margaret and Stephanie L. Kerschbaum. 2016. "Stories of Methodology: Interviewing Sideways, Crooked and Crip." <i>Canadian Journal of Disability Studies</i> 5(3):18–56.</p> <p>Hamraie, Aimi. 2015. "Crippling Feminist Technoscience." <i>Hypatia</i> 30(1):307–13.</p>
12 – Nov 24 th	Childhood and Rehabilitation	<p>Gibson, Barbara E. 2016. <i>Rehabilitation: A Post-Critical Approach</i>. Boca Raton: CRC Press. Read pages 1-88.</p> <p>Shildrick, Margrit. 2015. "Why Should Our Bodies End at the Skin?': Embodiment, Boundaries, and Somatechnics." <i>Hypatia</i> 30(1):13–29.</p> <p>Roets, Griet and Rosi Braidotti. 2012. "Nomadology and Subjectivity: Deleuze, Guattari and Critical Disability Studies." Pp. 161–78 in <i>Disability and Social Theory: New Directions and Developments</i>, edited by D. Goodley, L. Davis, and B. Hughes. New York: Palgrave Macmillan.</p>

		Gibson, Barbara E. 2006. "Disability, Connectivity, and Transgressing the Autonomous Body." <i>Journal of Medical Humanities</i> 27: 187–96.
13 – Dec 1 st	Disability and Global Inequality	Erevelles, Nirmala. 2011. <i>Disability and Difference in Global Contexts: Enabling a Transformative Body Politic</i> . 2011. New York: Palgrave Macmillan. <i>Read pages 1-63.</i>
		<i>Further Reading:</i> <i>Titchkosky, Tanya and Katy Aubrecht. 2015. "WHO's MIND, Whose Future? Mental Health Projects as Colonial Logics." Social Identities Ahead of Print.</i> <i>Meekosha, Helen. 2011. "Decolonising Disability: Thinking and Acting Globally." Disability & Society 26(6):667–82.</i> <i>Erevelles, Nirmala. 1996. "Disability and the Dialectics of Difference." Disability & Society 11(4):519–37.</i>

Grading Scheme

Discussion Paper and Discussion Guide	30%
Questions, (Submitted Weekly)	10%
Annotated Paper Outline	20%
Final Paper	40%

Assignments

Discussion Paper and Discussion Guide:

At the conclusion of the second class, students will pick a week in which to submit a 5-page comparative paper, critically evaluating the readings, and offering an assessment of their benefit to disability studies. With this paper, I would like three questions to be posed to the other members of the class, supplemented by the usual discussion led by the instructor. This replaces the one question you would normally submit. The grading for the assignment will focus on the content of the paper. Please submit your paper by 2:30 pm the day *before* class meets, via OnQ. The discussion paper is worth 30% of your final grade.

Weekly Questions:

I ask students to submit a question by Wednesdays at 5pm, the day before class, to me via OnQ. This question, about anything in the reading material, will represent your participation grade in the course. Students can miss one submission without penalty.

Annotated paper outline:

Due week 11 (On November 17th), seminar participants will submit an annotated paper outline, via OnQ. Select five sources not included as **required** readings (two of which can be *further* readings) and include a paragraph-length description of how you will employ them in your final

paper. This should be accompanied with an introduction to your provisional paper, a title, and 4-10 keywords. You will not be held to produce a paper so outlined, but the assignment is intended to get you thinking about the assignment earlier rather than later.

Final paper:

Seminar participants will submit a final paper, due December 8th 5pm. The paper should be 6000 words maximum, excluding references, and including an abstract. Please follow the Canadian Journal of Disability Studies formatting requirements, available at: <http://cjds.uwaterloo.ca/index.php/cjds/about/submissions>. Using the formatting requirements for a different target journal is fine as well (especially for those coming from disciplines outside the social sciences and humanities), as long as it remains in the ~6000-word ballpark. Please speak to me if you have any questions. Obviously not all papers written for this class will be able to be published, but you will at least leave with an idea about the general requirements needed to submit a paper for peer review. Please submit your paper to me via email, rather than OnQ.

Statement on Active Accessibility

In addition to fully complying with the University Policy on Accommodations for Disability (see below), I am striving to promote *active accessibility*, versus *reactive accessibility*, in this and my other courses. Rather than remove barriers after they are encountered, I am aiming to prevent them from arising at the outset. This relies on six principles: 1) shifting responsibility for accommodations; 2) active incorporation of accessibility; 3) recognizing insufficiency of institutional supports; 4) designing general solutions; 5) being flexible; and finally, 6) considering multiple means of action, engagement, and expression. (borrowed from the Duke University's Accessible Syllabus Design Project). I have aimed to make this course as barrier-free as possible. However, this is an ongoing project, and active accessibility requires a continuing dialogue and adjustment. If either I or the department have overlooked a barrier in this endeavor, please email me, the department manager, Wendy Schuler (schulerw@queensu.ca), or the department chair, Annette Burfoot (burfoota@queensu.ca). Each person can be contacted anonymously via departmental mailboxes. This policy is **not** meant to replace, but rather supplement, existing university supports and obligations.

Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72

C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Late Policy

Late assignments will receive a penalty of 5% per day after the submission time.

Location and Timing of Final Examinations

There is no sit-down final examination for this course.

Academic Integrity

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's**

Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Consideration for Students with Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017

(see

<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>) Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Thomas Abrams,

thomas.abrams@queensu.ca