

## In This Issue "A new year"

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## Exploring the lives of the Ryerson Alumni of Disability Studies

### Greetings

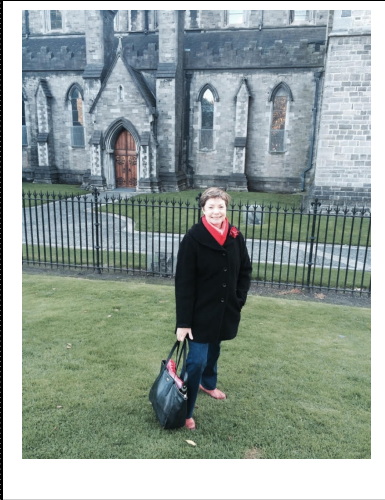
RADS Roads is written by students and alumni for students, alumni and the DST community.

All DST students and alumni are encouraged to contribute pieces of writing and resources. Together we make this newsletter. Submissions for the newsletter are welcome at any time. Please send content to Sandra Phillips at: [sandra.phillips@sympatico.ca](mailto:sandra.phillips@sympatico.ca). Content can also be submitted to Kim Collins at: [kimberlee.collins@ryerson.ca](mailto:kimberlee.collins@ryerson.ca).

**FEBRUARY 2017**

Sandra Phillips and Kim Collins are the editors of RADS Roads

## From the Director's Desk



To the left is a picture of Kathryn in Dublin.

As you will see from reading this issue, Disability Studies is popping with research production, multi-faceted student engagements, new projects and awards. Our curriculum is evolving to reflect the intricacies of Disability Studies scholarship as an increasingly sophisticated international field. Let me hit some high points about new course options, instructors and program directions.

This Fall **Dr. Eliza Chandler** taught a new “upper level Liberal” of her own devising titled *Crippling the Arts* to about 35 students Ryerson-wide. The course takes up the inclusion of disability arts ‘crips,’ or productively disrupts, arts and culture in Canada. If you are interested in a glimpse of how that went, check out this AMI segment:

<http://www.ami.ca/category/arts-and-culture-segment-at-weekend-edition/media/cripping-arts-canada>

Eliza’s next challenge is to translate the on-site course into an on-line version for program students. Stay tuned! Meanwhile, she is delivering our newly amalgamated leadership course titled *Leadership for changing times* (DST 727). Designed by **Dr. Jijian Voronka**, it rethinks leadership theories, practices of working across differences, and complicated empowerment/s in the context of intensifying neoliberalism.

PHL507 (Disability and Ethics) is being delivered this winter under a new course code and title, namely DST 507 *Disability, justice and the good human life*. Freshly reconstituted, it is being taught from Halifax by **Dr. Katie Aubrecht** who is Postdoctoral Fellow and Research Coordinator at the Nova Scotia Centre on Aging, and adjunct professor with the Department of Family Studies and Gerontology at Mount Saint Vincent University. We are lucky to tap Katie’s blend of intersectional, postcolonial, and interpretive sociological theories as applied to the question: “Do we own our own bodies?”

The course critically applies conceptions of justice, ethics, morality to issues such as disability discrimination, right-to-die, choice, autonomy, and assisted suicide. We thank **Dr. Jaipreet Virdi**, PHL 507 instructor, for the stellar instruction that enabled us to bridge from Philosophy to Disability Studies with this material.

In the May/June session, Disability Studies will offer – for the first time – a Current Topics course titled *Rethinking Disability in Education*. To be taught by **Dr. Kathryn Underwood**, Associate Professor, Ryerson Early Childhood Studies and to include ECS students, this course will consider the ways in which disability is constructed within educational spaces, both as a positive cultural identity and as a mechanism for exclusion and discrimination. Mobilizing Kathryn's expertise with disability rights and inclusive education, it will intersect with critical race theory, radical inclusive education, and the movement toward critical disability studies in education.

Sincere appreciation goes out to **Cam Crawford and Charles Silverman** for their dedicated work over the years with the six-course certificate now titled *Accessibility Practices: AODA and Beyond*. As developers and external liaison with the Chang School they have been nothing short of heroic. That said, last week I confirmed with the Dean of Continuing Education our intent to discontinue the certificate. (The School retains the successful overview course DST 506 with its university-wide reach.) Data analysis reveals that while students will do overview courses in accessibility practices and/or disability studies they tend not to push through to certificate completion (only 13 graduates in five years). There have been systems complications in working with the Chang School, structural disincentives for Disability Studies students, and limited interest from public sector, private and not-for profit sectors in connecting accessibility with critical analysis of disability issues. Although difficult, this decision will free up program resources for the DST Minor, Open Electives and Liberal Arts course development. The program will facilitate certificate completion for anyone currently registered. Please contact **Paris Master McRae**.

