

Critical Disability Studies

Instructor: Naomi Fair (she/her/hers)

Email: naomi.fair@rutgers.edu



Image by Ly Xīnzhèn Zhǎngsūn Brown

Course Description:

This course will introduce students to the foundations of Critical Disability Studies and its application within the field of Childhood Studies. We will center critical intersectional theoretical and conceptual frameworks and the perspectives of disabled scholars, children, and activists to explore multiple modes of inquiry and praxis that shape Critical Disability Studies. We will pay close attention to how disability is historically, politically, culturally, and socially constructed across time and place. We will ground our learning in the principles of disability justice and identify pathways to apply this learning within and beyond the university.

Course Objectives:

Students will:

- Understand the tensions that shape Critical Disability Studies scholarship;
- Cultivate shared knowledge and tools to disrupt deficit and single-axis understandings of disability;
- Reckon with the ways ableism and intersecting oppressions structure childhood experiences and our understandings of childhood across time and place;
- Engage with multi-modal methods to consider one's own commitments, positionality, and praxis.

Course Commitments:

As a community, we are here to support, learn, and grow from and with one another. The following commitments reflect expectations that will guide our work together:

- **Active Engagement:** Be as present as possible with your doubts, fears, commitments, experiences, your listening and your sharing.

- **Looking for Learning:** Every one of us brings essential expertise to the space from our personal, academic, and professional experiences. We will learn from and with each other.
- **Leaning into Discomfort:** Engage in conversations that challenge us and/or require us to challenge others. Bring your criticality, care, and curiosity to these conversations.
- **Community Accountability:** We are accountable to one another through care and collective teaching and learning. Be accountable to the ways power shows up in our classroom.

Accessibility:

- **Access and inclusion are not an afterthought.** I have worked to make this course as accessible as possible and am open and excited to adjust based on individual and collective needs.
- **All students are welcome in this course.** This includes all peoples with learning, emotional, physical, cognitive, and/or hidden disabilities, illnesses, and injuries, regardless of diagnosis.
- **Inclusion and access are not solely in relation to disability.** Please communicate your name, race, ethnicity, tribal community/nation, pronouns, and any other way you would like our classroom community to know and/or address you.
- **Access is a collective and collaborative project.** We all learn and process information differently. If there is anything that I or your peers can do to facilitate your learning in this class, please let me know.
- **It is never too late to have conversations about access and flexibility.** Not only do bodies, minds, and circumstances change over time, but it also can take time to understand and describe your needs. I am happy to connect with you throughout this process.
- **Let's stay in touch!** Please know that I intend to do my very best to support you, to determine solutions for unforeseen challenges that are reasonable, and to communicate my expectations clearly. In return, I hope that you will communicate your access needs directly to me so that we can work together to make this semester an affirming learning experience.

Course Organization:

Each week, you will read a variety of texts in preparation for class to introduce you to key tensions in the interdisciplinary field of Critical Disability Studies. Assignments throughout the semester have been designed to expand the ways we are thinking about and engaging with disability as Childhood Studies scholars.

ATTENDANCE POLICY

Attending class is required for this course and attendance will be taken. Attending class is essential to our collective learning and collaboration as a learning community. However, flexibility is also an important value in our class given that we are all juggling complex lives

within and outside of school. If you miss more than one class, please set up a check in meeting with me to so that we can discuss a make-up plan

Course Materials:

All course readings will be available within Canvas modules and in a folder in the "files" tab in Canvas. Some readings will be pdf's while others will be links to websites/videos. You are expected to come to class having engaged with the required materials and prepared for critical and active discussion. **Please make sure you have access to these readings during class (in print or digital format).**

As you engage with class texts each week, you will take notes that you will bring to class. Your notes will support your thinking as you read, they will help expand our class discussions, and you will draw upon them in assignments.

