

# Publications in Critical Disability Studies by Non-Tenured Academics

## Introduction

Hello! I am glad you have found this compilation of publications in critical disability studies by non-tenured academics from 2015–2025.

### **Purpose**

In 2019, Contingent Magazine published a list of peer-reviewed books and journal articles written by non-Tenure Track academics. WHAT AN AMAZING IDEA! You can read about it at the following link: <https://contingentmagazine.org/yearly-pub-lists/>

As the Knowledge Mobilization Editor for the *Canadian Journal of Disability Studies (CJDS)*, I (Danielle E. Lorenz) wanted to do the same for all types of Disability Studies publications (books, book chapters, journal articles, guest editorships, policy briefs, resource lists, theses, dissertations and academic book reviews). I did not want to limit the list only to what was being published in *CJDS*: I thought it was important to include any and all academic publishers.

### **Context**

Well, 2020 was a dumpster fire, and I thought we needed a reason to celebrate.

Speaking more seriously, getting academic work read and cited can be difficult in certain academic disciplines. In creating this document, untenured academics--those who typically do not have institutional power and/or privilege--have an increased opportunity to have their work read by others.

### **Outcomes**

As of March 2024 over 400 publications have been collected in this resource. In what follows, you will see the submissions alphabetized by year. If individuals have offered contact information (Twitter, email, or both) that will follow the individual citation of each publication.

## Goals

This document will be continually updated so long as folk are interested in having their work posted.

If you missed adding your work in the past, you can fill out the following Google Form: [https://docs.google.com/forms/d/e/1FAIpQLSf-5TikqW5LXtBp6MMFG5xC\\_D\\_TYiNhDusFx3\\_9eonc9PSL7Q/viewform](https://docs.google.com/forms/d/e/1FAIpQLSf-5TikqW5LXtBp6MMFG5xC_D_TYiNhDusFx3_9eonc9PSL7Q/viewform) If you need an alternate format, please email me at [dlorenz@ualberta.ca](mailto:dlorenz@ualberta.ca).

## Share The List

If you'd like to share the document, you may do so using the following (unfortunately long) link:

[https://docs.google.com/document/d/1EBltPxxlHzdcnMPux\\_6AxJwid-kfVuVCUP-2omkO8gl/edit?usp=sharing](https://docs.google.com/document/d/1EBltPxxlHzdcnMPux_6AxJwid-kfVuVCUP-2omkO8gl/edit?usp=sharing)

As we've learned over the last year or so, the links provided URL shorteners do not last forever, so there were some issues with a dead link in the past. Function over form, I guess.

## Who I Am

I am a PhD candidate in the Faculty of Education at the University of Alberta. I am a white cisgender disabled and chronically ill settler woman living in amiskwaciwâskahikan, or what is currently called Edmonton. I am a beneficiary of white supremacy, settler colonialism, and other systems of oppression that are predicated on the labour of enslaved Black people and stolen Indigenous lands. I include these aspects of myself here because they are critical aspects of my pedagogical praxis and I feel are important to knowing who I am, and in turn, why I have elected to do this work.

## 2015

Abdullah, S. (2015). Enhancing engagement of students with invisible disabilities: Rowan University faculty knowledge and awareness and student perspectives (Unpublished Masters thesis). Rowan University.

Castrodale, M.A. (2015). A critical discussion on gendered and disabled 'subjects': examining ableist and militarist discourses in education. In N. Tabler (Ed.), *Learning gendered militarism in Canada*. The University of Alberta Press.

Email: [mcastrod@uwo.ca](mailto:mcastrod@uwo.ca)

Castrodale, M. A. (2015). Examining the socio-spatial knowledge(s) Of disabled and mad students In higher education (Unpublished doctoral dissertation). University of Western Ontario. <https://ir.lib.uwo.ca/etd/3229>

Email: [mcastrod@uwo.ca](mailto:mcastrod@uwo.ca)

Castrodale, M. A. (2015) Mad matters: A critical reader in Canadian mad studies, *Scandinavian Journal of Disability Research*, 17(3), 284-286.

