

POLI 4911 WA
Politics of Disability
Winter 2023
Tuesday: 2:30 – 5:30 pm
Room: RB – 3023

Professor: Dr. Toby Rollo
Office: RB – 2033
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Office Hours: On request

Course Description

What does it mean to be “disabled”? How should society deal with the differences between people in terms of their abilities and needs? In this course, students will become familiar with disability studies as it relates to political thought and practice. We will be exploring themes such as the “social” and “medical” models of disability, the history of how disability has been conceptualized, how disability intersects with issues of race, class, gender, and non-human nature, capitalism and the political economy of disability, neurodiversity, eugenics, ethics of care, political theory and disability, critical disability studies, and the future of disability activism. Students will hone their analyses and critiques of ableism and better understand the links between ableism and other forms of oppression that are of interest in the field of political science.

Required text(s)

None.

Readings will be accessible through the library or made available through D2L/Courselink.

Course Requirements:

Attendance and Participation	25%	(12 x 2% + 1%)
Reflection Papers	25%	(5 x 5%)
Presentation and Seminar Lead	25%	(1 x 25%)
Critical Research Essay	25%	(1 x 25%)

Attendance and Participation (25%)

Attendance and Participation are required. It is critical in a seminar context that everyone come prepared having done the necessary readings and willing to contribute their thoughts and questions. There are two *required* readings per week. The materials listed as *recommended* are not mandatory but can be used for reflection papers, and certainly as research materials for the critical research essay.

Reflection Papers (25%)

Students are required to write 5 reflection papers (about 3 pages long, double-spaced) on one or more of the required and/or recommended readings from a given week. Students are free to select *which* five weeks they will write for, and *which* particular readings on those weeks they will engage. Quickly summarize the argument of the paper, detail which arguments you found convincing and which you did not find convincing, and why. Feel free to include any lingering thoughts, doubts, or questions that were inspired by the reading. The papers are to be uploaded to D2L on the day we discuss the materials in class.

Presentation and Seminar Lead (25%)

Each student will select a week on which to deliver a presentation to the class. The presentation should communicate and synthesize the main arguments of the required readings. What do they have in common? How do they differ? What are the implications of the argument for society, for politics? Students are required to lead the seminar by presenting at least 3 questions or problems. Have a strong command of the arguments made in the materials for the week you choose. The presentation can be delivered via PowerPoint or written/spoken. The presentation is to be uploaded to D2L on the day that it is delivered.

Critical Research Essay (25%) Due April 7th

Students are required to submit a research essay (about 6 pages long, double spaced) and a topic of their choosing. Please clear the topic with me beforehand. The paper is to be uploaded to D2L on the day that it is due.

E-mail

I will try to answer emails within two business days. I welcome e-mail queries and comments. All students are required to have a valid Lakehead e-mail address. It is your responsibility to maintain your e-mail address in good working order. The University expects you to correspond with me through your official e-mail address, and not through a commercial e-mail account.

Failure to receive important class announcements and messages from me because of a faulty e-mail account (for example, an account which screens out my e-mails as junk mail; bounced messages because of overloaded caches) are not legitimate excuses.

Forwarding your Lakehead email to a Hotmail, Gmail, Yahoo or other type of e-mail account is not advisable. In some cases, messages from your Lakehead addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that e-mails from me may end up in your spam or junk mail folder.

Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to inform me and approach Student Accessibility Services for accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Essays

You are to complete a research essay on the topic of your choosing. The goal of each essay is to provide a clear, concise response (argument) to the research question backed by rational consideration of the evidence.

Summarize your response (argument) in a sentence or two – the thesis statement – and appear in the first paragraph of your essay. Take a position and be explicit. The reader should be clear on what you are arguing. Assume an educated reader. Do not spend more than a few paragraphs providing background information. Focus on providing information that advances your argument. While the balance of the paper will defend your argument, you should also acknowledge counterarguments and seek to demonstrate that your argument is superior.

Formatting bibliographies, references

The written assignments will all be double-spaced in 12pt Times New Roman font with standard margins. Essays should be free of spelling and grammatical errors. They must include appropriate citations and complete bibliography.

