

Arguing About Disability Philosophical Perspectives

The UN Convention on the Rights of Persons with Disabilities has facilitated the understanding that disability is both a human rights and development issue. In order to achieve the Sustainable Development Goals by 2030, the focus on disability inclusion has become increasingly important in the discourse of international and national efforts for "leaving no one behind", the motto of the SDGs. This book discusses pertinent and emerging themes such as disability rights, globalization, inequalities, international cooperation and representation. Evidence which has been obtained tends to show that persons with disabilities have been disproportionately left behind without proper representation, participation and inclusion. This book critically investigates the gaps at different levels, from top to bottom, and as importantly, within the global disability movement, for the realization of global disability rights, and theorizes the intersection of disability, globalization and human rights. Empirical case studies from different countries and contexts are introduced to deepen analysis on theories of critical disability studies from a global perspective. Co-edited by a disability researcher and the former United Nations Special Rapporteur on Disability, this book will be of interest to all students, academics, policy makers and practitioners working to advance the cause of disability rights around the world.

This book explores why, after forty years of funded policies of social inclusion, persons living with an intellectual disability are still separated from the social fabric of neoliberal societies. David Treanor shows how the nature of the reform process is driven unnecessarily by the economic neoliberal paradigm, the cultural misconceptions of intellectual disability, and the inattention accorded to personal relationships between persons living with and without an intellectual disability. Treanor utilizes John Macmurray's personalist philosophy, Julia Kristeva's ontology of disability and Michele Foucault's concept of bio-power to explain this phenomenon. The concepts in this book challenge current approaches to social inclusion and have radical implications for future practices.

This fully revised and expanded second edition of the Routledge Handbook of Disability Studies takes a multidisciplinary approach to disability and provides an authoritative and up-to-date overview of the main issues in the field around the world today. Adopting an international perspective and arranged thematically, it surveys the state of the discipline, examining emerging and cutting-edge areas as well as core areas of contention. Divided in five parts, this comprehensive handbook covers: Different models and approaches to disability. How key impairment groups have engaged with disability studies and the writings within the discipline. Policy and legislation responses to disability studies and to disability activism. Disability studies and its interaction with other disciplines, such as history, philosophy, sport, and science and technology studies. Disability studies and different life experiences, examining how disability and disability studies intersects with ethnicity, sexuality, gender, childhood and ageing. Containing 15 revised chapters and 12 new chapters from an international selection of leading scholars, this authoritative handbook is an invaluable reference for all academics, researchers, and more advanced students in disability studies and associated disciplines such as sociology, health studies and social work.

Moving away from clinical, medical or therapeutic perspectives on disability, this book explores disability in India as a social, cultural and political phenomenon, arguing that this 'difference' should be accepted as a part of social diversity. It further interrogates the multiple issues of identification of the disabled and the forms of oppressio

Arts and Humanities

The Bioethics of Enhancement

A Theory of Disability

The Capabilities Approach in Practice

The Politics of Misrecognition

Disability and Justice

This anthology brings together some of the finest writers on different aspects of adult education and related areas to provide a complementary reader to the introductory text by Leona English and Peter Mayo Learning with Adults: A Critical Introduction. Areas tackled include Disability, Prisons, Third Age Universities, Lifelong Learning Policy, Learning Society, Poverty, LGBTQ, Sport, Women, Literacy, Transformative Learning, Community Arts, Aesthetics, Consumption, Migration, Libraries, Folk High Schools, Adult Education Policy, Subaltern Southern Social Movements, Social Creation, Community Radio, Social Film. Contexts focused on include Africa, Caribbean, Europe, Latin America, Asia (India), small island states. Over thirty authors involved including Zygmunt Bauman, Rosa Maria Torres, Oskar Negt, Antonia Darder, Jim Elmborg, D. W. Livingstone, Palle Rasmussen, Mae Shaw, Leona English, Asoke Bhattacharya, Cynthia L. Pemberton, Eileen Casey White, Daniel Schugurensky, Dip Kapoor, Peter Rule, John Myers, Joseph Giordmaina, Antonia De Vita, Alexis Kokkos, Marvin Formosa, Carmel Borg, Julia Preece, Patricia Cranton, Lyn Tett, Ali A. Abdi, Anna Maria Piussi, Behrang Foroughi, Taadi Ruth Modipa, Robert Hill, Edward Shiza, Kaela Jubas and Didacus Jules. ... Learning with Adults: A Reader constitutes the most valuable practical and theoretical reflection on adult education I have seen in a long time. Nelly P. Stromquist, Professor, International Education Policy, College of Education University of Maryland, College Park ... This book provides an opportunity at a very appropriate moment to discuss adult education issues during challenging times. Paula Guimarães, University of Lisbon ... Read and savour delights and surprises. Michael Welton, UBC and Athabasca University This book satisfies everything one could desire of a reader on the subject. Kenneth Wain, University of Malta