<http://doi.org/10.1080/15017419.2014.895415>

Email: [mcastrod@uwo.ca](mailto:mcastrod@uwo.ca)

Castrodale, M.A. (2015). Review of Foucault, power and education by Ball. *Canadian Journal of Disability Studies*, 4(3), 134-141.

Email: [mcastrod@uwo.ca](mailto:mcastrod@uwo.ca)

Castrodale, M.A. & Lane, L. (2015). Finding one's place to be and pee: Examining intersections of gender-dis/ability in washroom signage. *Atlantis: Critical Studies in Gender, Culture and Social Justice*, 37(1), 70-83.

Email: [mcastrod@uwo.ca](mailto:mcastrod@uwo.ca)

Castrodale, M.A. & Zingaro, D. (2015). "You're such a good friend". A woven auto-ethnographic narrative discussion of disability and friendship in higher education. *Disability Studies Quarterly*, 35(1).

Email: [mcastrod@uwo.ca](mailto:mcastrod@uwo.ca)

Collins, K. (2015) Crippling Narrative: Storytelling as activism. *Knots: Undergraduate Journal of Disability Studies*. 1(1).

<https://jps.library.utoronto.ca/index.php/knots/article/view/22866>

Twitter: @miksnilloc

Crow, L. (2015) Summer of 2012: Paralympics Legacy and the Welfare Benefits Scandal. *Review of Disability Studies*, 10(13).

<https://www.rdsjournal.org/index.php/journal/article/view/465>

Edelist, T. (2015). Listen and Speak: Power-Knowledge-Truth and Cochlear Implants in Toronto. *Disability Studies Quarterly* 35(1). Available online at

<http://dsq-sds.org/article/view/4312/3828>.

Twitter: @T\_Edelist

Email: [tracey.edelist@mail.utoronto.ca](mailto:tracey.edelist@mail.utoronto.ca)

Forber-Pratt, A.J. (2015). Paralympic sport as a vehicle for social change in Bermuda and Ghana. *Journal of Sport for Development*, 3(5), 35-49.

Hande, M.J. & Kelly, C. (2015). Organizing survival and resistance in austere times: Shifting disability activism and care politics in Ontario, Canada. *Disability & Society* 30(7): 961-975. doi:

10.1080/09687599.2015.1069731

Twitter: @mjhande

Email: [mjhande@trentu.ca](mailto:mjhande@trentu.ca)

Manivannan, V. (2015). The author is in pain: Encounters in the world of non-belonging. Affect Theory Conference. Lancaster, PA.

<https://youtu.be/wbYe2vG-t6o>

Twitter: @vymanivannan

Nabbali, E. M. (2015). "ID politics: The violence of modernity," *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice*, 4 (1), 1-14.

Quirici, M. (2015). Cathleen ni Houlihan and the Disability Aesthetics of Irish National Culture. *Éire-Ireland* 50(3&4), 74-93.

@MarionCreature

Quirici, M. (2015). Geniuses Without Imagination: Discourses of Autism, Ability, and Achievement. *Journal of Literary and Cultural Disability Studies* 9(1), 71-88.

@MarionCreature

Quirici, M. (2015). Review of *The Measure of Manliness: Disability and Masculinity in the Mid-Victorian Novel* by Karen Bourrier. *Disability Studies Quarterly* 35(4). <http://dsq-sds.org/article/view/4988/4119>

@MarionCreature

Rosenthal, K. (2015). The politics of Helen Keller: Socialism and disability. *International Socialist Review*, 96.

<https://isreview.org/issue/96/politics-helen-keller>

Email: keithmnr81@gmail.com

Rust, R. M. (2015) "A Geography of Disparate Spirits": Pathology as oppression in "A Woman is Talking to Death" and "Mental." *Journal of Lesbian Studies*, 19(3), 367-378.