On a different front, **Dr. Catherine Frazee**, our Professor Emerita continues to sharpen the debate over medically assisted dying in Canada. Many will know that, with Dr. Michael Bach (Adjunct Professor) and other advisors, she co-authored the Vulnerable Persons Standard which lays out necessary protections for anyone vulnerable to coercion and abuse around medically assisted dying. She has advanced this position in several publications this year: the *Ottawa Life Magazine*, *Canadian Virtual Hospital*, *The Hill Times* (Ottawa) and the *Chronicle Herald* (Nova Scotia), along with the *Annals of Internal Medicine* and *The Lancet*. The group has now built a coalition of 50 expert advisors and an ambitious new plan of work for the VPS community.

Expanding our resources as new Adjunct Professor appointments are **Dr. Jijian Voronka** and **Dr. Cameron Crawford**. Well-known DST instructors, they are currently implementing strong programs of funded research: Cam through an SSHRC-funded one year, three phase post-doctoral fellowship that scopes the terrain of disability and decent work in Canada, as well as a busy consultancy; and Jijian in her final term of a two-year SSHRC postdoctoral fellowship that examines peer labor and the restructuring of housing policy hosted by Women's and Gender Studies at Rutgers University in New York. Congratulations and welcome. Welcome, as well, to freshly minted **Dr. Tobin LeBlanc Haley** who has taken up the *Ethel Louise Armstrong Post-doctoral Fellowship in Disability Studies*. Tobin will be with us until the end of August with a possibility of extension. Be sure to read her profile in the pages that follow.

Congratulations to **Kim Collins**, Student Engagement Facilitator and to the **Student Advisory Committee** who have been successful with several Awards Nomination Packages lately: **Dr. Eliza Chandler** for the *Sue Williams Excellence in Teaching Award* from the Faculty of Community Services; and, **Dr. Chelsea Jones** will receive the *FCS Excellence Award Contract Lecturers* later this month.

They have also prepared nominations for people who were not selected, notably **Paris Master McRae** for the *Larissa Allen Employee Award*. Their citation for Paris highlights her achievements not just as a gold standard student affairs coordinator but as an award-winning graduate for whom Disability Studies is a community and a family. A savvy systems player, Paris is a change-maker and a tireless advocate for equity, inclusion, and diversity in the school, the faculty and the university. We have not given up on securing recognition for her and the way her infectious laugh opens doors to collegiality, camaraderie and solidarity.

Finally, as we head into Spring, I strongly encourage all students and alumni to seize the opportunity offered by Ryerson's hosting of the Social Sciences and Humanities Congress in May/June 2017 – and under that umbrella, the School's hosting of the Canadian Disability Studies Association meetings. Register! Attend! And drop by to visit. You are always welcome.

Kathryn



## **Welcome to our new ELA postdoctoral fellow – Tobin Haley**

To the left is a picture of Tobin Haley.

Hi, Everyone! I am Tobin LeBlanc Haley, the new Ethel Louise Armstrong Post-Doctoral Fellow in the School of Disability Studies. I am following in the footsteps of Dr. Kirsty Liddiard and Dr. Eliza Chandler. I have much to live up to!

I am a Mad-identified, white, cis-gender, normatively physically-abled woman. I came to Toronto from Fredericton, New Brunswick to do my doctorate in Political Science at York University and decided to stay. My interest in disability studies comes from my experiences and the lack attention to mental health care, Mad Studies, and the experiences of consumers/survivors/ex-patient/Mad folk within the field of critical political economy. Most of my research, therefore, is about mental health, specifically the political economy of mental health policy and the implications for people labelled mentally ill. My doctoral research critically assesses Ontario's public mental health care system, retelling the history of psychiatric deinstitutionalization from a political economy perspective and interrogating the landscape of mental health care services in the province today during the period of transinstitutionalization.

As a post-doctoral fellow, I am focusing on my home province, which is often neglected in critical scholarship. Here are some facts about psychiatric services in New Brunswick that might interest you.

