

Names, sorted alphabetically by first name

CDS - Week 5 - Worksheet 1

Groups of 3. You have 60 minutes. 9 questions.

The 60 mins includes time for a 10 min break.

Assign these roles and **record them** beside your names above:

- Time-keeper: makes sure everybody on task, on time
- Facilitator: makes sure everybody gets to speak
- Recorder: writes down responses
- Strategist: reflects on team's process, guides consensus
- Researcher: looks up information as needed
- Presenter: shares your responses with the other groups

1. List five ways in which redlining is a disability justice issue.

2. Discuss the readings. What did you find confusing and/or insightful? (more space on next page)

3. List five ways in which gender is performed.

4. List seven examples of conditions/variations/identities for which somebody might as identify as "crip" but not disabled.

5. Compare & contrast: “identifying with” vs “identifying as”

6. Compare & contrast: access & inclusion versus criping

7. Compare & contrast: queering vs. criping

8. Remember the 3 types of intersectionality from last week. Which types did Schalk reflect in her article, and when?

9. Compare & contrast: crip theory, disability critical race theory, and liberal disability studies