

**THE UNIVERSITY OF TEXAS AT AUSTIN  
STEVE HICKS SCHOOL OF SOCIAL WORK**

<b>Course Number:</b>	SW 360K/SW 395K	<b>Instructor:</b>	Dr. Nick Wings-Yanez
<b>Unique Number:</b>	88315/88190	<b>Email:</b>	nwingesyanez@utexas.edu
<b>Semester:</b>	Summer 2025	<b>Office:</b>	JJ Pickle Research Campus 1.156AC; WWH 420.16
<b>Meeting Time/Place:</b>	Online; Canvas Modules unlock every Tuesday @ 12am	<b>Office Phone:</b>	512-232-0744
		<b>Office Hours:</b>	Mondays 2p-4p
<b>The University's Website On COVID-19 Related Matters (<a href="http://Protect.Utexas.Edu">Http://Protect.Utexas.Edu</a>)</b>			Other time by appointment

**Incarceration & Disability**

**I. STANDARDIZED COURSE DESCRIPTION**

In this course, you will review the intersection of incarceration and disability and the complex historical influences that impact discussions of the prison-industrial complex in relationship to disability. The intersection of incarceration and criminalization of disability deserves greater analysis. People with disabilities have been viewed inappropriately as dangerous, incompetent, or as immoral, where their agency as human beings is overlooked. This course will explore the social justice issues surrounding disability, criminalization, school to prison pathway, and incarceration using the perspective of social work values and ethics to guide learning. Particular attention will be given to the concepts of diversity, inclusion, anti-racism, and disability justice in relation to disability, criminalization, and incarceration.

**II. STANDARDIZED COURSE OBJECTIVES**

Upon completion of this course, students will be able to:

1. Identify, analyze, and evaluate how disability has played an integral role in defining society's understanding of criminality.
2. Identify and analyze the social justice issues surrounding incarceration and disability.
3. Demonstrate understanding, affirmation, and respect for persons from different backgrounds, including age, gender, race, ethnic origin, culture, class, religious belief or spirituality, family structure, sexual orientation, physical or mental ability, national origin, age, caste, immigration/refugee status, national origin of communities, or other issues of diversity related to disability and incarceration, highlighting the concept of intersectionality (Crenshaw, 1989).

4. Identify and compare current movements associated with challenging the barriers people with disabilities face in prisons, jails, and other congregate care settings.
5. Analyze and apply skills in engagement, assessment and intervention planning relating to incarceration issues and disability.
6. Understand the unique circumstances related to disability and the school to prison pathway, including other congregate care institutional settings (state hospitals, state supported living centers, etc.), using a disability justice framework and other critical theories.
7. Analyze course topics using a range of theories, including but not limited to: crip theory, critical race theory, trauma-informed theories, and dis-crit theory.

### **III. TEACHING METHODS**

This class is entirely online. In addition, you must schedule a conference time with me (during office hours preferably) for a 15-minute discussion of your goals for this course mid semester.

In order for this course to succeed, we must all make a commitment to honoring the diversity of the human experience and remaining open to the exploration of this diversity. As part of our commitment to cultivating this kind of environment, we bring the following assumptions to the course:

- Students and professors both bring valuable experience, knowledge, and insights, and our learning this semester will be a collective effort.
- We all have areas of knowledge and mastery. Likewise, we all have gaps. Education is the process of filling these gaps, sharing knowledge, and illuminating new insights, connections, and questions.
- Everyone has the right to voice opinions/thoughts/questions. We ask that you treat one another professionally, but encourage you all to ask questions, interrogate assumptions, and share your knowledge. (Think of it as walking gently with your peers to engage in difficult conversations)
- Critical feedback and evaluation are constructive tools for growth and improvement. Throughout this class, you will be pushed to think deeply and critically about course materials, and to question your assumptions. This is all part of the learning process.
- It is accepted as a given in this course that discrimination, oppression, and marginalization are part of our society. This includes ableism, sexism, racism, classism, homophobia, transphobia, and other forms of intolerance. We will not tolerate their expression (in any form) in this course. We will, however, invite these issues into our dialogue for critique and exploration.

(excerpted from Dr. Ben Anderson-Nathe)

### **IV. REQUIRED TEXT AND MATERIALS**

All readings and materials will be provided to students via Canvas.

## V. COURSE REQUIREMENTS

**Critical Thinking:** Disability studies is the study of how disability interacts with society, economics, history, politics, and other areas. Disability as an identity and an experience is integral to any discussion of -isms (e.g. Racism, heterosexism, classism, etc.). I do not want any work in this course to be busy work. My goal is for students to unpack preconceived notions, biases, and unlearn a lot of misinformation AND THEN figure out how to apply this new information or way of thinking to life; this application can mean professionally or personally or both.

**To This End: [UNGRADING](#).** What is this? Grading every student on a Universal Standard does not work and is contrary to Critical Disability Studies. Every student engages with material differently. The multidimensional experience of learning requires not a standard rubric, but a discussion – but how to do this? Well, I will give students some assignments during the first couple of weeks and provide a very general rubric of what I'm looking for. Then, students will begin to assess themselves. For each assignment, I will provide a lot of feedback versus a grade. Why? Because generally, once students see their grade, they abandon the feedback part – but the feedback is the most important part!