- The New Brunswick Lunatic Asylum opened in 1848 in Saint John, New Brunswick (St.-Amand & LeBlanc, 2013). This asylum is often referred to as Canada's first asylum or as one of the "first permanent 'lunatic asylums' in [British North America]" (Moran, n.d, n.p.).
- New Brunswick was also home to the Restigouche Hospital which opened approximately 100 years after the asylum in Saint John (Vitalite: Health Network, n.d., n.p.).
- Today there is a new Restigouche Hospital, a 140-bed psychiatric hospital in Campbellton, NB (Vitalite: Health Network, n.d., n.p.).
- There is also a 50-bed psychiatric facility in Saint John (Horizon, Health Network, n.d., n.p.).

- Psychiatric deinstitutionalization was not initiated in the province until the mid-to-late 1980s, well after many other provinces in Canada and during earlier expressions of neoliberalism (Government of New Brunswick. The Action Plan for Mental Health Care in New Brunswick 2011-2018, n.p.).
- The mid-1980s was a unique time in New Brunswick politics. From 1987-1991, there was no real opposition in the New Brunswick Legislature as the Liberal Party, under the leadership of Frank McKenna, won all the seats (Desserud, 2015).
- The Liberals remained in power until 1999, with McKenna as Premier until 1997.
- McKenna implemented an aggressive neoliberal policy program (Desserud, 2015).

For my post-doctoral research project, I will be mapping the history of psychiatric deinstitutionalization in New Brunswick, focusing in particular on whether prevailing economic ideology played a role in the decision to implement deinstitutionalization in the 1980s, the form this process took in the province and the implications for ex-patients.

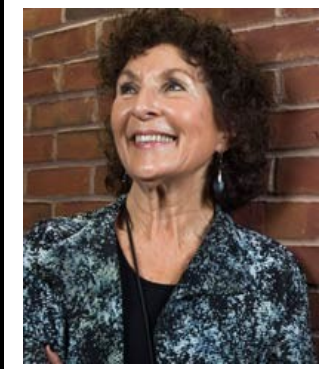
Processes of deinstitutionalization, while undoubtedly essential for the well-being of anyone who experiences confinement, have long-lasting impacts on where and how ex-patients live and how governments and the public frame the needs and entitlements of these groups. To date, these processes in New Brunswick have not been analyzed. I cannot wait to get into the archives, start talking to people and piece together the place-specific social, political and economic factors that led to psychiatric deinstitutionalization in the province, the immediate implications for ex-patients and the on-going implications for the c/s/x/m community today. I also hope to do some comparative work around de/transinstitutionalization across Deaf/dis/Abled/Mad communities.

So far I have only had the chance to meet a few students, but I am deeply impressed with the creativity and engagement in the DST community. I love all things related to intersectional feminism, archival research, radical social change and, of course, Dis and Mad Studies. Please feel free to stop by my office anytime or email me at [tobinh@ryerson.ca](mailto:tobinh@ryerson.ca).

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## **Charter Challenge: Canada Student Loan Program**

Written by Melanie Panitch. There is a picture of Melanie to the left.

Ten years ago, in 2007, while Director of DST, I signed an affidavit in a Charter Challenge (under Section 15 and the Equality clause of the Charter of Rights and Freedoms). See Carol Goar article from the Toronto Star:

[http://www.thestar.com/opinion/commentary/2014/07/29/deafblind\\_woman\\_tests\\_canadas\\_equality\\_guarantee\\_goar.html](http://www.thestar.com/opinion/commentary/2014/07/29/deafblind_woman_tests_canadas_equality_guarantee_goar.html)

The case itself addressed the differential and discriminatory impact of the Canada Student Loan Program, which we know as OSAP (Ontario Student Assistance Program) on students with disabilities. The argument went as follows: Disabled students take longer to complete degrees, hence incur more debt than non-disabled students to get the same degree. This serves as a deterrent to disabled students from attending post-secondary education worried by a high debt load and how to pay it off afterwards given the uncertainty of finding work, yet, without degrees are in a further disadvantageous position in the job markets.

The wheels of justice are slow, and two weeks ago I was advised by the applicant's lawyer, I would be cross-examined on my affidavit. In preparing for this cross examination which involved updating my knowledge about loans and grants - I found out many revealing things in support of the discriminatory impact of OSAP on disabled students. Alas I was not given the opportunity to "make the speech" I wanted at the hearing itself, but I can share in this blog some of what I learned.