<https://doi.org/10.1080/10894160.2015.1028235>

Email: [rusty.rust@csulb.edu](mailto:rusty.rust@csulb.edu)

Shogren, K. A., Gross, J. M. S., Forber-Pratt, A.J., Francis, G. L., Satter, A. L., Blue-Banning, M., & Hill, C. (2015). The perspectives of students with and without disabilities on inclusive schools. *Research and Practice for Persons with Severe Disabilities*, 40(4), 243-260. doi: 10.1177/1540796915583493

Shogren, K.A., Wehmeyer, M.L., Palmer, S.B., Forber-Pratt, A.J., Little, T.J., & Lopez, S. (2015). Causal agency theory: Reconceptualizing a functional

model of self-determination. *Education and Training in Autism and Developmental Disabilities*, 50(3), 251-263.

Spencer-Hall, A. (2015). Christ's Suppurating Wounds: Leprosy in the Vita of Alice of Schaerbeek (d. 1250). In K. DeVries & L. Tracy, "His brest tobrosten": Wounds and Wound Repair in Medieval Culture (pp. 389-416). Brill.

[https://www.academia.edu/12301119/Christ\\_s\\_Suppurating\\_Wounds\\_Leprosy\\_in\\_the\\_Vita\\_of\\_Alice\\_of\\_Schaerbeek\\_d\\_1250](https://www.academia.edu/12301119/Christ_s_Suppurating_Wounds_Leprosy_in_the_Vita_of_Alice_of_Schaerbeek_d_1250)

Twitter: @aspencerhall

## 2016

Anders, P. (2016). More than the 'Other'? On four tendencies regarding the representation of disability in contemporary German film (2005-2010). In F. Benjamin (Ed.), *Cultures of representation: Disability in world film contexts* (pp. 141-156). Wallflower Press.

Barton, S. J. (2016). Access and Disability Justice in Theological Education. *Journal of Disability & Religion*, DOI: 10.1080/23312521.2021.1895025  
Email: [Sarah.j.barton@duke.edu](mailto:Sarah.j.barton@duke.edu)

Belsky, D.D. (2016). Accountability, agency, and absence: Embodying radical disability values in artistic production. In C. Kelly and M. Orsini (Eds.), *Mobilizing metaphor: Art, culture and disability activism in Canada*. Vancouver, Toronto: UBC Press.  
Email: [dbelsky.sts@gmail.com](mailto:dbelsky.sts@gmail.com)

Church, K., Landry, D., Frazee, C., Ignagni, E., Mitchell, C., Panitch, M., Patterson, J., Phillips, S., Poirier, T., Yoshida, K. & Voronka, J. (2016). Exhibiting activist disability history in Canada: Out from Under as a case study of social movement learning. *Studies in the Education of Adults*, 48(1), 1-16. <https://doi.org/10.1080/02660830.2016.1219479>  
Twitter: @DandyLandry

Edelist, T. (2016). Capitalising on Cultural Dichotomies: Making the “Right” Choice Regarding Cochlear Implants. *Social Theory and Health*, 14(3), 293-311. <https://doi.org/10.1057/jird.2015.34>  
Twitter: @T\_Edelist  
Email: [tracey.edelist@mail.utoronto.ca](mailto:tracey.edelist@mail.utoronto.ca)

Fernandez, S. (2016) *The Mosaic Body: Interpreting Disability in Performance*. In W. Yong Ade and L. L. Ching (Eds.), *Contemporary Arts as Political Practice in Singapore* (pp. 63-80). Palgrave Macmillan.  
[https://doi.org/10.1057/978-1-137-57344-5\\_5](https://doi.org/10.1057/978-1-137-57344-5_5)

Twitter: @techne\_poesis

Fougeyrollas, P.; Boucher, N., Grenier, Y. (2016). La nébuleuse du handicap - De la diversité dans la mouvance associative québécoise de défense des droits. *Revue canadienne des études sur le handicap*, 6 (2), pp. 13-19

Fougeyrollas, P. Boucher, N., Fiset, D., Grenier, Y., Noreau, L., Philibert, M., Morales, E., Charrier, F. Gascon, H. (2015). Handicap, environnement, participation sociale et droits humains: du concept d'accès à sa mesure. *Développement humain, handicap et changement social*. RIPPH. (Avril), pp. 5-28.