Addresses misrepresentations of Foucault's work within feminist philosophy and disability studies, offering a new feminist philosophy of disability

This collection of original essays, from both established scholars and newcomers, takes up a debate that has recently flared up in philosophy, sociology, and disability studies on whether disability is intrinsically a harm that lowers a person's quality of life. While this is a new question in disability scholarship, it is also touches on one of the oldest philosophical questions: What is the good human life? Historically, philosophers have not been interested in the topic of disability, and when they are it is usually only in relation to questions such as euthanasia, abortion, or the moral status of disabled people. Consequently, implicitly or explicitly, disability has been either ignored by moral

and political philosophers or simply equated with a bad human life, a life not worth living. This collection takes up the challenge that disability poses to basic questions of political philosophy and bioethics, among others, by focusing on fundamental issues as well as practical implications of the relationship between disability and the good human life.

This book presents the argument that health has special moral importance because of the disadvantage one suffers when subjected to impairment or disabling barriers. Christopher A. Riddle asserts that ill health and the presence of disabling barriers are human rights issues and that we require a foundational conception of justice in order to promote the rights of people with disabilities. The claim that disability is a human rights issue is defended on the grounds that people with disabilities experience violations to their dignity, equality, and autonomy. Because human rights exist as a subset of other justice-based rights, Riddle contends that we must support a foundation of justice compatible with endorsing these three principles (equality, dignity, and autonomy). This volume argues that the “capabilities approach” is the best currency of justice for removing the disabling barriers that consistently violate approximately one billion people’s human rights.

From Disability Theory to Practice

Arguing about Disability

Disability in Eastern Europe and the Former Soviet Union

Inclusive Physical Activities

Philosophical Perspectives

Disability in Medieval Christian Philosophy and Theology

Prenatal and preimplantation testing technologies have offered unprecedented access to information about the genetic and congenital makeup of our prospective progeny. Future developments such as preconception testing, non-intrusive prenatal testing and more extensive preimplantation testing promise to increase that access further still. The result may be greater reproductive choice, but it also increases the burden on women and men to avail themselves of these technologies in order to avoid having a child with a disability. The overwhelming question for legislators has been whether and, if so, how to regulate the use of these technologies in the face of compelling but seemingly contradictory claims about the advancement of reproductive choice and the dangers of eugenic or discriminatory effects. This book examines the evolution of this legislative oversight across a number of jurisdictions and explores the tensions and ambiguities that inform these laws.

This collection pays tribute to Jerome E. Bickenbach’s work that spans from philosophical and sociological issues to international legislation designed to support the rights of people with disabilities. Eight essays critically engage with Bickenbach’s work to further advance the discussions he has initiated throughout his career.

Arguing about Disability Philosophical Perspectives Routledge

Childhood looms large in our understanding of human life, as a phase through which all adults have passed. Childhood is foundational to the development of selfhood, the formation of interests, values and skills and to the lifespan as a whole. Understanding what it is like to be a child, and what differences childhood makes, are thus essential for any broader understanding of the human condition. The Routledge Handbook of the Philosophy of Childhood and Children is an outstanding reference source for the key topics, problems and debates in this crucial and exciting field and is the first collection of its kind. Comprising over thirty chapters by a team of international contributors the Handbook is divided into five parts: · Being a child · Childhood and moral status · Parents and children · Children in society · Children and the state. Questions covered include: What is a child? Is childhood a uniquely valuable state, and if so why? Can we generalize about the goods of childhood? What rights do children have, and are they different from adults’ rights? What (if anything) gives people a right to parent? What role, if any, ought biology to play in determining who has the right to parent a particular child? What kind of rights can parents legitimately exercise over their children? What roles do relationships with siblings and friends play in the shaping of childhoods? How should we think about sexuality and disability in childhood, and about racialised children? How should society manage the education of children? How are children’s lives affected by being taken into social care? The Routledge Handbook of the Philosophy of Childhood and Children is essential reading for students and researchers in philosophy of childhood, political philosophy and ethics as well as those in related disciplines such as education, psychology, sociology, social policy, law, social work, youth work, neuroscience and anthropology.