1. The first big decision is whether to disclose disability. Registering with the student accommodation and support office and if eligible for OSAP (even for only \$1.00) taps into some non-repayable grants: Bursary program for up to \$10,000 for learning supports (eg computer, accessible technology). Is it high enough for account for the wide range of supports required to succeed? There is also an annual \$2000 grant for students identified with a permanent disability.

2. 40% course load counts as Full Time status. But FT status at the University doesn't translate to FT status for example Awards or bursaries that assist financially nor does it have the same meaning with ODSP which can be confusing. A 40% load also means less funding. There can be long wait times before the loans are approved, often held up until the required assessments arrive, and given wait time for appointments students may end up having to pay out of pocket for eg, first or last months' rent, course materials etc.
3. Managing OSAP can be like having a full time career because there is a need for constant reporting. If you change a course load, add a course, withdraw from a course, do badly in a course, need some time away for eg episodic disability, OSAP monitors closely and adds or subtracts payment. A low grade in a course that indicates a lack of progress or success according to OSAP triggers a requirement for a letter and explanation. If that happens twice, you can't take any more courses until you repay. Condensed courses, intensive courses are also confusing for OSAP. Lack of flexibility – a disability keystone - is an issue. Having to think about reporting at a time when health or disability related concerns are predominant is tricky to say the least yet missing the deadlines has an impact on loans and interest on loans.
4. There is an assumption of disability as monolithic – that disability is stable and physical and visible.
5. Students with disabilities who are not on OSAP are not eligible for work-study programs thus denying opportunities for acquiring work-related skills and experience to boost resumes.
6. A positive step has been instituted by charging tuition by course rather than by semester. However for student with disabilities taking more years to finish their studies means extra costs in a number of ways: budgeting for accommodation, travel and food over a longer period, a delayed period before entering the work force; some student ancillary fees are pro-rated though others continue to be charged.

**If you have an event that you would like to share with the School of Disability Studies community please email Kim at [kimberlee.collins@ryerson.ca](mailto:kimberlee.collins@ryerson.ca)**

Perhaps this can be the start of a conversation on how the impact of the student loan program has affected students and their studies. It is worth noting that the Ontario government intends to roll out a new financial aid program. A recent Globe and Mail article (Nov 29, 2016) reported it was redesigning the current system to "scrap a complicated package of grants and loans and tax credits and replace it with a singled program, the Ontario Student Grant..." Stay alert!

## **Introducing *Bodies in Translation: Activist Art, Technology, and Access to Life***

This was written by Associate Professor, Eliza Chandler. Below is a picture of Eliza.



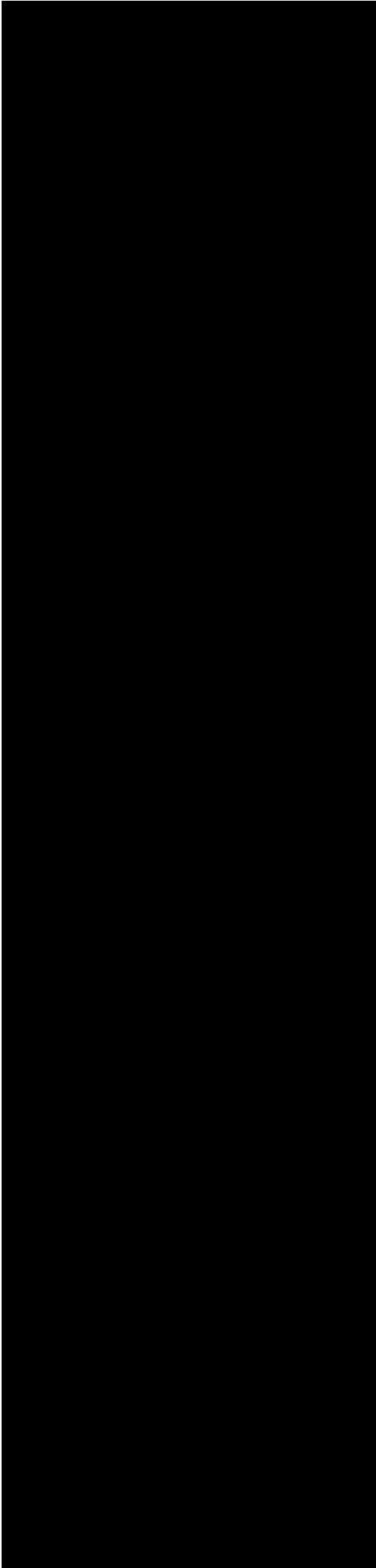
Beginning in January, Dr. Carla Rice and myself will be co-directing a seven year SSHRC-funded Partnership Grant called *Bodies in Translation: Activist Art, Technology, and Access to Life*. Activist art, as it is defined in this grant, is Deaf, disability, and Mad art, fat art, art made by aging/aged people, and Indigenous art produced by Ontario-based artists. This grant will animate the assertion that when non-normative artists have access to creating and exhibiting art, and when we all have access to publically engaging with it, that differently embodied and marginalized people achieve greater possibilities for living a fulfilled life and expanded recognition of having liveable futures. And in a culture in which D/deaf people, disabled people, Mad people, fat/differently-sized people, aging/aged people, and Indigenous people are recognized as living unliveable and undesirable lives, we recognize that the project of claiming vitality through activist art is nothing short of urgent.