Include a title page with your name, the date, the course number, and my name. In completing the written assignments, students must cite all facts and figures that are not common knowledge and must cite all ideas that are borrowed from other authors. Students must use a recognized standard format correctly in their bibliographies, references, and footnotes. Failure to do so will result in substantial penalty in calculating your assignment grade.

The University takes instructional offences (including plagiarism) very seriously. Please make sure that you are familiar with the regulations regarding instructional offences. Also, it is not acceptable to submit the same assignment in two different courses.

Late Penalties

Assignments are due on the dates specified in the course outline. Unless arrangements have been made, late papers will be subject to a penalty of 2% a day including weekends

Schedule

Week 1: Introductions

Tuesday, January 10

Stella Young. 2014. "I'm not your inspiration, thank you very much," <https://www.youtube.com/watch?v=8K9Gg164Bsw> TEDTalks. 9 minutes.

Week 2: Critical Disability Studies

Tuesday, January 17

Rosemary Garland-Thomson. 2019. "Critical disability studies: a knowledge manifesto," In *Manifesto for the Future of Critical Disability Studies*. Routledge.

Nancy J. Hirschmann and Rogers M. Smith. 2016. "Rethinking "Cure" and "Accommodation";" In *Disability and Political Theory*. CUP.

Recommended

Elizabeth Barnes. 2016. "Bad Difference and Mere Difference," In *The Minority Body: A Theory of Disability*. OUP.

Bill Hughes. 2012. "Civilising Modernity and the Ontological Invalidation of Disabled People," In *Disability and Social Theory: New Developments and Directions*. Palgrave Macmillan.

Week 3: Concepts of Ability and Disability

Tuesday, January 24

A.J. Withers. 2012. "Diagnosing People as Problems: The Medical Model," In *Disability Politics and Theory*. Fernwood.

Anita Silvers. 2010. "An Essay on Modeling: The Social Model of Disability," In *Philosophical Reflections on Disability*. Springer.

Recommended

Christopher Boorse. 2010. "Disability and Medical Theory," In *Philosophical Reflections on Disability*. Springer.

Michael Oliver. 1990. "The Cultural Production of Impairment and Disability," In *The Politics of Disablement*. Macmillan.

Week 4: History of Disability

Tuesday, January 31

Eliza Buhrer. 2020. "Learning Difficulties: Ideas about Intellectual Diversity in Medieval Thought and Culture," In *A Cultural History of Disability in the Middle-Ages*. Bloomsbury.

Tim Stainton. 2018. "Reason, value and persons: the construction of intellectual disability in western thought from antiquity to the romantic age," In *History of Disability*. Routledge.

Recommended

April Pudsey. 2017. "Disability and *infirmity* in the ancient world: demographic and biological facts in the *longue durée*," In *Disability in Antiquity*. Routledge.

C.F. Goodey. 2016. "Intelligence, Disability and Grace," In *History of Intellectual Disability*. Routledge.

Week 5: Intersections

Tuesday, February 7

Susan Wendell. 1989. "Toward a Feminist Theory of Disability." *Hypatia*, 4(2): 104-124.

Beth Omansky and Karen Rosenblum. 2018. "A Comparison of Disability With Race, Sex, and Sexual Orientation Statuses," In *Beginning with Disability: A Primer*. Routledge.

Recommended

Sunaura Taylor. 2020. "Animal Crips," In *Crip Perspectives on Critical Animal Studies*. Routledge.

Sue Donaldson and Will Kymlicka. 2016. "Rethinking Membership and Participation in an Inclusive Democracy: Cognitive Disability, Children, Animals," In *Disability and Political Theory*. CUP.

Week 6: Neurodiversity

Tuesday, February 14

Jerome C. Wakefield, David Wasserman, and Jordan A. Conrad. 2020. "Neurodiversity, Autism, and Psychiatric Disability: The Harmful Dysfunction Perspective," In *Oxford Handbook of Philosophy and Disability*. OUP.

Robert Chapman. 2019. "Neurodiversity Theory and Its Discontents: Autism, Schizophrenia, and the Social Model of Disability," In *The Bloomsbury Companion to Philosophy of Psychiatry*. Bloomsbury.

Recommended

Bradley Lewis. 2017. "A Mad Fight: Psychiatry and Disability Activism," In *The Disability Studies Reader*. Routledge.