Recognizing Justice for Citizens with Cognitive Disabilities

A Historical Sociology of Disability

Routledge Handbook of Disability Studies

Rethinking Disability in India

Transhumanism, Disability, and Biopolitics

History, policy and everyday life

This volume in The SAGE Reference Series on Disability explores the arts and humanities within the lives of people with disabilities. It is one of eight volumes in the cross-disciplinary and issues-based series, which incorporates links from varied fields making up Disability Studies as volumes examine topics central to the lives of individuals with disabilities and their families. With a balance of history, theory, research, and application, specialists set out the findings and implications of research and practice for others whose current or future work involves the care and/or study of those with disabilities, as well as for the disabled themselves. The presentational style (concise and engaging) emphasizes accessibility. Taken individually, each

volume sets out the fundamentals of the topic it addresses, accompanied by compiled data and statistics, recommended further readings, a guide to organizations and associations, and other annotated resources, thus providing the ideal introductory platform and gateway for further study. Taken together, the series represents both a survey of major disability issues and a guide to new directions and trends and contemporary resources in the field as a whole.

Which theoretical and methodological approaches of contemporary cultural criticism resonate within the field of disability studies? What can cultural studies gain by incorporating disability more fully into its toolbox for critical analysis? *Culture - Theory - Disability* features contributions by leading international cultural disability studies scholars which are complemented with a diverse range of responses from across the humanities spectrum. This essential volume encourages the problematization of disability in connection with critical theories of literary and cultural representation, aesthetics, politics, science and technology, sociology, and philosophy. It includes essays by Lennard J. Davis, Rosemarie Garland-Thomson, Dan Goodley, Robert McRuer and Margrit Shildrick.

"In recent years, disability studies has been driven by a social model of disability, focusing on the social and economic oppression of disabled people. Although an important counterbalance to a pathologising medical model, the social model risks presenting an impoverishing and disembodied view of disability, one that ignores the psychological nature of oppression and its effects. This innovative work argues that a psychological framework of disability is an essential part of developing a more cohesive disability movement and develops bi-directional conceptual links between culture and disabled subjectivity through the mechanisms of lifelong socialization. It is designed to explore individual psychological experience, whilst retaining a rigorous critique of social forces of oppression; and to avoid the pathologisation of disadvantaged individuals, whilst exploring the psychological processes and impressions of discriminatory society. Drawing on sociology, social anthropology, psychology and psychoanalysis as well as clinical material from his own practice, Brian Watermeyer shapes a view of disabled subjectivity which is embodied, internal, and political. Presenting a range of conceptual ideas which describe psychological dynamics and predicaments confronting disabled people in an exclusionary and prejudiced world, this volume is an important new contribution to the literature. It will interest students and researchers of disability studies, including those working within psychology, education, health and social work"--Provided by publisher.

In a critical intervention into the bioethics debate over human enhancement, philosopher Melinda Hall tackles the claim that the expansion and development of human capacities is a moral obligation. Hall draws on French philosopher Michel Foucault to reveal and challenge the ways disability is central to the conversation. *The Bioethics of Enhancement* includes a close reading and analysis of the last century of enhancement thinking and contemporary transhumanist thinkers, the strongest promoters of the obligation to pursue enhancement technology. With specific attention to the work of bioethicists Nick Bostrom and Julian Savulescu, the book challenges the rhetoric and strategies of enhancement thinking. These include the desire to transcend the body and decide who should live in future generations through emerging technologies such as genetic selection. Hall provides new analyses rethinking both the philosophy of enhancement and disability, arguing that enhancement should be a matter of social and political interventions, not genetic and biological interventions. Hall concludes that human vulnerability and difference should be cherished rather than extinguished. This book will be of interest to academics working in bioethics and disability studies, along with those working in Continental philosophy (especially on Foucault).