I expect students to engage a lot with each other through Slack and Canvas. From these interactions and discussions, I will have each student create a product (video, paper) that discusses what this provided you and how you engaged with the material and with your peers. These products will be due every two weeks.

At the end of the course, you will write up a paper, do a podcast, create a video – create a final product that discusses what you got out of this course and **how you can take this material with you in the future** – whether it be the actual material OR how to talk with someone about a very delicate subject (like disability, religion, politics). Each student, in this paper, will also provide the grade they believe they should get based on their interaction with the course\*.

\*I reserve the right to change any grade a student gives themselves. Students may feel uncomfortable with this process, so therefore I am the backup. If a student does not complete an assignment, however, this is a 0.

**Lesson Assignments:** Students will complete all readings or other assigned materials (including videos or additional topical research) for each lesson. In addition, students will complete assignments to demonstrate their understanding of these readings and course materials. Details will be provided each lesson so that these activities can best address the topics at hand.

### Slack:

You will need to join Slack (app) to have additional group discussions; these discussions are in addition to your Canvas discussions and self-assessments. **Additionally, you are REQUIRED to meet with your slack group online at least ONE TIME EVERY TWO WEEKS; this means you should meet with your group at least 4 times this term.**

### *Guidance for Slack:*

- You must join Slack as I will post course info there AND in Canvas.
- The general channel is for everyone to interact

- There are small group channels (interactive-1, for example) where students can join to have a small group experience and share info with the small group on a regular (weekly) basis. These groups are limited to 7 students.

Canvas Discussion Boards: This is where students will interact with the whole class to answer a specific prompt or question related to lesson materials.

- Your post must be at least 2 paragraphs AND add something new to the discussion. Alternately, students can post an audio/video that is at least two minutes long.
- You must respond to at least one other student (if you are the first to post, ask some questions of your peers regarding the topic). This can also be an audio/video.
- These discussion posts substitute in-class discussions. Respond to one another, comment, and respectfully and thoughtfully counterpoint. I do read all posts. At times, I will respond and comment as well. However, I try not to interrupt the flow of the conversation between students.

Reflection Product: At the end of each module (every two weeks), students will write a paper or create a video reflecting on the materials AND assignments from the module. What was new? What was surprising? What was uncomfortable? How was the group interaction? At the end of each paper/video, tell me what grade you think you earned for that module.

Grad Students Only: Grad students will have a separate Canvas group discussion in addition to the other assignments with additional resources to reflect on. The topics and prompts will be associated with the final project; students should retain their work so as to reference it for the final.

Meetups: We will have 1 meetup for students to have time to engage in real time with me and with each other. I will post the info for the meetup for students in Canvas and Slack with link to attend. **You must attend for full credit.** This will be reflected in your ungrading rubric for the end of the course.

**Final Undergrad Project:** Each student will write up a paper, create a podcast, create a video – a product that you create about your overall takeaways from this course, the learning process, the self-assessment process, and how to apply the material/skills gained from this class to your profession or your personal life (if you are not yet sure of your profession). You will choose one specific site of incarceration from the ones we discussed and answer the following:

Questions to consider:

1. How is this material useful to you?
2. From historical materials to current sites, how does this impact your work?
3. What are three main resources from class that have impacted you the most and why?
4. **REQUIRED** – what grade do you give yourself and why?

**Final Grad Project:** Students must use at least 6 sources from the course and 3 outside sources (and include a reference page). Each student will write a paper (min. 6 pages, 12 point font, double-spaced), create a podcast (12 minutes), create a video (12 minutes) analyzing a specific site of incarceration and answer the following questions:

1. How is disability implicitly AND explicitly targeted?
2. How is eugenics a part of this site (historically and/or presently)?
3. In your discipline, which site of incarceration is most related to your work?
4. How has your understanding of incarceration changed?
5. How has your understanding of disability changed?
6. Use the concept of “carceral archipelago” to discuss incarceration in your own discipline and how this may affect your practice.
7. What grade would you assign yourself for this project?

*EXTRA CREDIT: An extra 1 point (to be attributed to Final Grade) is possible for completing the TCDS survey posted at the beginning and end of the semester in the announcement section of Canvas.*

There will be no exams for this class. Students will demonstrate their understanding of the materials and proficiency in the course learning objectives through lesson assignments. I will often ask you to synthesize information from previous lessons in order to build upon what you’ve already learned.

**All due dates will be 11:59pm Monday evenings.**

## **VI. GRADES**

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

## **VII. CLASS POLICIES**

Late Work: Whenever possible, contact the professor in advance of any anticipated late work. Discussion and Slack posts can only occur during the module assigned since class interaction is part of the grade, so these cannot be made up.

Class Participation: Students are expected to participate in any required activities or assignments. Since this is an online course, student participation will be assessed via assignments, online discussions, and interactions on Slack.