As you read consider these guiding questions:

1. *What are key terms or concepts from the text that resonate with you, feel central to CDS, or that need clarifying? Attempt to define these concepts and/or identify examples.*
2. *What are theoretical frameworks, research orientations, and methods that you notice? Which are you drawn to? What questions or critiques are you muddling through?*
3. *What are key quotes that are significant, exciting, confounding, concerning? Jot some notes surrounding these quotes.*
4. *Generate critical discussion questions that will support our class conversations and our collective understanding of the material.*

***Note on content warnings:**

Our course texts will cover a wide range of topics that include discussion of many forms of violence and oppression. These include topics such as ableism, eugenics, racism and white supremacy, enslavement, colonial violence, genocide, institutionalization and incarceration, sexual violence and abuse, among others. While readings will not have individual content warnings, it should be assumed that these difficult topics are likely to be addressed given our course's focus on recognizing and disrupting these intersectional lineages of injustice and oppression. Please take care of yourselves as you read, take breaks, jot notes, etc.- whatever supports you in your learning/unlearning journey. Do not hesitate to reach out to Naomi and your peers for support as needed.

***Note on collective annotation:** Class facilitators will be responsible for annotating texts [in this google drive folder](#) for their assigned class sessions (see explanation in "Assignments" section). However, I encourage all students to contribute to our class annotations as a practice in collective access (this is not associated with any points). This might look like replying to an annotation, starting a new thread with a comment or question from your own notes, etc. Alternatively, these shared notes can just be a resource! I invite you to write in any way that is comfortable and generative for you as long as it contributes to our group learning critically and respectfully. We will allot a bit of time to look over readings/annotations at the beginning of

class and you can add annotations at this time. It is my hope that these collectively annotated texts will become useful resources for you during the class and beyond.

Evaluation Components:

ASSIGNMENTS

1. **Class facilitation (x2):** Each student will lead class sessions two times during the semester. You will do so in groups of 2-3 (sign up [here](#)).

- **Expectations include:**

- For each assigned reading that week, facilitators will annotate each text in [our shared google drive readings folder](#) with insights, connections, questions, etc.
- Facilitators will create a session plan, including guiding discussion questions, definitions/examples of key concepts, and quotes to support discussion. This should include thoughtfully considering how to make our time together engaging and accessible (accessible slides, discussion activities, prompts, etc.).
- Facilitators will meet with Naomi prior to facilitating to go over the session plan, clarify content, answer any questions. Aim to come during office hours or reach out to Naomi to set up a meeting. **This meeting should be done sometime during the week before your facilitation at the latest.**
- Create slides and any other in-class materials. Have a clear sense of who is doing what during the class session, how your timing will flow, and make sure you feel a strong grasp of the content.
- Submit session plan, slides, and any other in-class materials **by Sunday at 11:59 PM.**

- **Notes:**

- Naomi will begin each class session with some framing for the evening and then facilitators will lead discussion/activities centered on the readings. Facilitators will have about 1 hour and 40 minutes total for discussion which we will likely split into two 50 minutes blocks with a 10 minute break in between. You can estimate about 20-30 minutes to discuss each reading.)
- Accessibility should be taken into consideration when planning your facilitation (see resources in Canvas assignment).

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2. **Praxis interlude¹ (x1):** In recognition of our diversity of expertise, lived experiences, and many entry-points to CDS, each student will facilitate a *Praxis Interlude* to apply our CDS learning in meaningful and relevant ways (sign up [here](#)). For this assignment students will (1) consider a question that has emerged for them in the class so far; (2) identify which theories and concepts from class this question is grounded in; (3) reflect on how this

¹ This is a term drawn from Sami Schalk's book *Black Disability Politics* (2022).

question relates to CDS's relevance to you personally/professionally/academically/etc.; and (4) create a shared process/activity for us to critically and creatively explore this question through CDS praxis.