Disability and the Good Human Life

A Social Justice Approach

Towards a Contextual Psychology of Disablism

A Reader

Disability and Social Movements

The Routledge Handbook of Critical Pedagogies for Social Work

Over the past fifty years, design and branding have become omnipotent in the market and have made their way to other domains as well. Given their potential to divide humans into categories and label their worth and value, design and branding can wield

immense but currently unharnessed powers of social change. Groups designed as devalued can be undesigned, redesigned and rebranded to seamlessly and equivalently participate in community, work and civic life. This innovative book argues that disability as a concept and category is created, reified, and segregated through current design and branding that begs for creative change. Transcending models of disability that locate it either as an embodied medical condition or as a socially constructed entity, this book challenges the very existence and usefulness of the category itself. Proposing and illustrating creative and responsible design, DePoy and Gilson include thinking and action strategies that are useful and potent for "undesigning", redesigning, and rebranding to meet the full range of human needs and to enhance full participation in local through global communities. Divided into two parts, the first section presents a critical examination of disability as a designed and branded phenomenon, exploring what exactly is being designed and branded and how. The second part investigates the redesign of disability and provides principles for redesign and rebranding illustrated with examples from high-tech to place-based sustainable strategies. The book provides a unique and contemporary framework for thinking about disability as well as providing relevant design and branding guidance to designers and engineers interested in embodiment issues.

Create campuses inclusive and supportive of disabled students, staff, and faculty Disability in Higher Education: A Social Justice Approach examines how disability is conceptualized in higher education and ways in which students, faculty, and staff with disabilities are viewed and served on college campuses. Drawing on multiple theoretical frameworks, research, and experience creating inclusive campuses, this text offers a new framework for understanding disability using a social justice lens. Many institutions focus solely on legal access and accommodation, enabling a system of exclusion and oppression. However, using principles of universal design, social justice, and other inclusive practices, campus environments can be transformed into more inclusive and equitable settings for all constituents. The authors consider the experiences of students, faculty, and staff with disabilities and offer strategies for addressing ableism within a variety of settings, including classrooms, residence halls, admissions and orientation, student organizations, career development, and counseling. They also expand traditional student affairs understandings of disability issues by including chapters on technology, law, theory, and disability services. Using social justice principles, the discussion spans the entire college experience of individuals with disabilities, and avoids any single-issue focus such as physical accessibility or classroom accommodations. The book will help readers: Consider issues in addition to access and accommodation Use principles of universal design to benefit students and employees in academic, cocurricular, and employment settings Understand how disability interacts with multiple aspects of identity and experience. Despite their best intentions, college personnel frequently approach disability from the singular perspective of access to the exclusion of other important issues. This book provides strategies for addressing ableism in the assumptions, policies and practices, organizational structures, attitudes, and physical structures of higher education.

Disability raises profound and fundamental issues: questions about human embodiment and well-being; dignity, respect, justice and equality; personal and social identity. It raises pressing questions for educational, health, reproductive, and technology policy, and confronts the scope and direction of the human and civil rights movements. Yet it is only recently that disability has become the subject of the sustained and rigorous philosophical inquiry that it deserves. The Oxford Handbook of Philosophy and Disability is the first comprehensive volume on the subject. The volume's contents range from debates over the definition of disability to the challenges posed by disability for justice and dignity; from the relevance of disability for respect, other interpersonal attitudes, and intimate relationships to its significance for health policy, biotechnology, and human enhancement; from the ways that disability scholarship can enrich moral and political philosophy, to the importance of physical and intellectual disabilities for the philosophy of mind and action. The contributions reflect the variety of areas of expertise, intellectual orientations, and personal backgrounds of their authors. Some are founding philosophers of disability; others are promising new scholars; still others are leading philosophers from other areas writing on disability for the first time. Many have disabilities themselves. This volume boldly explores neglected issues, offers fresh perspectives on familiar ones, and ultimately expands philosophy's boundaries. More than merely presenting an overview of existing work, this Handbook will chart the growth and direction of a vital and burgeoning field for years to come.

The Routledge Handbook of Critical Pedagogies for Social Work traverses new territory by providing a cutting-edge overview of the work of classic and contemporary theorists, in a way that expands their application and utility in social work education and practice; thus, providing a bridge between critical theory, philosophy, and social work. Each chapter showcases the work of a specific critical educational, philosophical, and/or social theorist including: Henry Giroux, Michel Foucault, Cornelius Castoriadis, Herbert Marcuse, Paulo Freire, bell hooks, Joan Tronto, Iris Marion Young, Karl Marx, Antonio Gramsci, and many others, to elucidate the ways in which their key pedagogic concepts can be applied to specific aspects of social work education and practice. The text exhibits a range of research-based approaches to educating social work practitioners as agents of social change. It provides a robust, and much needed, alternative paradigm to the technique-driven 'conservative revolution' currently being fostered by neoliberalism in both social work education and practice. The volume will be instructive for social work educators who aim to teach for social change, by assisting students to develop counter-hegemonic practices of resistance and agency, and reflecting on the pedagogic role of social work practice more widely. The volume holds relevance for both postgraduate and undergraduate/qualifying social work and human services courses around the world.