**Behavior Expectations:** All students are expected to carry themselves in a respectful and professional manner.

**Communication:** Students are encouraged to contact the professor with any questions or concerns. Email will be the primary form of communication, and the professor will respond to emails received on weekdays (Monday-Friday) within 36 hours.

**Grades:** Grades received are final and are not subject to negotiation. **An extra 1 point** is possible for the assignments grade by completing both surveys (beginning and end of semester) for TCDS (these will be in announcements).

The professor reserves the right to make changes to course readings, assignments, and due dates detailed in this syllabus.

## VIII. UNIVERSITY POLICIES

**Attendance and Academic Behavior.** At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

**Religious Holy Days.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

**The University of Texas Honor Code.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**Policy on Academic Integrity.** Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and / or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at:

<http://deanofstudents.utexas.edu/conduct>.

**Use of Course Materials.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**University Electronic Mail Student Notification.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

## **Steve Hicks School of Social Work Policies**

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**Professional Conduct and Civility in the Classroom.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**Classroom Confidentiality.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**Unanticipated Distress.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what

kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling and Mental Health Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**Policy on Social Media and Professional Communication.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

## **Resources, Prevention of Discrimination, and Safety**

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**Disability Accommodation Statement.** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

**Behavior Concerns and Covid-19 Advice Line (BCCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin

community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**Covid-19 Related Information.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**Title IX Reporting.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**Title IX Accommodations for Those Pregnant, Nursing and Parenting.** Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the **Title IX pregnancy and parenting resource page** for more information or contact the **Title IX Support and Resources team** connect with a Case Manager.

**Campus Carry Policy.** The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

**Safety.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**Emergency Evacuation Policy.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## IX. COURSE SCHEDULE

Date	Topic	Assignment Due (Every Monday by 11:59pm)	Readings, etc.
Week 1	<b>Introduction to Disability and Incarceration</b>	<p><i>Canvas Discussion</i></p> <p><i>Slack post</i></p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Syllabus</li> <li>• <a href="#">Intersections of Disability Justice &amp; Transformative Justice video</a></li> <li>• Intersectionality (K. Crenshaw) video</li> <li>• Keywords for Disability Studies: Institutions</li> <li>• Disability Incarcerated: Chapter 1</li> </ul>
Week 2	<b>Lesson 1: Incarceration Expanded</b>	<p><i>Slack discussion</i></p> <p><i>Canvas Discussion</i></p> <p><i>*Grad Student Canvas Discussion</i></p> <p><i>Reflection Product</i></p>	<ul style="list-style-type: none"> <li>• Intolerable: Intro (Grad ONLY)</li> <li>• Lecture</li> <li>• Decarcerating Disability: Intro</li> <li>• <a href="#">Rising Up w/Sonali podcast</a></li> <li>• <a href="#">Stewart, J. &amp; Russell, M. (2001). Disablement, prison, and historical segregation</a></li> </ul>
Week 3	<b>Lesson 2: Jails and Prisons</b>	<p><i>Slack Discussion</i></p> <p><i>Canvas Discussion</i></p> <p><i>*Grad Student Canvas Discussion</i></p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• <a href="#">Prison Policy Initiative: Mass Incarceration: The Whole Pie 2022</a>,</li> <li>• AVID video: On the Outs</li> <li>• Intolerable 3</li> </ul>
Week 4	<b>Lesson 3: Jails and Prisons</b>	<p><i>Slack Discussion</i></p> <p><i>Canvas Discussion</i></p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Ware, S., Ruzsa, J. &amp; Dias, G. (2014). It can't be fixed...</li> <li>• Caged [Video]</li> </ul>

		<i>Reflection product</i>	
Week 5	<b>Lesson 4: Madness as Crime</b>	<i>Slack discussion</i> <i>Canvas Discussion</i> <i>*Grad Student Canvas Discussion</i>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• <a href="#">Ritchie, A.J. (July 31, 2017). Mental illness is not a capital crime</a></li> <li>• Unsound Mind</li> <li>• Intolerable 4</li> </ul>
Week 6	<b>Lesson 5: State Mental Hospitals</b>	<i>Slack Discussion</i> <i>Canvas Discussion</i> <i>Reflection product</i>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Fabris, E. &amp; Aubrecht, K. (2014). Chemical constraint: Experiences...</li> <li>• Stuckey, A. (2021). In crisis: How Texas fails...</li> </ul>
Week 7	<b>Lesson 6: Intellectual Disability</b>	<i>Slack discussion</i> <i>Canvas Discussion</i> <i>*Grad Student Canvas Discussion</i>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Boys in the Bunkhouse</li> <li>• State Supported Living Centers continue to fail</li> </ul>
Week 8	<b>Lesson 7: ID and Incarceration</b>	<i>Slack Discussion</i> <i>Canvas Discussion</i> <i>Reflection product</i>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Totenberg, N. (2017). Supreme Court...</li> <li>• Sarrett, J. (May 7, 2021). US prisons hold more than 550,000...</li> </ul>
Week 9	<b>Final Week</b>	<b>Final Project</b>	

## X. BIBLIOGRAPHY

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