*Bodies in Translation* brings together 40 university and community-based partners from across Canada and the UK. Tangled Art + Disability, the main community partner, will be the site of much of the grant's artistic activity. We aim to help cultivate activist art and mobilize its social justice capacity through five research streams which will: 1) Create an open-access, accessible, and ever-expanding archive of activist art in Ontario; 2) Innovate new ways for technology to help create, exhibit, archive and experience art; 3) Facilitate the creation and exhibition of activist art; 4) Consider how activist art contributes to social justice by promoting new understandings of embodied differences, both through art and as artists; and 5) Develop free and accessible secondary and post-secondary curriculum around activist art which can be used within equity and social justice pedagogy.

The main research outputs of this grant will be an activist art archive co-hosted by the Canadian Journal of Disability Studies; the development of a standard and policy for making the arts accessible; activist art programming, performances, and exhibitions; symposiums, conferences, workshops, and publications about activist art; and a web-based knowledge platform wherein educators can freely access curriculum and curriculum development tools for teaching about social justice through activist art.

### **What this means for the Ryerson community:**

As one of the two main university partners on this grant, the School of Disability Studies will be abuzz with research and artistic activity for the next seven years. The School will host many research symposiums— the first of which, the Aging/Disability Symposium will be held February 16<sup>th</sup> and 17<sup>th</sup>, 2017 and stay tuned for the second Crippling the Arts symposium happening in 2018.



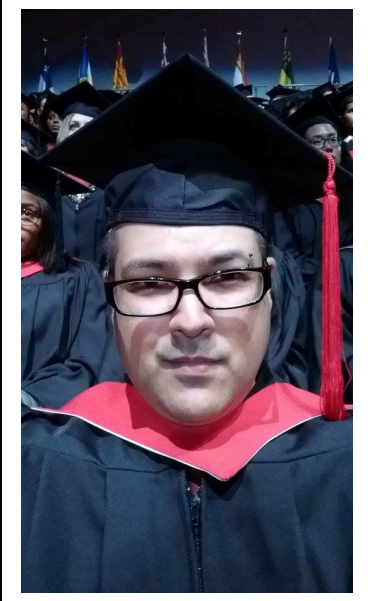
The School will also be the site of the grants Access the Arts Lab, a lab complete with 3D printers, iPads, video editing software, and new technology as it gets developed over the life of the grant that will help make art-making more accessible. This lab is free to use for students, artists, and community members, so feel free to pop by when the lab is set up next winter. The grant will also create a number of research assistantship positions for students, artists, and community members. If you are interested in one of these positions, please get in touch with me.

If you want to hear more about this grant or would like to get involved, please get in touch with me at any time: [eliza.chandler@ryerson.ca](mailto:eliza.chandler@ryerson.ca), 416-979-5000 ext. 6200, office #523.

Looking forward to an exciting next seven years cultivating activist art at the School of Disability Studies!

Eliza

## What are students and alumni up to?



This was written by alumni, Kevin Jackson. To the left is a picture of Kevin at his graduation ceremony from the MA in Critical Disability Studies program at York University.

As a recent graduate of York University's Critical Disability Studies (CDiS) master's degree program (part-time), I wondered about how I should sum up all of my experiences in such a short space. Well, the first point that needs to be expressed is that I am a DST graduate (2014), and this expose is specifically written for Ryerson DST future/present graduates. As this piece will demonstrate, being a Ryerson DST grad gives CDiS MA students a tremendous advantage in the CDiS MA program.