Dan Goodley. 2014. "The psychopathology of the normals: why people are so messed up around dis/ability," In *Dis/Ability Studies*. Routledge.

Rebecca Mallett and Katherine Runswick-Cole. 2012. "Commodifying Autism: The Cultural Contexts of 'Disability' in the Academy," In *Disability and Social Theory: New Developments and Directions*. Palgrave Macmillan.

Week 7: Reading Week NO CLASSES!

Tuesday, February 21

Week 8: Political Economy of Disability

Tuesday, February 28

Michael Oliver. 1990. "Disability and the Rise of Capitalism," In *The Politics of Disablement*. Macmillan.

Dan Goodley & Rebecca Lawthom. 2019. "Critical disability studies, Brexit and Trump: a time of neoliberal-ableism," *Rethinking History* 23(2): 233-251.

Recommended

Marta Russell 2019. "Disability and the War Economy," In *Capitalism and Disability*. Haymarket Books.

Liat Ben-Moshe. 2017. "'The Institution Yet to Come': Analyzing Incarceration Through a Disability Lens," In *The Disability Studies Reader*. Routledge.

Michael J. Prince. 2009. "Pride and Prejudice: Canadian Ambivalence towards Inclusion," In *Absent Citizens: Disability Politics and Policy in Canada*. UofT Press.

Week 9: Eugenics

Tuesday, March 7

Chris Kaposy. 2020. "Why People with Cognitive Disabilities are Justified in Feeling Disquieted by Prenatal Testing and Selective Termination," In *Oxford Handbook of Philosophy and Disability*. OUP.

Tom Shakespeare. 2008. "Disability, Genetics, and Eugenics," In *Disability on Equal Terms*. SAGE.

Recommended

Tsitsi Chataika. 2012. "Disability, Development and Postcolonialism," In *Disability and Social Theory: New Developments and Directions*. Palgrave Macmillan.

A.J. Withers. 2012. "Constructing Difference, Controlling Deviance: The Eugenic Model," In *Disability Politics and Theory*. Fernwood.

Berge Solberg. 2009. "Prenatal screening for Down syndrome: why we shouldn't?" In *Arguing About Disability*. Routledge.

Week 10: Political Theory and Disability

Tuesday, March 14

Christopher A. Riddle. 2020. "Disability and Disadvantage in the Capabilities Approach," In *Oxford Handbook of Philosophy and Disability*. OUP.

Christie Hartley. 2020. "Contractualism, Disability, and Inclusion," In *Oxford Handbook of Philosophy and Disability*. OUP.

Recommended

C.F. Goodey. 2016. "John Locke and His Successors: the Historical Contingency of Disability," In *History of Intellectual Disability*. Routledge.

Sharon L. Snyder, David T. Mitchell. 2010. "Introduction: Ablenationalism and the Geo-Politics of Disability," *Journal of Literary & Cultural Disability Studies* 4(2): 113-125

Week 11: Democracy and Care

Tuesday, March 21

Eva Feder Kittay. 2020. "Care and Disability: Friends or Foes," In *Oxford Handbook of Philosophy and Disability*. OUP.

Chrissie Rogers. 2016. "A care ethics model of disability: ways of being human and intellectual disability," In *Intellectual Disability and Being Human: A Care Ethics Model*. Routledge.

Recommended

Amber Knight. 2015. "Democratizing Disability: Achieving Inclusion (without Assimilation) through 'Participatory Parity'," *Hypatia* 30(1).

Week 12: Debates in Disability Studies

Tuesday, March 28

2018. "Subject to Debate," In *Beginning with Disability: A Primer*. Routledge.

Week 13: The Future of Disability Studies

Tuesday, April 4

Marta Russell 2019. "What Disability Civil Rights Cannot Do," In *Capitalism and Disability*. Haymarket Books.

Kathy Boxall. 2019. "Revisiting the foundations of (critical) disability studies: manifesto for an inclusive social model," In *Manifesto for the Future of Critical Disability Studies*. Routledge.

Recommended

Fiona Kumari Campbell. 2009. "Afterword: From Disability Studies to Studies in Ableism," In *Contours of Ableism*. Palgrave Macmillan.