



DISABILITY STUDIES:
A BIBLIOGRAPHY

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**An Initiative of the Centre for Disability Studies, CMS College, Kottayam,
India**

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The Centre for Disability Studies, CMS College Kottayam, India, aims to foster interdisciplinary research and publication, organize conferences, conduct webinars and launch MOOCs to effect a total shift in the way society views learners with disability.

This document has been made freely available through the CMS College Website. Please contact discoursesondisability@gmail.com for additional information.

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PREFACE

Disability Studies: A Bibliography aims to extend the current discourses on disability by collating and consolidating the growing body of scholarship on the meanings and categories of disability from 2000 to 2021. This Bibliography is segmented into four parts- Theorizing Disability, Representing Disability, Intersectional Approaches and Rethinking Metanarratives. It is thematically arranged into 35 sections and contains entries from approximately 1100 seminal books and journal articles in Disability Studies that update and extend new knowledge around the discipline.

All titles are in English and have been indexed using MLA 9th edition stylesheet.

Selection Criteria

1. Subject- Documents relevant to Disability Studies are chosen.
2. Nature and form- Publications of known authorship that have contributed to extending the theoretical and applied base of Disability Studies have been included. Autoethnographic narratives are included.

3. Excluded- All fiction is excluded. Materials from newspapers, magazines, Phd Dissertations, Master's Theses are excluded. First person narratives (biographies, autobiographies, memoirs) are minimized.
4. Suggestion- Due to the interdisciplinary nature of the material, it is suggested to refer to allied sections to avoid missing relevant entries which could have been cited only once in the volume.

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PART I

THEORIZING DISABILITY

1.1 DISABILITY THEORY

Disability Theory, also known as Critical Disability Theory examines, interprets and redefines 'disability' from multidisciplinary- medical, ontological, philosophical and cultural vantage points. This methodology interrogates ideologies connected to it, such as impairments, normativity, disability politics, stigma, and stereotypes. Disability theory attempts at a paradigm shift by depathologizing disability, interrogating assumptions and advocating inclusion. This includes challenging the traditional notions attributed to persons with disability and by deconstructing ableism, sexism, and racism. A critical approach to disability broadly evaluates the possibilities of constructing a disability-friendly society in the future. Hence, Critical Disability Theory is concerned with rejecting traditional disability discourses previously rooted around medical practices, religious narratives and juridico legal doctrines. This section explores crip theory, body politics, feminist disability studies, black disability studies, postcolonial theory, philosophical approaches etc.

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1.2 DISABILITY AND PHILOSOPHY

Disability has not been the subject of serious philosophical inquiry. Pre-existing philosophical thought on disability has enforced the view that morality, intelligence, and physical ability are inevitably interlinked. The philosophical and cognitive studies of blindness, touch, art, the epistemological model of understanding disability, and passive exclusion have been explored by different scholars. Disability raises conceptual issues of embodiment, identity, well-being, equality, and justice. This section tries to examine the ablest construction of disability from a philosophical and phenomenological perspective. How does disability affect human beings? Does it have any detrimental impact on life? The scholars inquire about the impact of disability on the well-being of human beings. These texts cover the works that problematizes disability from a philosophical point of view and arrays a variety of social, political and geographical locations.

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1.3 DISABILITY AND THEOLOGY

Connecting theology and disability, and drawing from sources like the scripture, history, faith traditions, and social theory, the idea of the ‘normal’ associated with the human body is being reconstituted in theological discourses. Contemporary research is offering more inclusive terms for PWD. Spirituality and religion have often provided consolation and an interface between people with disabilities and social abuse. There are biblical accounts of Jesus involving people considered as demonized, blind, crippled, dumb, and so forth, yet Christian theology has never dealt with disability systematically. As Thomas E. Reynolds opines, disability is often overlooked and contested, and has the potential as a theological power to raise issues of difference, normalcy, embodiment, community, and redemption. Topics listed include claiming and developing a disability hermeneutics, liberating theology of disability, sin, and suffering, Biblical perspectives on disability, cultural barriers to PWD participation in Church life, gender and disability challenges within the Church, pastoral counseling

for disability, inclusive ministry, gaps between faith communities and domestic violence shelters etc.