My story would have to begin on orientation day. I was terrified. We all met in our dedicated Vari Hall classroom where I met my fellow MA/PhD students. We introduced ourselves and discussed the program. Thankfully Dr. Nancy Halifax was familiar with me from an edited collection we were both contributing to. She was friendly with me and openly acknowledged my work. I felt this was a good way to start my MA! However, as I was delighted to discover, this was just the beginning of many outstanding experiences I would have in CDiS program.

The next event to tackle was the actual classes. I recall the first few weeks of the mandatory disability studies overview class/tutorial with Dr. Geoffrey Reaume. I was overjoyed to learn that I was not only familiar with the themes, but that I had already read many of the assigned readings back in my DST undergrad! Although I did all of the readings again, I made sure to make notes that would allow me to make a few comments per class, which as anyone who knows can testify is a challenge for me. But with such small classes, great professors, and already being familiar with the themes/readings, I found class participation to be very manageable. In fact, I found my overall grades actually rose higher than my undergrad! Let me repeat that for DST students who might be worried about their capability to do the MA coursework: *Yes, I actually received better grades in my MA than my BA.*

This was due to several factors—including the fact that I was academically supported (great profs), was dedicated to my academics (did all of the readings, research, and assignments), and that I was free to do my coursework. This last point cannot be overstated. One needs to consider their personal situation to determine if their job, social life, and even family can manage the amount of work that an MA requires. Certainly, doing the MA part-time could reduce the workload, but there are disadvantages to this as well. In all cases, there is a generous amount of work that you will be required to do to continue in the program (no less than a B for any course).

While CDiS is very good with accommodating disability and Madness, taking time off from the program is problematic. York University (but not CDiS itself) has a policy known as “continuous registration,” where once a student is enrolled, they cannot take time off from the program without financial penalty. That is to say, even if you have an accommodation (or even a MD’s letter) and you require time off, you will be charged for taking time off from the program. This red tape and bureaucracy were the most negative part of my grad school experience, but professors mitigate this issue by giving assignment extensions whenever possible.

I have tried to make this piece as helpful as possible to potential CDiS MA applicants; however, my experience will not be everyone’s experience. Being in the CDiS grad school has taught me that hard work, flexibility, and self-reliance is so important, and the rewards far outweigh the negatives. I have met some of the most wonderful Mad and disabled people while doing my MA with CDiS, and these close relationships have stayed with me. My graduating class ceremony on October 19<sup>th</sup>, 2016 was a milestone in my academic, activist, and personal life. This experience has changed me, and I feel my own research has somehow changed Disability Studies and Mad Studies, hopefully for the better. You too can complete an MA in CDiS. As a Ryerson DST graduate, you already have a head start in the program (Kathryn Church has well prepared us for this). I myself can attest to the fear of beginning graduate school (MA), but if I can do it, you can do it—and make your own mark upon the world you are helping to create.



## **Walking with Strangers: Exploring madness through mapping and ethnography**

This was written by recent graduate, Carolyn Lee-Jones.

Below is a picture of a single persons footprints on a snowy path taken from Carolyn's work.



I always find the hardest part of any task is the beginning. Taking that awkward first step or action needed to propel me forward always brings with it a terrifying sense of anxiety. Today, I am here to talk about presenting my DST 99 project, *Walking with Strangers: Mapping experiences of madness and space*, to diverse audiences.

But at the moment all I see is a sea of unfamiliar faces, strangers really. I close my eyes, take a deep breath and start walking...

Walking with Strangers emerged to make sense of a troubling situation involving someone I had been in a care relationship with experienced escalating mental health crises. The degree of stigma, lack of accommodations and responses to her distress was appalling. Witnessing these events led me to reflect on my own experiences of distress and struggles with a Mad identity. Guided by a Mad Studies framework, Walking with Stranger is an ethnographic study exploring how Mad People experience and negotiate social and geographical spaces in everyday life. Or more simply, discovering how Mad People are living in space. My research involved working with four Mad identified participants. Each produced 24-hour narrative diaries focussing on 'thick description' and participated in semi-formal interviews. Most importantly to my research, I also went on go 'go alongs' where I actually walked with participants as they went about their regular routines and locales to get a sense of how they interact with their environments.

When I initially developed Walking with Strangers I didn't give much thought about how I might have to alter my project to reach audiences from different backgrounds.

Most recently I was challenged with taking the presentation I prepared for the Canadian Disability Studies Association (CDSA 2016) conference and turning it into something I could co-present with Dr. Kathryn Church to a Media Production class at Ryerson.

