

Managerial Editor's Introduction:

Critical Disability Discourse/Discours Critiques dans le Champ du Handicap, Volume 5

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Introduction

Welcome to Volume 5 of *Critical Disability Discourse/Discours Critiques dans le Champ du Handicap*. This volume marks the journal's fifth year of engagement with graduate students' scholarship in critical disability studies. In this edition, we are extremely pleased to present four strong contributions from students from Canada and the United States.

Overview

The issue opens with a retrospective from our founding editor, Dr. Jen Rinaldi, who explains the sometimes contentious and difficult—but ultimately rewarding—process that gave rise to the journal's initial creation, and highlights the way in which the value of collective participation and a deep commitment to excellence in student scholarship has sustained the journal through its early years. Rinaldi also offers an overview of possible future directions for the journal, including an increased emphasis on bilingualism, the intensification of our promotional efforts, and the return to consensus-based decision-making. I would like to lend my

support to Rinaldi's perspective on the best means of supporting the journal's ongoing development. In particular, my experience as managerial editor of this volume has reinforced for me that an undertaking like this would be impossible in the absence of a cohesive and committed editorial and review team. We will be working together as we move forward in order to ensure that the journal continues to grow as a forum for graduate student research and writing in critical disability studies.

The four articles we present in the current volume represent a substantial contribution to the development of *CDD*, as they showcase diverse perspectives on a variety of disability issues. The first article, *Disabling the Rhetoric of Prenatal Genetic Testing: A Critical Analysis of Online Pregnancy Self-Help Literature* is by Abigail Bakke of the University of Minnesota. Bakke analyses online self-help literature concerning prenatal genetic testing, how gaps in the rhetorical construction of prenatal testing gloss over its eugenic and ableist objectives.

In the second article, *Mapping Difference: Critical Connections between Crip and Diaspora Communities*, Eliza Chandler of the Ontario Institute for Studies in Education at the University of Toronto uses the work of Leah Lakshmi Piepzna-Samarasinha to enter into an analysis of the entangled production of racialized and disabled bodies through relations of emplacement determined by racist and ableist ideologies. Engaging with Jasbir Puar's concept of "debility," Chandler considers the challenges that antiracist politics pose to the disability rights movement's concept of disability.

The third article, *"For Them, Not Us": How Ableist Interpretations of the International Symbol of Access Make Disability*, is by Chelsea Jones of Ryerson University. Jones uses semiotics to explore the way that the International Symbol of Access (ISA) constructs a

normative idea of disability, shaping interactions between non-disabled people and disabled people in ways that promote segregation, rather than equity or inclusion.

The final article is by Monica Orlando of Case Western Reserve University, and is entitled Affective (Dis)Ability: Ian Brown's Search for "Inner Life" in *The Boy in the Moon*. In her article, Orlando brings together theories of affect and disability to examine Ian Brown's efforts to develop an understanding of his "physically and cognitively disabled" son, Walker, as portrayed in Brown's 2009 memoir, *The Boy in the Moon: A Father's Journey to Understand his Extraordinary Son*. In Orlando's reading, the affective understanding of his son that Brown develops poses an important challenge to ableist notions of relationality, reciprocity and "normalcy."

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