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1.4 DISABILITY AND PSYCHOLOGY

This section explores the critical engagement of psychology as a discipline with Disability Studies. While feminism, queer, critical race paradigms have a formal association with psychology, disability studies have remained isolated for long. The texts in this section address this conspicuous absence. Texts also explore the psychology of disability- the identity of being a PWD. Here it addresses how the self becomes a constructed phenomena through meaning making (social constructionism) while discursive psychology challenges 'fixed' attitudes, belief systems of the psyche (Goodley and Lawthorn). Texts on rehabilitation psychology and psychological disabilities (depression, anxiety, schizophrenia, and bipolar disorder) are included. This section also includes material that reviews, updates, and critiques literature on the social psychology of disability, which is designed so as to counter stereotypical perspectives aimed at PWD. Entries from sociology, social anthropology, clinical psychology, and literature are included.

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1.5 DISABILITY AND ETHICS

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1.6 DISABILITY AND POSTHUMANISM

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bodies in the future. Emerging embodiments and subjectivities of the disabled contravene the traditional classical humanist conception of what it means to be human. The convergence of multiple forms of disability and emergent technologies redefines the trajectory of contemporary posthuman discourse. The incessant mediation between disability and the posthuman raises pertinent questions with regard to the nature of life, death, and embodiment and its implications on the future of humanity.

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PART II

REPRESENTING DISABILITY

2.1 DISABILITY AESTHETICS

Disability Aesthetics theorizes the representation of disability in modern art. Disability aesthetics refuses to recognize able-bodiedness as the determinant of aesthetic norms. Instead, it embraces beauty, which in the traditional sense, is conceived to be broken. Various concepts like narrative prosthesis and aesthetic nervousness are introduced. Narrative Prosthesis opens up a narrative theory that studies the use of disability as a characterization device in literature and film. Ato Quayson in his *Aesthetic Nervousness* claims that the disabled's latent disquiet and moral panic are reflected in the structures of literature and literary discourse, a problem he refers to as "aesthetic anxiety." Ranging from *Beauty is a Verb*, a disability poetry anthology to extremely critical works rooted in theoretical basis, the section throws light into books dealing with the aesthetic appreciation of disability.

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2.2 DISABILITY AND CULTURE

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2.3 DISABILITY AND REPRESENTATION

One of the central concerns of modern literary studies is to problematize the representation of events, concepts, and minorities. Stuart Hall defines representation as the production of meaning through language. A careful examination of how disability is represented would complicate the relationship between language, forms of representations, freedom of interpretation, hermeneutic circles, etc. This section is a carefully listed array of works that contemplate and critique the representation of disability studies in a broad range of genres – fiction, film, poetry, and drama. How do representations re-present? What role do representations serve in shaping perspectives and actions? This list questions the canonical narratives and their obvious/ inconspicuous representations of disability and explores how and why disability should necessitate innovations in literary form and art. Exploring these books would largely elucidate the structures of power responsible for the (mis)/interpretations of disability

across genres, continents, and forms of expression. Tracing evidence from representations of disability in Latin American Literature, Postcolonial Fiction, Renaissance Literature, Photography, Film, Graphic Narratives, etc., the entries in this section aim at unraveling the manifold relationship between narratives and disability studies, depathologizing disability, and the possibility of creating a new research paradigm in approaching disability studies.

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2.4 DISABILITY AND LIFE WRITING

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2.5 DISABILITY AND PERFORMING ARTS

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2.6 DISABILITY AND MEDIA

From news to web series to documentaries, human cognition is continuously shaped and reshaped by the media. The Covid pandemic lockdown has only doubled our media consumption, if not more. Caught between politics, social media, fandom, apps, and an erratic economy, the modern human is a propagator and consumer of media. Media has over the years projected stereotypical representations of people with disability as either drowning in self-pity or super-crips or villains furious with an inferiority complex; not only has media dissipated an organic understanding of the disabled but has also hardly provided an opportunity to fully see, feel and sense the realities of the disabled body and self. When social media movements like #metoo and #blacklivesmatter took centre stage in the years 2019-2020, we are still searching for the clarion call for a social media movement addressing disability on a global level. What role does the new media play in the deliberations of disability studies? How is disability imagined, created, and identified by the digital media? Does mass media cement archaic notions of disability or does it function as a tool to

liberate disability studies from the clutches of prejudices and bigotry? Listing critical readers, case-studies, and essays, these are some of the questions explored by the books in this list. Across the books, new age media is understood as a very powerful and 'able' tool capable of creating revolutions, outbreaks, and even silences. It would be interesting to look out for how the name and nature of media itself could be altered by the entry of 'disability studies' into mainstream contemplations.