- **Some ideas include (but are certainly not limited to):**
 - Share/discuss a problem of practice related to an academic, activist, professional (etc.) question in relation to course concepts;
 - Share a cultural or creative practice or activity to expand how we practice CDS praxis.
 - Explore a method that relates to CDS that you have used in the past or are curious to try on through a CDS lens;
 - Share your writing for feedback through a CDS lens;
 - Share data you are working with for collaborative analysis with CDS lens;
 - Engage in shared analysis of children's books, social media, poetry, art, current political reporting, etc. to apply a CDS lens;
 - Share something related to disability justice, access, politics, movements, etc. and plan activity that allows us to critically explore through a CDS lens.
- **Some other notes:**
 - You will have 30-minutes for this activity. This time should be well-planned out including timing, materials, facilitation notes, etc.
 - You are invited to engage in multi-modal, multi-lingual experiences. You are encouraged to decenter traditional (ableist) academic notions of knowledge/knowledge generation and ways of being. You can engage with a range of "texts." You can explore various forms of process and pedagogy.
 - Accessibility should be taken into consideration when creating your plan.
 - If you have something you want us to read or view prior to class, please provide this **at least one week in advance of your facilitation** (*Send to Naomi and she will send to the class).
 - You will submit a plan to the Canvas assignment **by the Friday prior to facilitating**, including reference list if applicable. (This will leave time for Naomi to provide feedback if needed.)
 - You will submit a reflection on your experience to the Canvas assignment **within one week following your facilitation (2 pages written or 2 minutes audio/video recording)**. (More details on this in Canvas.)

3. Critical reflexive memos (x3): Three critical reflexive memos will be due throughout the semester to engage in ongoing dialogue between yourself and our class texts and to cultivate a CDS reflexive practice as a Childhood Studies scholar. The deadline by which each memo is due will be noted in "Course Schedule."

Notes on format:

- Memos will be 2 pages written.
- If you'd like to explore alternative formats, you can choose to write 1.5 pages instead and include a creative (original) representation of your thinking (i.e. map, poem, image, etc.) with a brief explanation of the representation.

- If you'd like to work in dialogue with a partner, your collective submission should be 4 pages written instead of 2 and it should be clear how you each contributed. You should each submit the assignment and it should be noted who you partnered with.

For each memo, you might consider the following:

- *What key concepts or critical questions are most resonating? What are you still grappling with? Why might this be? Refer to specific authors/texts here.*
- *Consider where you are situated in relation to these concepts personally, professionally, politically, academically, etc. Reflect on this.*
- *Consider the implications of this learning for your own scholarship, ways of being and moving in the world, your own identities, etc.*

Note on the meaning of *reflexive* (vs. *reflective*): Reflexivity is not about centering ourselves, but rather disrupting notions of neutrality in research and learning; thinking about what we know/how we know it/and how power is always implicated in this; and how we can continue to grow our commitments to recognizing/questioning/disrupting/and transforming dominant ways of knowing and being.²

- 4. Course project:** You will author a final paper (10-15 pages, excluding references, appendices, or other supporting materials) through which you will engage with key CDS concepts from our course in relation to your own scholarly interests in Childhood Studies, your own lived experiences, and/or your own commitments through a *critical* and *intersectional* lens. The focus and format of the paper should be selected based on what is meaningful to you.

Some possible formats could include:

- A paper drawing on your past/present research or work with children/youth in relation to critical concepts and topics in CDS
- A project proposal that includes background, literature, theoretical framework, questions, and methods grounded in CDS
- A literature review to explore and dig deeper into the landscape of a particular topic/issue in CDS.
- Other alternatives!
 - **A note on format:** You are welcome to experiment with and push format, style, and genre in your paper. Personal essay, scholarly paper, story, letter, creative and artistic genres (or combinations) are all welcome. You might consider a format that feels accessible, that makes you curious, or that you want to explore further in your future -.
 - **A note on language:** You are welcome to submit your paper in the language or languages of your choosing. On my own, I am able to read and respond to work in English. If you submit in another named language, I will use digital

² Check out Braun and Clarke (2021) for more on reflexivity in qualitative research.

translation tools to read and respond to your work. I may also ask you for additional clarification to help me understand your writing.