Being immersed in Disability Studies, I had forgotten how foreign the concepts had been when I was first introduced to them. Presenting to the Media Production students, mental health as illness and the more common medical, recovery based models- these were familiar to the students. Mad as an identity and pride, never mind an entire field of study was far more difficult to grasp. Nevertheless, I did my best to present the bare bones of my project and its relationship to Mad Studies. By focusing on how I enacted ethnography in my project and what ethnographic research looked like on the ground level, I wanted to emphasize how ethnography is about living engagement. It's awkwardness as well as connection and everything else in between still counts as data.

**We would  
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review  
(book, blog,  
play, movie,  
art exhibit,  
event, etc...)  
by you.  
Send your  
submissions  
to Kim at  
kimberlee.collins  
@ryerson.ca**

Based on the Q & A session which followed my presentation, the response to my project seemed mostly positive. The students had interesting questions about Disability and Mad Studies, finding participants and challenges working with mad participants. Some of the students shared discomfort with this kind of research which seemed only natural. I had similar reservations at first but I found that doing ethnography included my learning to face my discomfort and accept that ethnography is not necessarily a linear approach to research. Through ethnographic research I found that having to adjust, adjust, adjust was just all part of the process. In doing so, ethnography showed me alternative way of knowing and seeing the world by immersing myself in my participant's experiences of their everyday spatiality's. By presenting to the students I could show them that mad people can be researchers as well as participants.

Maybe, even changing some of the student's previous notions about madness. As a Mad researcher, I feel I was in a unique position both personally and academically to work from the inside out to explore complicated questions about everyday spatiality's, madness and geography. My work was about people living in space and presenting to the Media Production students gave me another opportunity to show the other, every day side of madness. Reflecting, learning to present across diverse groups, I better understand the importance of being able to make my work accessible and share it with wider audiences to change how people think about mad people and experiences. Thanks for walking with me!

**We are  
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interested in  
profiling  
alumni.  
Please let us  
know about a  
project that  
you are  
working on,  
an award  
that you have  
received or if  
you have  
been  
accepted or  
completed  
another  
degree.  
Please email  
rads@ryerson  
.ca**

## **Congratulations and Awards**

Congratulations to alumnus Kevin Jackson on his recent graduation from the Master of Arts in Critical Disability Studies.

Congratulations to alumna Barbara Steele for her successful defense of her Masters project in the Critical Disability Studies program at York University.

Congratulations to Nicole Meehan on her acceptance to the Theatre Practices program at the University of Glasgow.

Below is a picture of Nicole performing her original work, Pieces, at the Mad Art performance night she curated last year for the summer institute.



## **Congratulations and Awards**

Congratulations to following students on completion of their Bachelor of Arts degree in Disability Studies:

Amanda Ackerman (with distinction), Jessica Doberstein (with distinction); Natalia Fabrychnova (with distinction), Lisa Garrod, Mary-Teresa Korkush (with distinction), Heather Norris (with distinction), Jessica Park, Prince Poku, Cheryl Saccardo, Fiona Watson.

Pictured below from left to right: Fiona Watson, Jessica Doberstein, Terri Korkush, Kathryn Church, Heather Norris and Esther Ignagni.



## **Congratulations and Awards**

Congratulations to Carolyn Lee-Jones and Pauline Mwangi who were recognized at the Faculty of Community Services Student Achievement Celebration.

Carolyn Lee-Jones presented her work; *Walking with Strangers: Mapping experiences of madness and space.*

Pauline Mwangi presented her work; *Africa Child, Advocating for a Better Future.*

Congratulations to Brandon Arkinson for receiving the Faculty of Community Services Part-time Undergraduate Award.

A second congratulations goes to Brandon on receiving the Usha George Students-in-Action Award.

Below is a picture of Brandon with his fellow award winners.



Congratulations to alumni Robin Schock for her recent collaborative publication titled; *Children's Voices: Perspectives on Using Assistive Technology in Exceptionality Education International.*

Congratulations to Chelsea Jones on her graduation from the University teaching development program. Below is a photo of the graduates.



## **Congratulations and Awards**

Congratulations to Dr. Chelsea Jones. Chelsea is a sessional instructor with the School of Disability Studies.

Chelsea was awarded the Dean's Teaching Award for Contract Lecturers. Chelsea has taught a number of courses for the School of Disability Studies including, Writing for Disability Activism, Re-Thinking Disability and Disability, Desire and Sexuality. Chelsea is currently teaching Research Methods and The Politics and Practice of Intervention.