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PART III

INTERSECTIONAL

APPROACHES

3.1 DISABILITY AND HISTORY

Historically PWD were objects of pity, erased from history, labelled as sinners or possessed by spirits, unable to conform to the idea of the ‘perfect’ body-mind. The concept of a “normal” body evolved as a result of an ableist attitude which further resulted in learned helplessness and withdrawal from mainstream society. It was only in the early 21st century that disability activists began to assert that disability was the outcome of environmental/social barriers one encountered from a non-disabled world and was not necessarily located in the body-mind. Disability has developed into an ideology, and many attempts are made to identify and rewrite the attitudinal barriers of society. This section explores the growth of discourses on disability through history and integrates critical analysis of gender, race, context, citizenship, and other factors to enrich and challenge the traditional modes of interpretation still dominating the field. The scholarship includes detailing socio, political, cultural, and medical histories that redraw boundaries.

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3.2 DISABILITY AND SOCIETY

Contemporary public discourses need to have a critical engagement with disability. The emergence of the social model of disability provides a critique of mainstream discourses seeking to explain meaning, experience and perceptions of disability. The conceptualization of disability as denoting the abnormal (a deviation from able-bodied norms of psychosocial development) or special (disability-related needs of PWD that are orthogonal to the needs of 'normal' people) is addressed. The texts in this section address deep structures of inequality in the social rubric and the social creation of the disability identity. It seeks to explain the meaning, experience, and perceptions of disability- historically, theoretically, and practically. The various models of disability, social exclusion, social identity, social movements, the role of the state and the society, appropriation, disability experience, access and inclusion, systems of power, authority and oppression, history of institutional policy are the areas of focus listed here.

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3.3 DISABILITY AND RIGHTS

Disability Studies criticises the societal structures that oppress persons with disabilities and promotes disability activism to ensure their fundamental human and civil rights. Disabled communities have been subject to physical and attitudinal barriers that deprive them of the right to secure equal quality of life and privilege that a non-disabled person enjoys. The focus of disability rights is to create a disability-friendly and barrier-free environment for people with disabilities and provide equal access and opportunities for them to participate in society. For example, The Indian Constitution guarantees life and liberty to persons with disabilities and strives to take adequate measures not to discriminate against any citizen based on ability, disability, gender, sexuality, religion, caste, race, or place of birth. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 was replaced by The Rights of Persons with Disabilities (RPWD) Act, 2016, which recognises persons with disabilities as contributing citizens and valuable resources for the nation,

protects them from injustice and violence and ensures legal support. The Act elaborates the obligation and responsibility of respective governments and local bodies to provide services, schemes, and facilities for PWDs such as education, employment, reservations, etc. This section offers a range of jurisdictional and multidisciplinary perspectives on historical, contemporary, and comparative aspects of disability law.

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3.4 DISABILITY AND CHILDHOOD

Childhood is an important phase of growth and development. For some children, disability is congenital, while for certain others it is a result of illness, injury, or poor nutrition. Each child's experience of disability is different. It is vital to ensure access to interventions for children who experience disability, thus helping them reach their full potential. Disability in childhood can have a lifelong impact on a person's physical, mental and emotional health and social situation. Children with disabilities may have special needs, particularly regarding health and education, and may need to negotiate significant social and environmental barriers to fully participate in everyday life. Identification of children with disabilities or developmental delay is critical for developing policies, strategic planning, and service provision. Titles in this section explore sociological and cultural frameworks that discuss a range of topics from the history of disabled childhoods to policy-making to education and research. It also includes topics on relationships between mothers and children with disability.

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3.5 DISABILITY AND GENDER

Disability and gender have become complicated terms that bring about new ways of being and differences in practice through their intersection in various fields of thought. While the two terms were once distinct, they have now merged and established new areas of inquiry and thought. Having a common subject matter- the body, Disability Studies and Gender Studies delve into the depths of thought-provoking concerns like injustices practised against women and the PWD. These marginalised groups deserve to have their rights and are not to be subjected to discrimination in terms of their body. Women with disabilities are double marginalised and are therefore in dire need of reformation of congested thought processes that render them outsiders in society. Disabled masculinities are considered the 'other' and are therefore denied value. The experience of transgender men and intersex individuals who identify as men calls for pluralized masculinities against the hegemonic forms. Media representations of disabled masculinities are often politically loaded. The cross cutting gender

component included will ensure the extension of research into areas of sexual health, violence, as also inclusivity and empowerment.