The components of this project include:

- Project proposal (About 250 words written or discussed during a meeting w/ Naomi- just come during office hours or set up an appointment) (due by Week 10)
- Outline or draft (due by Week 12)
- Project round tables on Week 15 (5-minute presentations/small group discussions with students and invited faculty)
- Final project (due during finals week- *date will be shared via Canvas*)

Note: All due dates will be shared in “Course Schedule.” The final date that late or missing work will be accepted will be shared via Canvas.

GRADING

I’ll strive to clearly communicate expectations for assignments through instructions rubrics, and ongoing announcements/reminders. I am always available to meet to answer questions, engage in further dialogue around course topics, and to support you as you work on your assignments throughout the semester. Below is a summary of your assignments.

Assignment	Points	Percentage
Class facilitation (x2)	10 points each (20 points total)	20%
Praxis interlude (x1)	Facilitation and reflection are 5 points each (10 points total)	10%
Critical reflexive memos (x3)	10 points each (30 points total)	30%
Course project	Proposal, outline, & presentation are 5 points each; Paper is 25 points (40 points total)	40%

Learning Center

I am committed to making course content accessible to all students. The Learning Center provides Learning Specialists who can help you build a learning plan based on your strengths and needs. Tutors, study groups and more services are available you for free. Many services are available in virtual formats and after normal business hours. In addition, if English is not your first language and this causes you concern about the course, the Learning Center can help. You can learn more about these services by calling 856-225-6442, emailing rclc@camden.rutgers.edu or learningcenter@camden.rutgers.edu, or visiting the website <https://learn.camden.rutgers.edu/>. You can schedule

Office of Disability Services (ODS)

If you are in need of academic support for this course, accommodations can be provided once you share your accommodations indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have not registered with ODS and you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), contact ODS by email (disability-services@camden.rutgers.edu) or phone (856) 225-6954. More information can be found at their website: <https://success.camden.rutgers.edu/disability-services>.

Name and Pronouns

If you have a chosen name or preferred name other than what is listed on the roster, please let me know. If you would like to have your name changed officially on the Rutgers University-Camden rosters visit: <https://camden.rutgers.edu/office-social-justice-and-belonging/chosen-name-process>. This course affirms people of all gender expressions and gender identities. If I have not used your preferred gender pronouns, please correct me. If you have any questions or concerns, please do not hesitate to contact me directly.

Basic Needs Security

When students face challenges securing food, housing, and/or technology, it can be difficult to learn. If you are in this situation, please contact the Dean of Students. If you feel comfortable, please also let me know, and I will do what I can to connect you with appropriate resources. Our campus offers various services and supports for students; know that you are not alone in dealing with these issues.

Dean of Students Office- You can learn more about the free services by calling 856-225-6050, emailing deanofstudents@camden.rutgers.edu, or visiting the website at <http://deanofstudents.camden.rutgers.edu/>

Rutgers-Camden Food Pantry- You can learn more about this free service by calling 856-225-6005, emailing scarlet-raptor-foodpantry@camden.rutgers.edu or visiting the website at <https://wellnesscenter.camden.rutgers.edu/ru-camden-raptor-pantry/>

Wellness Center

Health and well-being impact learning and academic success. You may experience a range of concerns that can cause barriers to your academic success, such as illness, strained relationships, anxiety, high levels of stress, alcohol, or drug issues, feeling down, or loss of motivation. The Wellness Center Medical and Counseling staff can help with these or other issues you may experience. You can learn about the free, confidential medical and mental health services available on campus by calling 856-225-6005, visiting the website at <https://wellnesscenter.camden.rutgers.edu/> or visiting the Wellness Center on the 2nd Floor of the Campus Center.