Perfecting Pregnancy

Disability in Higher Education

Invading Consciousness without Permeability

Disability, Globalization and Human Rights

Culture - Theory - Disability

Routledge Handbook of Adapted Physical Education

Increasing numbers of children and adolescents internationally are being diagnosed with secondary health problems (e.g., overweight-obesity, diabetes, asthma, anxiety, etc.) due in part, or at least related to, a lack of physical activity. Children and adolescents with various forms of special needs (for example, children and adolescents with physical or intellectual disabilities, children and adolescents from disadvantaged social backgrounds and children and adolescents with chronic illnesses) seem to be particularly at risk for secondary health problems, which in the end limit their social participation and inclusion, as well as their ability to achieve their full potential and to lead happy and fulfilling lives. For these children and adolescents, involvement in regular physical activities (including fitness activities and sports) may have far reaching benefits. For instance, organized physical activities are known to represent an effective vehicle for interventions for children and adolescents with special needs who do not seem to benefit as much as others from more traditional, verbal-oriented approaches. Organized physical activities (in or out of school) further provide these children and adolescents with opportunities to interact in a positive manner with prosocial peers and adults who may serve as positive role models for them. There is currently a paucity of research about physical activities that effectively include children and adolescents with a range of special needs or research that identifies evidence-based strategies that seed success in maximizing the involvement in, and the positive biopsychosocial outcomes associated with, the practice of physical activity. This dearth of research is impeding progress in addressing the biopsychosocial disadvantage that these children and adolescents encounter, the development of new solutions for enabling full potential, and ensuring that children and adolescents with special needs not only succeed, but also flourish in life. This volume includes examples of theory, research, policy, and practice that will advance our understanding of how best to encourage these children and adolescents to participate regularly in physical activity, how to maximize the biopsychosocial benefits of involvement in physical activities, and how to ensure that these physical activities are inclusive for children and adolescents with special needs. The focus will be placed on research-derived physical activity practices that seed success for children and adolescents with special needs, and new directions in theory, research, and practice that have implications for enhancing physical activity practices with at-risk children and adolescents. The themes covered in this volume include: - Strategies to maximise participation of children and adolescents with special needs in physical activity as a global priority; - Strategies to maximise the social inclusion of children and adolescents with special needs in general physical activities; - Effective physical education strategies to enhance biopsychosocial outcomes for children and adolescents with special needs; - Advancing the practice of educators and coaches to cultivate the social inclusion and participation in physical activity of children and adolescents with special needs; and - Challenging the meaning and implementation of inclusive practices in physical education globally.

Disability is a thorny and muddled concept - especially in the field of disability studies - and social accounts contest with more traditional biologically based approaches in highly politicized debates. Sustained theoretical scrutiny has sometimes been lost amongst the controversy and philosophical issues have often been overlooked in favour of the sociological. Arguing about Disability fills that gap by offering analysis and debate concerning the moral nature of institutions, policy and practice, and their significance for disabled people and society. This pioneering collection is divided into three sections covering definitions and theories of disability; disabled people in society and applied ethics. Each contributor - drawn from a wide range of academic backgrounds including disability studies, sociology, psychology, education, philosophy, law and health science - uses a philosophical framework to explore a central issue in disability studies. The issues discussed include personhood, disability as a phenomenon, social justice, discrimination and inclusion. Providing an overview of the intersection of disability studies and philosophical ethics, Arguing about Disability is a truly interdisciplinary undertaking. It will be invaluable for all academics and students with an interest in disability studies or applied ethics, as well as disability activists.

