

<p>Course Name</p> <p>GNDS 480/3.0 Critical Disability Studies and the Narratively Constituted Ordinary</p> <p>Contact Hours</p> <p>Lecture: Mondays, 11:30am-2:30pm</p>	<p>Course Instructor</p> <p>Dr. Elaine Cagulada</p>										
<p>Course Description</p> <p>In this course, critical disability studies is approached as necessarily entangled with ways of proceeding found in Black Studies, Indigenous epistemologies, interpretive sociology, and critical phenomenology. What sort of doings and appearances are often understood as “normal,” as “ordinary”? How are these understandings narratively inscribed onto the body, and which stories of being normal, more than others, organize and coordinate the social? Together we will wonder what it might mean to take an interpretive critical disability studies orientation to everyday life, such that the stories that form dominant cultural understandings of “ordinary” and “normal” are made manifest. Deeply engaging and contemplating narrative as an omnipotent authority of the ordinary, we will examine how singular stories of thought, body, temporality, and “the good life” buttress the certainty with which we think we know what it means to live together with and in disability.</p>	<p>Required Course Materials</p> <ul style="list-style-type: none"> All readings are available through the library’s e-reserve. 										
<p>Course Objectives</p> <p>By the end of the course, students should be able to:</p> <ul style="list-style-type: none"> Identify some key topics, questions, and methods in critical disability studies in relation to the fields of Black Studies, interpretive sociology, and critical phenomenology Understand what is meant by narrative being a constitutive force Explain how stories of what it means to be “normal” and “ordinary” continue to shape contemporary understandings of disability, difference, and life Unpack how systems of assigning value, for instance ableism and racism, are mediated by, with, and through narrative 	<p>Course Evaluation</p> <table border="0"> <tr> <td>Orientation Statement</td> <td>5%</td> </tr> <tr> <td>Participation</td> <td>15%</td> </tr> <tr> <td>Critical Reflection</td> <td>20%</td> </tr> <tr> <td>Creative Response</td> <td>25%</td> </tr> <tr> <td>Final Essay</td> <td>35%</td> </tr> </table>	Orientation Statement	5%	Participation	15%	Critical Reflection	20%	Creative Response	25%	Final Essay	35%
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<p>Topics in Course Outline</p> <p>Introduction: perceiving narrative as a constitutive force, and making “normalcy” a site of pause and study</p> <p>Students will be guided into gleaning lessons found in crip and queer theory, critical disability studies, Black disability studies, fat studies, Mad Studies and the anti-psychiatry movement, and more, allowing them to notice, analyse, and refuse the singular storytelling of:</p> <ul style="list-style-type: none"> Thought: Creation of categories of the “feeble-minded” and “dumb” in relation to notions of intellect and achievement Body: Construction of the undesirable and desirable, and the naturalization of the human sensorium Temporality: Essentialization of time and the normative measuring of progress and competence The “good” life: Linearization of joy, fulfilment, and life trajectories 											