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3.6 DISABILITY AND SEXUALITY

This section deals with the variegated components of sexual identity vis a vis the lived realities of PWD. Gender-based violence, disability and sexuality myths, the common assumption that PWD are asexual beings, the intersection of queer theory and disability studies are detailed. This section also glances into the insightful accounts of neurodevelopmental disabilities and sexuality, and how unspoken rules in relationships exist. The subject of sexuality and disability, in theory, representation, and policy, gives a multi-dimensional approach that takes into consideration issues ranging from psychological to sexual. There are PWD who are additionally marginalised because of their social status as queers. Disability and sexuality are analysed from various standpoints- psychological, sociological, post-theoretical, and from the perspective of queer theory. The developments in treatments and shifting attitudes towards disabled people are explored, taking into consideration the sexual needs of PWD. The topic of disability and sexuality covers areas less dealt with, like body image and

self-esteem, adolescence, genetics, continence, abuse, legal matters, and ethics. There are realistic approaches to the topic of disability and sexuality, and to add to that, the many case histories supply personal insights into the disabled people's lived experiences of their sexuality.

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3.7 DISABILITY AND VIOLENCE

Increasing awareness of the epidemic of violence against PWD across the globe has given particular impetus to this area of study. Violence remains largely invisible despite increasing academic research that reflects how PWD are vulnerable to violence and how they are often denied access to the justice system. Violence, abuse, and oppression relate to power imbalances and they intersect with and are compounded by a variety of decisive factors including gender, age, sexuality, ethnicity, and economic and class issues. This field of academic study attempts to give voice to the long-silenced through autoethnographic accounts. Scholars of this multidisciplinary field discuss the need for policy and legislative reform and basic improvements in the reporting of incidents and assistance for disabled victims of violence. The goal is risk reduction, intervention, and providing better access to justice. The focus is on the need to address the social exclusion of people with disabilities and the dismal situation where violence and neglect come to be the cultural norm across spaces meant to provide care. Efforts are made to empower the stakeholders and prevent normative violence and

deprivation of the fundamental rights of the disabled. Beliefs and assumptions of society about disability and abuse are examined and attempts are made to remedy injustice. This vastly interdisciplinary area of study employs crip theory and engages with issues of violence, hate crime, incarceration, institutional violence, criminal justice policy, social care and welfare policy, childhood studies, queer studies, gender studies, human rights, sociology, and criminology.

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3.8 DISABILITY AND TRAUMA

The engagement between Disability Studies and Critical Trauma Studies has spurred recent interest. An epistemological shift in the meaning of trauma has led to it being seen as a cultural object, a product of reinterpretation rather than only as a biomedical entity. Primarily, the increased risk of abuse, victimization, sexual abuse, neglect and loneliness of PWD triggers trauma. Secondly, prolonged trauma through the interactive impact induces disability (permanent brain damage for example), making it a vicious cycle. Services and support systems have to be enabled to recognize the invisible symptoms of trauma as anxiety, stress, aggression, behavioural changes, self-injury etc. on PWD. The texts in the section explore historical, psychological and cultural interventions of trauma and disability. The representations of trauma and specific conditions like traumatic brain injury shaping the experiences of disability are addressed.

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3.9 DISABILITY AND EDUCATION

Disability in no way diminishes the right of individuals to participate in or contribute to society. Improving educational possibilities ensures equality of opportunity, uncompromised participation, independent living, and economic self-sufficiency for individuals with disabilities. However, children with disabilities face multiple forms of discrimination, leading to their exclusion from society and school. Societal attitudes compound the challenges they face in accessing education. While lack of access to school is an issue, an equal concern is the inability of the education system to ensure quality education. Human rights law seeks to directly tackle these issues by placing obligations on states to respect, protect, and fulfil the right to education of PWD through the implementation of 'inclusive education'. UNESCO too encourages the development and implementation of inclusive education policies, programmes and practises to ensure equal education opportunities for persons with disabilities. Article 24 of the UN Convention on the Rights of Persons with Disabilities stipulates that countries must take steps to ensure that PWD access an inclusive, quality and free primary

and secondary education on an equal basis with others in the communities in which they live. History of costly legal intervention battles for equal opportunity in education, difficulties faced by disabled students of colour, evolution of the IDEA (Individuals with Disabilities Education Act), social science literature on the meaning of “learning disability,” reconceptualizing disability in education, are few of the themes dealt with in this section.