Given basic commitments to philosophize from lived experience and a shared underlying meliorist impulse, American philosophical traditions seem well-suited to develop nascent philosophical engagement with disability studies. To date, however, there have been few efforts to facilitate research at the intersections of American philosophy and disability studies. This volume of essays seeks to offer some directions for propelling this inquiry. Scholars working in pragmatist and other American traditions consider intersections between American philosophy and work in disability studies. Consisting of three broader sections, one set of essays considers how American philosophies from contemporary Mexican philosophy to classical American pragmatism inform descriptions of disability and efforts at liberation. The next offer accounts of how American philosophies disclose alternative conceptions of epistemic and ethical issues surrounding disability. Finally, a section considers "living issues" of disability, including essays on parenting, immigration policy, and art education. Throughout, these works provide direction and orientation for further investigation at the intersection of American philosophies and disability studies.

Though there was not even a word for, or a concept of, disability in Antiquity, a considerable part of the population experienced physical or mental conditions that put them at a disadvantage. Drawing on a wide variety of sources, from literary texts and legal sources to archaeological and iconographical evidence as well as comparative anthropology, this volume uniquely examines contexts and conditions of disability in the ancient world. An

essential resource for researchers, scholars and students of history, literature, culture and education, *A Cultural History of Disability in Antiquity* explores such themes and topics as: atypical bodies; mobility impairment; chronic pain and illness; blindness; deafness; speech; learning difficulties; and mental health.

International Perspectives

Essays in Honor of Jerome E. Bickenbach

Branding and Designing Disability

Reconceptualising Disability Studies

Intellectual Disability and Social Policies of Inclusion

Education, Disability and Social Policy

Citizenship is a central concept in political philosophy, bridging theory and practice and marking out those who belong and who share a common civic status. The injustices suffered by immigrants, disabled people, the economically inactive and others have been extensively catalogued, but their disadvantages have generally been conceptualised in social and/or economic terms, less commonly in terms of their status as members of the polity and hardly ever together, as a group. This volume seeks to investigate the partial citizenship which these groups share and in doing so to reflect upon civic marginalisation as a distinct kind of normative wrong. For example, it is not often considered that children, though their lack of civic and political rights are marginal citizens and thus have something in common with other marginalised groups. Each of the book's chapters explores some theoretical or practical aspect of marginal citizenship, and the volume as a whole engages with pressing debates in law and political theory, such as the limits of democratic inclusion, the character of social justice, the integration of migrants, and the enfranchisement of prisoners and children. This book was published as a special issue of the *Critical Review of Social and Political Philosophy*.

This collection provides a comprehensive insight into disabled children and youth in Nordic countries. It seeks to understand the experiences of children from their own perspectives and takes a multidisciplinary approach grounded in the new social studies of childhood and the Nordic relational approach to disability.

This volume focuses on inquiry into inclusive education from the perspective of scholarly influences in the field of practice and research.

Questions this book considers include.

Childhood and Disability in the Nordic Countries

Foucault and Feminist Philosophy of Disability

Being, Becoming, Belonging

Disability Studies

Foundations of Inclusive Education Research

This handbook represents the first comprehensive and evidence-based review of theory, research, and practice in the field of adapted physical education (APE). Exploring philosophical and foundational aspects of APE, the book outlines the main conceptual frameworks informing research and teaching in this area, and presents important material that will help shape best practice and future research. Written by world-leading researchers, the book introduces the key themes in APE, such as historical perspectives on disability, disability and the law, language, and measurement. It examines the most significant theoretical frameworks for understanding APE, from embodiment and social cognitive theory to occupational socialization, and surveys current debates and practical issues in APE, such as teacher training, the use of technology, and physical inactivity and health. Acknowledging the importance of the voices of children, parents and peers, the book also explores research methods and paradigms in APE, with each chapter including directions for further research. Offering an unprecedented wealth of material, the *Routledge Handbook of Adapted Physical Education* is an essential reference for advanced students, researchers and scholars working in APE, and useful reading for anybody with an interest in disability, physical education, sports coaching, movement science or youth sport.

The past several decades have seen the emergence of a vigorous ongoing debate about the 'politics of recognition'. The initial impetus was provided by the reflections of Charles Taylor and others about the rights to cultural recognition of historically marginalized groups in Western societies. Since then, the parameters of the debate have considerably broadened. However, while debates about the politics of recognition have yielded significant theoretical insights into recognition, its logical and necessary counterpart, misrecognition, has been relatively neglected. 'The Politics of Misrecognition' is the most meticulous reflection to date on the importance of misrecognition for the understandings of our political and personal experience. A team of leading experts from a range of disciplines, including philosophy, political theory, sociology, psychoanalysis, history, moral economy and criminology present different theoretical frameworks in which the politics of misrecognition may be understood. They apply these frameworks to a wide variety of contexts, including those of class identity, disability, slavery, criminal victimization and domestic abuse. In this way, the book provides an essential resource for anyone interested in the dynamics of misrecognition and their implications for the development of political and social theory.