Grenier, Y. (Director / interviews). (2016). *Projet : Militantisme, jeunes et handicap*, Québec, Canada. [Online] [https://youtu.be/mD0RtnUO\\_v4](https://youtu.be/mD0RtnUO_v4)

Gupta, S., & Jaiswal, A. (2016). Poverty, migration and disability in India: from challenges to change. *Global Disability Watch*. Available online: <http://globaldisability.org/2016/10/06/poverty-migration-disability-india-challenges-change>

Twitter: @atuljais111

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Landry, D. & Church, K. (2016). Teaching (like) crazy in a mad positive school: Exploring the charms of recursion. In J. Russo & A. Sweeney (Eds.), *Searching for a rose garden: Challenging psychiatry, fostering mad studies* (pp. 172-182). PCCS Books.

Twitter: @DandyLandry

Oswald, D. (2016). Otherwise undisclosed: Blood, species, and Benjy Compson's idiocy. *Journal of Literary & Cultural Disability Studies* 10(3), 287-304. <https://www.muse.jhu.edu/article/634644>

Twitter: @olddavethewolf

Email: [doswald@uvic.ca](mailto:doswald@uvic.ca)

Quirici, M. (2016). Degeneration, Decadence, and Joyce's Modernist Disability Aesthetics. *Joyce Studies Annual*, 84-109.

Twitter: @MarionCreature

Reddington, S. & Price, D. (2016). Cyborg and autism: Exploring new social articulations via posthuman connections. *International Journal of Qualitative Studies in Education*, 29(7), 882-892.

<https://doi.org/10.1080/09518398.2016.1174898>

Email: [sarah.reddington@msvu.ca](mailto:sarah.reddington@msvu.ca)

Rosenthal, K. (2016). Disability and the Russian Revolution. *International Socialist Review*, 102.

<https://isreview.org/issue/102/disability-and-russian-revolution>

Email: keithmnr81@gmail.com

Rosenthal, K. (2016). Disability and the Soviet Union: Advances and retreats. *International Socialist Review*, 103.

<https://isreview.org/issue/103/disability-and-soviet-union-advances-and-retreats>

Email: keithmnr81@gmail.com

Snider, S. (2016). Bodily Presence and Absence in Cindy Baker's Performance Art. In J. Householder and T. Mars (Eds.), *More Caught in the Act: An Anthology of Performance Art by Canadian Women*. YYZ Books and Artexte Editions.

[snider.stefanie@gmail.com](mailto:snider.stefanie@gmail.com)

Stewart, M. (2016). *Cash not care: The planned demolition of the UK welfare state*. New Generation Publishing.

Email: [Mozzas01@gmail.com](mailto:Mozzas01@gmail.com)

Williamson, W.J. (2016). The case of the disappearing/appearing slow learner: An interpretive mystery. Part one: A strange and earnest client.

Journal of Applied Hermeneutics.

<https://journalhosting.ucalgary.ca/index.php/jah/article/view/53271>

Email: [wjwillia@ucalgary.ca](mailto:wjwillia@ucalgary.ca)

## 2017

Alland, S. (2017). In S. Alland, K. Barokka, & D. Sluman (Eds.), *Stairs and whispers: D/deaf and disabled poets write back*. Nine Arches Press.

<https://ninearchespress.com/publications/poetry-collections/stairs%20and%20whispers.html>

Contributor's Note: This is an anthology of poetry as text, VisPo, audio poems, sign language poems and performance poetry on video. Available as a book and an e-book with urls for online audio recordings and captioned English/British Sign Language videos.