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3.10 DISABILITY AND ENVIRONMENTAL HUMANITIES

The relatively nascent field of disability and environmental humanities explores disability from an environmental standpoint, while concurrently examining and ‘cripping’ the environmental imagination through the lens of disability studies. This intersection of disciplines connects disability studies, neurodiversity studies, literary ecocriticism, environmental justice, and critical animal studies employing these perspectives to examine issues including slow violence, race, toxicity, ableism, and speciesism. Points of convergence include the exploration of the dichotomy between wild and built environments in the environmental humanities and the interest of disability studies scholars in the contingency between environments and bodies. Combining these concerns, the domain of disability studies and environmental humanities demonstrates the

ways in which the built environment privileges some bodies and minds over others and examines the ways in which toxic environments produce chronic illness and disability. Theoretical frameworks, such as the ecosomatic paradigm and the concept of eco-ability are novel propositions in this interdisciplinary field. Dominant models for scrutinizing disability and environmentalism are challenged in this narrative calling for social justice, dismantling normative discourses of ableism, speciesism, and ecological destruction.

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3.11 DISABILITY AND SPORTS

Critical research on disability sports is steadily gaining significance. There is a complex relationship between embodiment, identity, and disability sports. Sports women with disabilities confront varied experiences based on both disability and gender. More research can be done regarding the policy, planning, and implementation of disability sports events. The entries in this section explore diverse areas as paralympic sports, intellectual disability sports, recent evolutions in disability sports, interrogating knowledge between impairment and disability, exercise as rehabilitation, media representations of disability sports etc. Further research in disability sports can help interrogate existing definitions of body, ability and performance.

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3.12 DISABILITY AND TECHNOLOGY

The objective of enhancing the social and bodily functions of PWD is at the centre of this field of study. The scope and limitations of the applications of technological advancement in making assisted living possible are explored. An emerging area of inquiry is the practical applications of assistive technology and the opportunities adequate technology provides for PWD. Personal narratives of people with disabilities point to the need for caution in dealing with the claims made of technology and its ability to improve lives. Scholars analyse how culture, law, policy, and even technology, reinforce disparity. Beliefs about technology as a gateway to opportunity are questioned to show that despite claims, disempowering structural inequalities in terms of accessibility exist. This section contains texts that critique extreme techno-centric constructions that offer misplaced hope as the potential of technology, and the limiting outlook of social-determinist views that assert that technology can play only a small part in creating an enabling society.

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3.13 DISABILITY AND REHABILITATION

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PART IV

RETHINKING

METANARRATIVES

4.1 PHYSICAL DISABILITY STUDIES

This section presents texts that interrogate the various social, legal, educational, and ethical issues faced by persons with physical disability. Physical disability in popular consciousness is often contemplated as an impairment that limit a person's day to day functioning. Do people with physical disability lack dexterity in functioning as a political and sociological being? If yes, what models are currently set in place by the altered technological/ scientific communities to address this? If not, what ontological directions should the discourses take? This section offers current alternatives of thought and action in physical disability studies. These texts complicate the concept of 'impairment' by critically mapping intersectionality, sexuality and linguistic cultural framework of physical disability as undertones contributing to the meaning making process. Concepts as self re(presentation), “positionality,” “reflexivity,” “reflexive metadocumentation” are discussed to understand how society and social knowledge are built to embody realities. These books demonstrate that

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4.2 DEAF STUDIES

Deaf Studies is referred to as the scientific study of the language, community and culture of Deaf people. This academic discipline emerged in the late 1970s in the Centre for Deaf Studies, University of Bristol, dealing with the social lives, history, language, culture, practises, and community norms of Deaf communities. Deaf communities are minority social institutions that involve Deaf people, for whom sign language is the native tongue and medium of communication. It celebrates sign language as the indigenous language of the global Deaf community, where they use signs to express ideas while hearing people use sounds. Deaf Studies as a field of study aims to explore the ideological aspects of Deaf groups and their linguistic and cultural identities. It was established with the understanding that Deaf groups possess a unique language – the sign language, and culture – the Deaf culture, which is constructed distinct from the phenomena of science and disability. It also addresses a range of psychological, educational, and ideological issues faced by Deaf groups and

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4.3 BLIND STUDIES

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Cognitive Impairment on Disability in Older People." *Journal of the*

American Geriatrics Society, vol. 55, no. 6, 2007, pp. 885-91. *AGS*,

<https://doi.org/10.1111/j.1532-5415.2007.01093.x>.