Below is a picture of Chelsea Jones and her award citation.



Dr. Chelsea Jones is an excellent instructor whose reflexive pedagogy supports students' collective learning both online and in classrooms. Chelsea brings a decade of journalistic storytelling and her research on the development of inclusive space-making through writing to her classes, advancing Ryerson's long-standing commitments to community engagement, equity, and social advancement. Chelsea's creativity and innovation in the classroom emerges both online and in-person through her course design and her interactive, gentle approach that calls students to think through theory as they engage in their local communities. By positioning access at the forefront of her praxis, Chelsea involves students in classroom building for social justice as a launching point for their learning.

## Congratulations and Awards

Congratulations to DST instructor, Jijian Voronka.

The 2015-16 Award was given to **Dr. Jijian Voronka** for her excellent qualitative doctoral thesis entitled "Troubling Inclusion: The politics of peer work and 'people with lived experience' in mental health interventions", which she completed in the Department of Social Justice Education at OISE. Jijian's thesis committee members were Dr. Sherene Razack (supervisor), Dr. Kimberley White and Dr. Kari Dehli.

The Awards Committee made the following remarks about Jijian's submission: "Jijian's submission is unique in that it seamlessly and skillfully blends autoethnography, critical theory, Foucault, and genealogy with the substantive field of 'mad studies', a term which is a resistance and a counter discourse to the dominant mental health/illness discourse. Jijian's thesis is a creative, reflexive and inherently critical work. This thesis epitomizes critical scholarship; it challenges key notions, concepts, and ideas about the field of 'mental illness' and challenges the very notion of it with a new one - 'madness'. Theory and methodology are integrated throughout this thesis to create a coherent whole. Jijian's thesis is an exercise in critical reflexivity; she offers a critical take on epistemology and seamlessly situates herself in her work."

Pictured below (left to right): Joan Eakin, Jijian Vorokna and Janet Parsons (Award Committee)





## Congratulations and Awards

Congratulations to instructor Cam Crawford on his successful SSHRC application titled **Scoping Decent Work and Disability in Canada**. Below is a picture of Cam.



The aim of the indicator-development and research in this project is to pinpoint factors that can be targeted and built upon in public policy, programs and service delivery to increase the likelihood that disabled people will make the transition from joblessness and underemployed to decent work. Developmental and research activities are as follows: Phase I) develop a statistical measure of 'decent work' for employed people with disabilities, as informed by the International Labour Organization's conceptual development on this subject and as indicated by selected variables from the Canadian Survey on Disability; Phase II) conduct scoping research on the prevalence of decent work, with a focus on the characteristics of people's employment, their general socio-demographic characteristics (e.g., age, gender, visible minority and indigenous person status) and disability-specific characteristics (e.g., type and severity of disability; the need for various job accommodations); and Phase III) design an online survey and one-to-one interview process for exploring the cultural and organizational factors in workplaces that incentivize and lend support to the hiring, retention and promotion of disabled people in decent work.

## How to keep in Touch

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If you would like to submit a blog, please write 450-600 words and send it to [kimberlee.collins@ryerson.ca](mailto:kimberlee.collins@ryerson.ca)

Email us at [rads@ryerson.ca](mailto:rads@ryerson.ca)

## Disability Studies in the News

- Read [Exhibiting activist disability history in Canada: Out from under as a case study of social movement learning](#), in Studies in the Education of Adults written by Kathryn Church, Danielle Landry, Catherine Frazee, Esther Ignagni, Cindy Mitchell and Melanie Panitch.
- Read '[Some people are not allowed to love': intimate citizenship in the lives of people labelled with intellectual disabilities](#)', in Disability & Society written by Esther Ignagni, Ann Fudge Schormans, Kirsty Liddiard & Katherine Runswick-Cole
- Read [Stand up and be counted](#) by Cam Crawford in Abilities Magazine.
- Listen to Catherine Frazee give the Dr. Richard B. Splane Lecture in Social Policy titled, [Sense and Debility: How disability figures in progressive social policy](#)
- Read [Pedagogical possibilities for unruly bodies](#), in Gender and Education by Carla Rice, Eliza Chandler, Kirsty Liddiard, Jen Rinaldi & Elisabeth Harrison.
- Read Eliza Chandler discuss her new partnership grant in [Examining art's role in advancing disability rights](#).
- Watch Eliza Chandler talk about her course [Crippling the Arts in Canada](#) on AMI.

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