Audio:

<https://soundcloud.com/ninearchespress/sets/stairs-and-whispers-d-deaf-and>

Video:

[https://youtube.com/playlist?list=PLhgiqXzrO0K4A7QANekieh1RO8ob4A\\_zA](https://youtube.com/playlist?list=PLhgiqXzrO0K4A7QANekieh1RO8ob4A_zA)

Twitter: @san\_alland

Abustan, P. (2017). *Collectively feeling: Honoring the emotional experiences of queer and transgender student of color activists*. In Johnson, J.M. and Javier, G. (Eds.). (2017). *Queer People of Color in Higher Education*. Charlotte, NC: Information Age Publishing.

<https://www.infoagepub.com/products/Queer-People-of-Color-in-Higher-Education>

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Website: [PaulinaAbustan.com](http://PaulinaAbustan.com)

Brilmyer, G., & Apolloni, A. M. (2017). *Creating Accessible Campuses Through Fragrance-Free Policies*. *UCLA Center For the Study of Women Policy Breifs*, 2017(24). <https://escholarship.org/uc/item/32z6p6cj>

Twitter: @gracenbrilz

Email: [gracenbrilz@gmail.com](mailto:gracenbrilz@gmail.com)

Castrodale, M. A. (2017). *Developing and Instructing Critical Disability Studies and Mad Studies Courses in Higher Education: Enabling New*

Pedagogies in Practice. *The Canadian Journal for the Study of Adult Education*, 28(2), 49-66.

Email: [mcastrrod@uwo.ca](mailto:mcastrrod@uwo.ca)

Cuthbert, K. (2017) You have to be normal to be abnormal: An empirically grounded exploration of the intersection of asexuality and disability.

*Sociology*, 51(2), 241-257 <https://doi.org/10.1177/0038038515587639>

Twitter: @karencuthbert

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Durban, E. (2017) Postcolonial Disablement and/as Transition: Trans\* Haitian Narratives of Breaking Open and Stitching Together. *Transgender Studies Quarterly* 1 May 2017; 4 (2): 195–207. doi:

<https://doi.org/10.1215/23289252-3814997>

Email: [edurbana@umn.edu](mailto:edurbana@umn.edu)

Forber-Pratt, A.J., \*Lyew, D.A., Mueller, C., & \*Samples, L.B. (2017). Disability identity development: A systematic review of the literature. *Rehabilitation Psychology*, 62(2), 198-207. doi: 10.1037/rep0000134

Forber-Pratt, A.J. & Zape, M.P. (2017). Disability identity development model: Voices from the ADA-generation, *Disability and Health Journal*, 10(2), 350-355. doi: 10.1016/j.dhjo.2016.12.013

Gamache, S., Grenier, Y., Fougeyrollas, P., Edwards, G., & Mostafavi, M. A. (2017). Developing a taxonomy of the built environment for disability studies. Methodological insights. *Journal of Accessibility and Design for All*, 7(2), 30.

Gharebaghi, A., Mostafavi, M.-A., Edwards, G., Fougeyrollas, P., Gamache, S., & Grenier, Y. (2017). Integration of the social environment in a mobility ontology for people with motor disabilities. *Disability and Rehabilitation: Assistive Technology*, 1-12.

Grenier, Y. (Director / Camera / interviews). (2017, Novembre 15). L'intégration ou la réintégration au travail des personnes présentant des incapacités: Enjeux, défis et pistes de solutions. Journée d'échange sur les politiques canadiennes en matière d'invalidité professionnelle. Québec, Canada

Grenier, Y. (Director / Camera / Interviews). (2017). Le Comité Handicap, Culture Sourde et Société sans barrière au Forum Social Mondial

Hillary [Zisk], A. (2017). Review of Enacting Change from Within. *Currents in Teaching and Learning*, 9(2), 75-77.