This book provides the reader with a ground-breaking understanding of disability and social movements. By describing how disability is philosophically, historically, and theoretically positioned, Carling-Jenkins is able to then examine disability relationally through an evaluation of the contributions of groups engaged in similar human rights struggles. The book locates disability rights as a new social movement and provides an explanation for why disability has been divided rather than united in Australia. Finally, it investigates whether the recent campaign to implement a national

disability insurance scheme represents a re-emergence of the movement. It will be of interest to all scholars and students of both disability studies and social movements.

There are over thirty million disabled people in Russia and Eastern Europe, yet their voices are rarely heard in scholarly studies of life and well-being in the region. This book brings together new research by internationally recognised local and non-native scholars in a range of countries in Eastern Europe and the former Soviet Union. It covers, historically, the origins of legacies that continue to affect well-being and policy in the region today. Discussions of disability in culture and society highlight the broader conditions in which disabled people must build their identities and well-being whilst in-depth biographical profiles outline what living with disabilities in the region is like. Chapters on policy interventions, including international influences, examine recent reforms and the difficulties of implementing inclusive, community-based care. The book will be of interest both to regional specialists, for whom well-being, equality and human rights are crucial concerns, and to scholars of disability and social policy internationally.

The Margins of Citizenship

The Routledge Handbook of the Philosophy of Childhood and Children

Learning from Australian Experiences

Disability Rights and Wrongs Revisited

The Minority Body

Law, Disability, and the Future of Reproduction

Disability & Justice: The Capabilities Approach in Practice examines the capabilities approach and how, as a matter of justice, the experience of disability is accounted for. It suggests that the capabilities approach is first, unable to properly diagnose both those who are in need as well as the extent to which assistance is required. Furthermore, it is suggested that counterfactually, if this approach to justice were capable of assessing need, that it would fail to be as stigma-sensitive as other approaches of justice. That is to say, the capabilities approach would have the possibility of further stigmatizing those requiring accommodation. Finally, Disability & Justice argues that health and the absence of disability belong in a category of functionings that are of special moral importance—a fact the Capabilities Approach fails to recognize.

Covering the period from Antiquity to Early Modernity, A Historical Sociology of Disability argues that disabled people have been treated in Western society as good to mistreat and – with the rise of Christianity – good to be good to. It examines the place and role of disabled people in the moral economy of the successive cultures that have constituted ‘Western civilisation’. This book is the story of disability as it is imagined and re-imagined through the cultural lens of ableism. It is a story of invalidation; of the material habituations of culture and moral sentiment that paint pictures of disability as ‘what not to be’. The author examines the forces of moral regulation that fall violently in behind the dehumanising, ontological fait accompli of disability invalidation, and explores the ways in which the normate community conceived of, narrated and acted in relation to disability. A Historical Sociology of Disability will be of interest to all scholars, students and activists working in the field of Disability Studies, as well as sociology, education, philosophy, theology and history. It will appeal to anyone who is interested in the past, present and future of the ‘last civil rights movement’.

This book examines what international human rights law has gained from the new elements in the UN Convention on the Rights of Persons with Disabilities (CRPD). It explores how the CRPD is intricately bound up with other international instruments by studying the relationship between the Convention rights and those protected by other human rights treaties, as well as the overall objectives of the UN. Using a social model lens on disability, the book shows how the Convention sheds new light on the very notion of human rights. The book provides a theoretical framework which explicitly integrates disability into international human rights law. It explains how the CRPD challenges the legal subject by drawing attention to distinct forms of embodiment, before introducing the idea of the ‘dis-abled subject’, which stems from a recognition that all individuals encounter disability-related issues during their lives. The book also shows how to apply this theoretical framework to several rights and highlights the consequences for the implementation of human rights treaties as a whole. It builds upon the literature of disability studies and legal and political theory, as well as drawing upon the recommendations of treaty bodies and reports of UN agencies and disabled people's organisations. This book thereby provides an agenda-setting analysis for all human rights experts, by showing the benefits of placing disabled people at the heart of international human rights law.

