

**EDEC 575:  
Critical  
Disability  
Studies, Week 8**

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# Worksheet groups & super-groups

## Higher Ed

1. **Tasnim, Alex M, Aron** (Changing DISE)
2. **Roxann, Marie-Lyne, Horatiu** (Changing SIS/OT)

## Media

1. **Anna, Rachel, Monika** (Media list)
2. **Ragad, Soledad,** (Outreach) + **Anu, Jacqueline** (A11Y)

## Community

1. **Lindsey, Emmanuel, Francis** (Clubs at McGill)
2. **Lucia, Chloé, Coral, Alex C** (Schools in the Community)

*Regrets: Aron, Rebecca*

# ■ Today

1. Slides, bit of review
2. Worksheet 1
3. Group-to-group
4. Break
5. Peers' Nanoethnography
6. Worksheet 2
7. Feedback
8. Next week

# ■ Talking about colonialism today

- Ongoing: Wet'suwet'en sovereignty, Mohawk solidarity blockades
  - Arrests, police incursions

# Review++

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# ■ Climate Darwinism

- Response to climate change: it will “weed out the undesirables”
  - White abled Global North doesn't need to do anything

## ■ Straw bans

- Blanket ban: banning all straws / disposable plastics
  - Very trendy now

# ■ Sustainable Food Movements

- Denigration of pre-cut, frozen/preserved food, premade food
- Assumption that going to a farmer's market is doable
- Romanticization of family farm, rural life
  - Often deeply violent to disabled ppl
  - And to Indigenous ppl



## ■ Emphasis on self-sufficiency

- Plays into toxic masculine / settler colonial / abled discourses of “independence”
  - And a rejection of interdependence
- Selective view of ingredients
  - Processed mayonnaise example

# ■ Farm to Table

- Popular imaginary, romanticized
- Assumes a nuclear heteronormative settler family
- Family table as site of violence

## ■ Michael Pollan additionally

- Ignores the exploitation of female & black/Latinx labour in preparing food
  - Food service sector is incredibly exploitative
- Reinforces false distinction of natural/unnatural ingredients

# ■ “How do you come up with # to list?”

- I take how many there were in the readings and add two
- Want to get you to think beyond the readings
  - This is important to practice
- Yes I know it's hard :)

# New material

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# ■ Appropriation of disabled tech

- Teletype -> SMS
- Mouse, touchpad
- Speech to text
- Text to speech

# ■ Prevention Programmes

- First major prenatal screening programme:
  - Tay Sachs
  - A community-led effort
  - Buy-in from those with it
- Doctors then took this success and made screening for Down standard
  - Easy to test
  - But never had community approval
  - Argument that this has been genocide

# ■ Tech & genocide

- Cochlear implant debate



# ■ Sign Language Recognition

- Canadian ablenationalism: emphasis on English & French at expense of
  - Indigenous languages
  - Sign languages
- Canadian census doesn't even have an option for reporting Indigenous sign languages

# ■ Genocide

- British & Canadian governments have long history of trying to eradicate Indigenous people & their cultures
  - Includes languages
- Residential schools
- Delegitimization of sign languages
  - Remember: PSL had been dominant trade language

# ■ Colonialism vs Imperialism

- Colonialism is a practice
  - Control of other's lands
- Imperialism: the idea driving the practice
  - Ideology of extending rule over others
  - Superiority of the Empire

## ■ **\*Some\* Types of Colonialism**

- Settler colonialism: large # of settlers claim land, eliminate Indigenous ppl
- Planter colonialism: mass production of single crop (e.g. sugar, coffee), small # of settlers to administrate
- Trade colonialism: indirect rule, colony feeds metropole with raw materials

# ■ Neo-Colonialism

- Officially colonial master(s) have left
- But whenever the country elects a leader the colonial master(s) don't like, they're toppled
- Imposition of economic policies for the benefit of colonial master(s)

# ■ Globalization

- Increased interaction of people/\$/etc worldwide
- Not really one thing, scholars differentiate 9 things
  - e.g economic globalization, cultural globalization, political globalization
- “It’s bad”/“It’s good” too simplistic

## ■ More terminology!

- Postcolonialism: academic study of colonialism & imperialism
- Decolonizing: decentring & removing colonial power
- Anticolonialism: political movement to decolonize

# Discussion Guidelines

**You have  
until 7:20**

- Come prepared
- Speak authentically
- Appreciate that no question is ridiculous
- Intend no harm
- Learn from mistakes
- Honour each other's words and truths
- Honour silence
- Honour all emotions – including anger
- Embrace discomfort



# Discussion Guidelines

**You have  
until 7:30**

- Come prepared
- Speak authentically
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# Nanoethnography time!

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Starting: **7:40**

# Discussion Guidelines

**You have  
until 8:07**

- Come prepared
- Speak authentically
- Appreciate that no question is ridiculous
- Intend no harm
- Learn from mistakes
- Honour each other's words and truths
- Honour silence
- Honour all emotions – including anger
- Embrace discomfort

# Structured Outline

- Will post information tonight
- Want to have a read through your Milestone 2s first!
  - Want Milestone 3 to be a reasonable update from where you are now
  - Which means first I need a better sense of where you are

## Next week:

- Next week: reading week!
- Next class: disability in art & media
  - Due: draft of Milestone 3 for peer feedback
  - Head's up: one reading for next week is a feature-length documentary on Netflix

## ■ Possible end of term topics

- Disabled educators
- Nonspeciesism & support animals
- Intersex issues

## ■ Mid-term feedback

1. Keep doing \_\_\_\_
2. Try doing \_\_\_\_ for rest of term
3. Any topics you'd like covered in the student-choice lectures

*Optional: see Slack for my notes on what I plan to do next time I teach the class, comment on the google doc*

# Week 9 (For next class - say hi to new groups!)

## Schools

1. **Tasnim, Lucia, Jacqueline** ( $\Delta$  in schools)
2. **Aron/Horatiu, Alex M** ( $\Delta$  in DISE)

## Resources

1. **Monika, Roxann, Ragad/Soledad** (outreach)
2. **Coral, Marie-Lynne, Alex** (medicine)

## Communities

1. **Lindsey/Emmanuel, Chloé** (ASL)
2. **Anna/Rachel, Anu, Francis** (disrupting “intersectional” spaces)

*Regrets:*





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