Childcare

Many students have care responsibilities for a child in their life, whether as a parent, an older sibling, cousin, etc. If your childcare needs ever come into conflict with the course schedule, please don't feel as though you need to miss class. I understand that sometimes plans fall through. If this happens, you are welcome to bring a child to class with you. I simply ask that you bring materials to keep them busy and remain mindful of your classmates. If you have any questions about this, feel free to contact me.

Code of Conduct and Academic Integrity

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space, and a community in which students respect academic integrity and the integrity of your own and others' work.

A note on generative AI use in this course: Since critical analysis and reflexivity are key components of the learning outcomes for this course, the use of generative artificial intelligence tools (e.g. ChatGPT, etc.) is not allowed when constructing written or audio-recorded assignments. Your own learning, authentic insights, and perspectives are valued in our learning community and are the priority of this course. Remember, that bias is embedded within AI and in our class we will be actively working to disrupt harmful narratives, not perpetuate them. Using AI in written/audio-recorded assignments will be considered plagiarism. If I have any questions about the authenticity of your work, a one-on-one meeting with me will be required to discuss what occurred and to create a plan for revision or demonstrating your learning in an alternative way. As a student at the University, you are expected adhere to the Student Code of Conduct and Academic Integrity Policy. To review the academic integrity policy, go to: <https://deanofstudents.camden.rutgers.edu/academic-integrity> To review the code, go to: <https://deanofstudents.camden.rutgers.edu/student-conduct>.

Course Schedule

Session	Topic	Assignments Due
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Week 1 9/2	Let's begin!	Read before class: • Kafer (2013)- <i>"Introduction: Imagined Futures"</i> in <i>Feminist, Queer, Crip</i> (18 pages) • Kumari Campbell (2008)- <i>"The project of ableism"</i> in <i>Contours of Ableism</i> (13 pages) • Clare (2017)- <i>"Ideology of Cure"</i> in <i>Brilliant Imperfection</i> (12 pages) • Choose 1: ○ Brown (2022)- <i>"Ableism/Language"</i> ○ Brown (2011)- <i>"The significance of semantics"</i>
Week 2 9/9	Defining Disability	Read before class: • Erevelles, N. (2011)- <i>"Disability as Becoming": Notes on the Political Economy of the Flesh</i> in <i>Disability and Difference in Global Contexts: Enabling a Transformative Body Politic</i> (47 pages) • Choose 1: ○ Yellowhorse (2023)- <i>"Indigeneity and Disability: The Teachings of our Ancestors and Being in Relation Towards Harmonious Outcomes"</i> ○ Ortiz, N. (2022)- <i>"Yes, disability is a culture"</i> • Puar, J. (2017)- <i>Preface</i> in <i>The Right to Maim: Debility, Capacity, Disability</i> (17 pages) • Forber-Pratt, et al. (2021)- <i>"Exploring disability identity with adolescents"</i> (12 pages) • Sins Invalid (2018)- <i>"What is disability justice?"</i> in <i>Skin, Tooth, and Bone</i> (18 pages)
Week 3 9/16	Introducing Critical Disability Studies	Read before class: • Chen, Kafer, Kim, & Minich (2023)- <i>Introduction</i> in <i>Crip Genealogies</i> (45 pages) • Meekosha and Shuttleworth, <i>"What's so critical about critical disability studies"</i> (19 pages) • Kim, J.B. (2017)- <i>"Toward a Crip-of-Color Critique"</i> (4 pages) • Schalk, S. (2017)- <i>"Critical Disability Studies as Methodology"</i> (3 pages) • Nishida, A. (2019)- <i>"Critical disability praxis"</i> in <i>Manifestos for the Future of Critical Disability Studies (Vol. 1)</i> (8 pages)