This book uses the tools of analytic philosophy and close readings of medieval Christian philosophical and theological texts in order to survey what these thinkers said about what today we call ‘disability.’ The chapters also compare what these medieval

authors say with modern and contemporary philosophers and theologians of disability. This dual approach enriches our understanding of the history of disability in medieval Christian philosophy and theology and opens up new avenues of research for contemporary scholars working on disability. The volume is divided into three parts. Part One addresses theoretical frameworks regarding disability, particularly on questions about the definition(s) of 'disability' and how disability relates to well-being. The chapters are then divided into two further parts in order to reflect ways that medieval philosophers and theologians theorized about disability. Part Two is on disability in this life, and Part Three is on disability in the afterlife. Taken as a whole, these chapters support two general observations. First, these philosophical theologians sometimes resist Greco-Roman ableist views by means of theological and philosophical anti-ableist arguments and counterexamples. Here we find some surprising disability-positive perspectives that are built into different accounts of a happy human life. We also find equal dignity of all human beings no matter ability or disability. Second, some of the seeds for modern and contemporary ableist views were developed in medieval Christian philosophy and theology, especially with regard to personhood and rationality, an intellectualist interpretation of the *imago Dei*, and the identification of human dignity with the use of reason. This volume surveys disability across a wide range of medieval Christian writers from the time of Augustine up to Francisco Suarez. It will be of interest to scholars and graduate students working in medieval philosophy and theology, or disability studies.

A Cultural History of Disability in Antiquity

An Interdisciplinary Introduction

Human Validity and Invalidity from Antiquity to Early Modernity

Human Rights, Disability, and Capabilities

Learning with Adults

Disability and American Philosophies

Recognizing Justice For Citizens With Cognitive Disabilities engages with the most prominent liberal theories of justice today in revealing the path toward equal justice for citizens with cognitive disabilities.

Elizabeth Barnes argues compellingly that disability is primarily a social phenomenon—a way of being a minority, a way of facing social oppression, but not a way of being inherently or intrinsically worse off. This is how disability is understood in the Disability Rights and Disability Pride movements; but there is a massive disconnect with the way disability is typically viewed within analytic philosophy. The idea that disability is not inherently bad or sub-optimal is one that many philosophers treat with open skepticism, and sometimes even with scorn. The goal of this book is to articulate and defend a version of the view of disability that is common in the Disability Rights movement. Elizabeth Barnes argues that to be physically disabled is not to have a defective body, but simply to have a minority body.

Passionate, engaging and challenging, this second edition of the ground-breaking *Disability Studies: An Interdisciplinary Introduction* is a contemporary introduction to this diverse and complex field. Taking an interdisciplinary and critical approach, the book: examines a diverse range of theories and perspectives and engages with current debates in the field explores key areas of analysis, with chapters devoted to the individual, society, community and education applies a global perspective encompassing examples from the UK, Australia, Scandinavia, the US, and Canada. Encouraging and stimulating readers using thought-provoking questions, exercises and activities, *Disability Studies* is a rich and rewarding read for students and researchers engaging with disability across the social sciences.

Over the last forty years, the field of disability studies has emerged from the political activism of disabled people. In this challenging review of the field, leading disability academic and activist Tom Shakespeare argues that disability research needs a firmer conceptual and empirical footing. This new edition is updated throughout, reflecting Shakespeare's most recent thinking, drawing on current research, and responding to controversies surrounding the first edition and the World Report on Disability, as well as incorporating new chapters on cultural disability studies, personal assistance, sexuality, and violence. Using a critical realist approach, *Disability Rights and Wrongs Revisited* promotes a pluralist, engaged and nuanced approach to disability. Key topics discussed include: dichotomies – going beyond dangerous polarizations such as medical model versus social model to achieve a complex, multi-factorial account of disability identity - the drawbacks of the disability movement's emphasis on identity politics bioethics - choices at the beginning and end of life and in the field of genetic and stem cell therapies relationships – feminist and virtue ethics approaches to questions of intimacy, assistance and friendship. This stimulating and accessible book challenges disability studies orthodoxy, promoting a new conceptualization of disability and fresh research agenda. It is an invaluable resource for

researchers and students in disability studies and sociology, as well as professionals, policy makers and activists.

Encounters between Disability Studies and Cultural Studies

The Oxford Handbook of Philosophy and Disability

Disability in International Human Rights Law