<https://www.worcester.edu/Currents-Archives/>

Twitter: @yes\_thattoo

Email: [Alyhillary@gmail.com](mailto:Alyhillary@gmail.com)

Jaiswal, A. & Gupta, S. (2017). Advocacy Campaign for the Rights of People with Disabilities: A Participatory Action Research within a Community-based Rehabilitation Project in Vangani, Maharashtra. *Disability, CBR & Inclusive Development*, 27(4), 76-92.

<http://dx.doi.org/10.5463/dcid.v27i4.529>

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Kurth, J.A. & Forber-Pratt, A.J. (2017). Views of inclusive education from the perspectives of pre-service and mentor teachers. *Inclusion*, 5(3), 189-202. doi: 10.1352/2326-6988-5.

Landry, D. (2017). Employability as ideological training: Sheltered workshops, disablement, and labour in capitalism. In M. P. Thomas, J. House, and L. March (Eds.), *Symposium proceedings: GLRC's Graduate Student Symposium 2016*. Global Labour Research Centre, York University.

<http://glrc.apps01.yorku.ca/wp-content/uploads/2017/08/Symposium-Proceedings-2016.pdf>

Twitter: @DandyLandry

Landry, D. (2017). Psychiatric survivor-led research in Canada: 'Talking' recovery, resisting psychiatry, and reclaiming madness. *Disability & Society*, 32(9). <https://doi.org/10.1080/09687599.2017.1322499>

Twitter: @DandyLandry

Manivannan, V. (2017). "A way of life that is not entirely unfortunate": The peripheral cunning of chronic pain. *Platform: Journal of Media and Communication*, 8(1), pp. 24-39.

Twitter: @vymanivannan

Manivannan, V. (2017). What we see when we digitize pain: The risk of valorizing image-based representations of fibromyalgia over body and bodily experience. *Digital Health*, 3.

Twitter: @vymanivannan

Miles, A.L., Nishida, A. & Forber-Pratt, A.J. (2017). An open letter: Dear White disability studies and ableist institutions of higher education. *Disability Studies Quarterly*, 27 (3). doi: 10.18061/dsq.v37i3.5997

Reddington, S. (2017). A pedagogy of movement and affect: Young men with ASD and intersubjective possibilities. In C. Loeser & B. Pini (Eds.), *Disability and Masculinity: Corporeality, Pedagogy and the Critique of Alterity* (pp 45-63). Palgrave MacMillan Publishers.

Email: [sarah.reddington@msvu.ca](mailto:sarah.reddington@msvu.ca)

Reddington, S. & Price, D. (2017). Trajectories of Smooth: Mapping two young men with autism spectrum experiences in Canadian school spaces. *International Journal of Inclusive Education*, 21(12), 1197-1209.

<https://doi.org/10.1080/13603116.2017.1336576>

Email: [sarah.reddington@msvu.ca](mailto:sarah.reddington@msvu.ca)

Santinele Martino, A. (2017). Crippling sexualities: An analytic review of theoretical and empirical writing on the intersection of disabilities and sexualities. *Sociology Compass*, 11(5), e12471–n/a.

Twitter: @AlanSMartino

Sheldon, J. (2017). Problematizing reflexivity, validity, and disclosure: Research by people with Disabilities about disability. *The Qualitative Report*, 22(4), 984-1000. <https://nsuworks.nova.edu/tqr/vol22/iss4/4/>

Twitter: @TeacherIdentity

Email: [jsheldon@email.arizona.edu](mailto:jsheldon@email.arizona.edu)

Sheldon, J. (2017). The pedagogy of the student: Reclaiming agency in receptive subject-positions. *JCT* 32(1), 91-103.

<https://journal.jctonline.org/index.php/jct/article/view/681>

Twitter: @TeacherIdentity

Email: [jsheldon@email.arizona.edu](mailto:jsheldon@email.arizona.edu)

Sheldon, J., & Rands, K. (2017). Whatever will be will be: Queering disabled subjects' temporality. *Philosophical Inquiry in Education*, 24(4), 368-378.