4.4 INTELLECTUAL DISABILITY STUDIES

Intellectual disability studies attempts to conceptualize the complexities of intellectual disability and critically reflect on society's engagement with persons with intellectual disability. People with intellectual disability are subject to assemblages of power. This section combines titles that provide a historical overview of intellectual disability, discuss changes in the terminology of addressing (feeble minded, idiot etc), interrogates the binding of social identity to medical knowledge and challenges the language of loss. It also deals with texts that raise sociological perspectives on family, social inclusion, agency, political coding of appearance, institutionalisation, as well as historical overview of intellectual disability. Texts synthesize research on systems of signification, intellectual vs. moral insanity, working memory, theories of intelligence etc.

Altermark, Niklas. *Citizenship Inclusion and Intellectual Disability:*

Biopolitics Post-Institutionalisation. Routledge, 2019.

Atkinson, Stacey, et al., editors. *Intellectual Disability in Health and Social Care*. Routledge, 2014.

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Bérubé, Michael. *The Secret Life of Stories: From Don Quixote to Harry Potter, How Understanding Intellectual Disability Transforms the Way We Read*. New York UP, 2016.

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Carr, Alan, et al., editors. *The Handbook of Intellectual Disability and Clinical Psychology Practice*. Routledge, 2007.

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Scior, Katrina, and Shirli Werner, editors. *Intellectual Disability and Stigma: Stepping Out from the Margins*. Springer, 2016.

Simplican, Stacy Clifford. *The Capacity Contract: Intellectual Disability and the Question of Citizenship*. U of Minnesota P, 2015.

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Staddon, Patsy, editor. *Mental Health Service Users in Research: Critical Sociological Perspectives*. Policy P, 2013.

Wehmeyer, Michael L. et al., editors. *A Comprehensive Guide to Intellectual and Developmental Disabilities*. Brookes Publishing, 2017.

Wright, David. *Downs: The History of a Disability*. Oxford UP, 2011.

4.5 LEARNING DISABILITY STUDIES

Learning disabilities are disorders in psychological processes involved in understanding or using language, which may be manifested in problems with speaking (dyspraxia), reading(dyslexia), writing (dysgraphia), spelling, or doing mathematical calculations(dyscalculia). This section combines books in which medical discourses of learning disability fold in to constitute systems of signification, in which social subjectivities of people with a learning disability are illustrated. These books read learning disability not merely in their sociological systems but also as a signifying system constituted by black holes of subjectivity and white walls of signification (Deleuze and Guattari).

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4.6 AUTISM STUDIES

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4.7 SCHIZOPHRENIA STUDIES

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4.8 MAD STUDIES

Mad studies as an area of study encompass every aspect of mental illness. It challenges the notions of being 'sane' and the psychiatric biases of madness. The scholars working in this area analyse a wide range of subjects like the experiential dimension of madness, the pedagogy of suffering, the intersection of blackness and madness, etc. Madness here is seen as a social issue, rather than a medical issue. Mad studies politically associates with the various marginalised sections of the society in their struggle for social justice. Mad studies looks at the multiple aspects of madness from an interdisciplinary perspective. It tries to challenge the dominant understanding of madness by questioning the basic assumptions of mental illness. The following works discuss the different features of madness from diverse social, political, cultural, racial, geographical, and disciplinary contexts. Some works point to the necessity to develop alternative ways to understand the madness.

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4.9 FAT STUDIES

In its alliance with disability studies, fat studies as a discipline explores the politics and poetics of fatness through the social model of disability. Titles in this section examine, interrogate, contend and extend the critical discussion of fatness being linked with disability. It questions the narrative that promotes viewing fatness as one of the main causes for all health problems and critiques social discourses that iron out certain bodily experiences for the more normative body responses. Concepts as body positivity, healthism, wellness, fat activism, fat positivity, fat phobia, body surveillance etc. are discussed. This collection, which is by necessity interdisciplinary and diverse, brings together works from researchers from a number of disciplinary backgrounds into a broader debate about fatness and disability – how it is represented in media, its role in shaping the socio-cultural narrative, the hegemonic medical narratives etc. Titles also address conditions as bulimia, anorexia nervosa and pica.

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4.10 INVISIBLE DISABILITY STUDIES

This section consolidates the research that addresses dilemmas, discusses their social experiences, and questions metanarratives on invisible disabilities. An invisible disability, one that is imperceivable (as diabetics, PCOD, endometriosis, allergy, migraine, sleep disorder, asthma etc.) undermines the conventional belief that disability needs to be seen. The texts below, drawn from interdisciplinary sections, discuss the gulf in accommodations between addressing the needs of the visible disabled and invisible disabled, lack of representations in public discourse, paucity of research, existing media biases, and the need for raising awareness. Texts also refer to pain as a social discourse.

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