Week 4 9/23	Disability Studies and Childhood Studies	Read before class: • Curran & Runswick-Cole (2014)- <i>“Disabled children’s childhood studies: A distinct approach?”</i> (11 pages) • Slater, J. (2013)- <i>“Research with Dis/abled youth: Taking a critical disability, ‘critically young’ positionality”</i> in <i>Disabled Children’s Childhood Studies</i> (13 pages) • Erevelles, N. & Minear, A. (2010)- <i>“Unspeakable offenses”</i> (17 pages) • Nguyuen, X.T. & Stienstra, D. (2021)- <i>“Engaging girls and women with disabilities in the global South: Beyond cultural and geopolitical generalizations”</i> (16 pages) • Song & Freedman (2019)- <i>“Childhood experiences of North Korean refugees at the intersection of disability and refugee status”</i> (18 pages) Assignments due: Critical Reflexive Memo #1 turned in by today
Week 5 9/30	Ideologies of Rehabilitation/Cure & Institutionalization	Read before class: • Zaborskis (2024)- <i>Introduction</i> (42 pages) and <i>Chapter 3</i> (32 pages) in <i>Queer Childhoods: Institutional Futures of Indigeneity, Race, and Disability</i> • Clare (2014)- <i>“Yearning Toward Carrie Buck”</i> (9 pages) • Moola, et al. (2024)- <i>“The four stories: The production and maintenance of Indigenous childhood disability and illness on Turtle Island”</i> in <i>The Routledge Handbook of Postcolonial Disability Studies</i> (15 pages)
Week 6 10/7	Ablenationalism/ Crip Futures	Read before class: • Fritsch (2016)- <i>“Crippling neoliberal futurity”</i> (14 pages) • Todd (2024)- <i>Introduction</i> (30 pages) and <i>Chapter 1</i> (30 pages) in <i>Crippling Girlhood</i> • Broderick (2022)- <i>“Introduction”</i> in <i>The Autism Industrial Complex</i> (22 pages) • Piepzna-Samarasinha (2022)- <i>Chapter 6</i> (8 pages) and <i>Chapter 7</i> (7 pages) in <i>The Future is Disabled</i>

Week 7 10/14	Constructions and Experiences of Inclusion & Exclusion	Read before class: • Mayes (2023)- <i>“Chapter 4: Challenging special education from above and below”</i> in <i>The Unteachables</i> (43 pages) • Annamma, Connor, & Ferri (2013)- <i>“Dis/ability critical race studies (DisCrit): Theorizing at the intersections of race and dis/ability”</i> (23 pages) • Choose 1: ○ Broderick & Leonardo (2016)- <i>“What a good boy”</i> (15 pages) ○ Leonardo & Broderick (2011)- <i>“Smartness as property”</i> (22 pages) • Erevelles, N. (2011)- <i>“Coming out crip”</i> in <i>Inclusive Education</i> (26 pages) • Slater et al. (2018)- <i>“School toilets: Queer, disabled bodies and gendered lessons of embodiment”</i> (12 pages) Recommended: • Watch <i>Signing Black in America</i> (27:27 minutes)
Week 8 10/21	Carceral & Eugenic Logics, Abolition, & Solidarity	Read before class: • Ben-Moshe (2020)- <i>“Abolition as knowledge and ways of unknowing”</i> in <i>Decarcerating Disability</i> (23 pages) • Ben-Moshe, Erevelles, & Meiners (2022)- <i>“Abolishing innocence”</i> in <i>Building Abolition</i> (8 pages) • Cabral, et al., (2022)- <i>“Solidarity incarcerated: Building authentic relationships with girls of color in youth prisons”</i> (19 pages) • Choose 1: ○ Powell (2022)- <i>“Achieving justice for disabled parents and their children: An abolitionist approach”</i> (32 pages) ○ Transgender Law Center- <i>“Mandatory reporting, abolition, and trans and disability justice”</i> (Watch from 9:48-49:13) • Lewis (2023)- <i>“Ableism is the driving force behind all forms of incarceration, says abolitionist Talila Lewis”</i>