<https://journals.sfu.ca/pie/index.php/pie/article/view/947>

Twitter: @TeacherIdentity

Email: [jsheldon@email.arizona.edu](mailto:jsheldon@email.arizona.edu)

Shogren, K.A., Wehmeyer, M.L., Lassmann, H. & Forber-Pratt, A.J. (2017). Supported decision making: A synthesis of the literature across intellectual disability, mental health and aging. *Education and Training in Autism and Developmental Disabilities*, 52 (2), 144-157

Skyer, M.E. (2016). "Deaf Ecologies—A Review of H-D. L. Bauman & J. J. Murray's (Eds): 'Deaf Gain: Raising the Stakes for Human Diversity'." *Journal of Deaf Studies and Deaf Education*, DOI: 10.1093/deafed/env036

Twitter: @MichaelSkyer

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Stewart, M. (2017). A sense of betrayal. *Journal of Public Mental Health*, 16(1), 6-8.

Email: [Mozzas01@gmail.com](mailto:Mozzas01@gmail.com)

Waxman, D. (2017). Model of Successful Corporate Culture Change Integrating Employees with Disabilities. In B. M. Altman (Ed.), *Factors in Studying Employment for Persons with Disability (Research in Social Science and Disability, Volume 10)* (pp. 55–180). Emerald Publishing Limited.

Email: [douglas.waxman@gmail.com](mailto:douglas.waxman@gmail.com)

Williamson, W. J., Gilham, C. (2017). Winning and re-winning: Recommendations for inclusive education reform for students labelled as disabled in Alberta's schools. *Canadian Journal of Educational Administration and Policy*, 184, 49–66.

<https://files.eric.ed.gov/fulltext/EJ1165320.pdf>

Twitter: @JohnWil81861354

Email: [jetwilliamson8@gmail.com](mailto:jetwilliamson8@gmail.com)

## 2018

Anders, P. (2018, February 27). Screening gay characters with disabilities. NOTCHES: (re)marks on the history of sexuality.

<http://notchesblog.com/2018/02/27/screening-gay-characters-with-disabilities/>

Belsky, D.D. (2018). The art of consent. In K. Valens and J. Greenblatt (Eds.), *Querying consent: Beyond permission and refusal*. New Brunswick: Rutgers University Press.

Email: [dbelsky.sts@gmail.com](mailto:dbelsky.sts@gmail.com)

Brilmyer, G. (2018). Archival assemblages: Applying disability studies' political/relational model to archival description. *Archival Science*, 18(2), 95–118. <https://doi.org/10.1007/s10502-018-9287-6>

Twitter: @gracenbrilz

Email: [gracenbrilz@gmail.com](mailto:gracenbrilz@gmail.com)

Castrodale, M. A. (2018). Disabling militarism: Theorising anti-militarism, dis/ability and dis/placement. In *Manifestos for the Future of Critical Disability Studies* (pp. 65-76). Routledge.

Email: [mcastrrod@uwo.ca](mailto:mcastrrod@uwo.ca)

Castrodale, M. A. (2018). Mobilizing dis/ability research: A critical discussion of qualitative go-along interviews in practice. *Qualitative Inquiry*, 24(1), 45–55. <https://doi.org/10.1177/1077800417727765>

Email: [mcastrrod@uwo.ca](mailto:mcastrrod@uwo.ca)

Castrodale, M. A. (2018). 13 Teaching (with) dis/ability and madness. *International Perspectives on Teaching with Disability: Overcoming obstacles and enriching lives*.

Email: [mcastrrod@uwo.ca](mailto:mcastrrod@uwo.ca)

Espinal, S. A. (2018). *Enabling Geographies: Neurodivergence, Self-Authorship, and the Politics of Social Space* (Unpublished doctoral dissertation). California Institute of Integral Studies.

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