Week 9 10/28	Autonomy, Interdependence, & Care	Read before class: • Todd (2024)- <i>“Domesticating disability: Crip girls and their dogs”</i> in <i>Crippling Girlhood</i> (36 pages) • Slater (2015)- <i>“From adulthood independence to continuing relational autonomy”</i> in <i>Youth and Disability: A Challenge to Mr. Reasonable</i> (17 pages) • Duong (2023)- <i>“Rhizophora: Queering chemical kinship in the agent orange diaspora”</i> in <i>Crip Genealogies</i> (26 pages) • Klar & Wolfond (2021)- <i>“Neurodiversity in relation”</i> in <i>Centering Diverse Bodyminds in Critical Qualitative Inquiry</i> (10 pages) • Milbern & Piepzna-Samarasinha (2023)- <i>“Crip lineages, crip futures”</i> in <i>Crip Genealogies</i> (Originally published in <i>Care Work</i>) (12 pages) Assignments due: Critical Reflexive Memo #2 turned in by today
Week 10 11/4	Disability Politics	Read before class: • Schalk (2022)- <i>Intro</i> (17 pages) and <i>Chapter 1</i> (24 pages) in <i>Black Disability Politics</i> • Withers, et al. (2019)- <i>“Radical disability politics”</i> in <i>Routledge Handbook of Radical Politics</i> (15 pages) • Todd (2024)- <i>Chapter 2</i> in <i>Crippling Girlhood</i> (38 pages) • Hernández Legorreta (2020)- <i>“I grew up Latinx and disabled- I’m creating the change I want to see”</i> • Choose 1: ○ LeBrecht (2020)- Watch <i>“Crip Camp”</i> (108 minutes) ○ DiMarco (2025)- Watch <i>“Deaf President Now”</i> (94 minutes) Assignments due: Course project proposal due by today
Week 11 11/11	Collective breather! (ASYNCHRONOUS)	Read before class: None Assignments due: Nothing is due, but I encourage you to work on your course project outline/draft this week.

Week 12 11/18	Methods in Critical Disability Studies	Read before class: - Lester & Nusbaum (2021) in <i>Centering Diverse Bodyminds in Critical Qualitative Inquiry</i> - Chapter 2 (11 pages) - Chapter 4 (10 pages) - Chapter 7 (13 pages) - Krueger-Henney (2019)- <i>"Through space into flesh: Mapping inscriptions of anti-Black racist and ableist schooling on young people's bodies"</i> (14 pages) - Annamma (2016)- <i>"Disrupting the carceral state through education journey mapping"</i> (18 pages) - Wechuli (2025)- <i>"Crippling auto-ethnography?"</i> (7 pages) Assignments due: Course project outline/draft due by today
Week 13 11/25	Researcher Reflexivity in Critical Disability Studies	Read before class: - Hamraie (2016)- <i>"Beyond accommodation"</i> (9 pages) - Boveda & Annamma (2023)- <i>"Beyond making a statement"</i> (7 pages) - Rinaldi (2013)- <i>"Reflexivity in research: Disability between the lines"</i> - Chhabra (2020)- <i>"Insider, outsider or in-between?"</i> (9 pages) - Tregaskis & Goodley (2004)- <i>"Disability research by disabled and non-disabled people"</i> (11 pages) Assignments due: Critical Reflexive Memo #3 turned in by today
Week 14 12/2	Revisiting Transformative Childhood Studies with Disability Justice as a Compass	Read before class: - Silver (2020)- <i>"Transformative childhood studies- a remix in inquiry, justice, and love"</i> (13 pages) - Sins Invalid (2019)- Revisit the <i>"10 principles of Disability Justice"</i> in <i>Skin, Tooth, and Bone</i> - Mingus (2011)- <i>"Changing the framework: Disability justice"</i> - Fritsch, McGuire, & Trejos (2021)- <i>We Move Together</i> read aloud
Week 15 12/9	CDS Roundtable Presentations!	Read before class: None Assignments due: Course project presentations are held today

PLEASE NOTE: The course project paper due date will be in Canvas.