

Editorial Team Introduction

As a wholly student-run journal, *Critical Disability Discourses/Discours critiques dans le champ du handicap* (CDD/DCCH) was developed to create a space for emerging authors and artists to engage with the knowledge production process so integral to academic and activist work. In this 8th iteration of CDD/DCCH, our editorial team tried to push the boundaries of what constitutes knowledge, who we recognize as legitimate creators of knowledge, and what methods are appropriate and innovative for expressing knowledge. We invited contributors to question the nature of knowledge and knowledge-production by signalling to marginalized events, contexts, producers, and experiences of knowledge.

The results are inceptive but promising. Importantly, each author brings a wealth of lived experience to their research and many have communicated their own involvement in social movements and on the front-lines of the processes and practices they address.

Brown's poetry from the perspective of the injured worker dealing with the workers' compensation system represents what we hope will be one of many more contributions from community activists and researchers using arts-based methods. Brown's performance of her own work reminds readers of the value of learning directly from activist communities and embracing the spoken word for expressing that experience. Similarly, Meyers' review of "Rule of Law" shows how documentary filmmaking can support campaigns led by disability activists like George Lane, whose struggle against an ableist judicial system him to the steps of the Supreme Court - steps he may very well have been forced to crawl up, just as he had to do to access many other courthouses throughout the United States.

This edition also highlights the often-marginalized and perhaps contentious topic of disability produced by violence and greed embedded in the social structures that provide the context for the lived experience of disability. Kazemi's article directly challenges the understanding and experience of disability as a positive identity by quantifying and contextualizing the massive production of disabled bodies through the Iran-Iraq war. Both Kazemi and Gnanayutham highlight the familiar critique of rehabilitation and disability, but from slightly different perspectives: Kazemi discusses the neglect and abuse of war veterans in Iran and Gnanayutham explores the contradictions of rehabilitation that emphasizes the ongoing exploitation of disabled bodies, or as a way to dispose of injured bodies if they cannot be exploited. Gnanayutham's article also offers a timely history of the workers' compensation system in Ontario, as work injury and its consequences emerge as important areas for exploration in disability studies.

Histories of Mad and disabled people remain important forms of meaning-making that are central to many activist movements. Jackson applies his perspective as an organizer for Mad Pride, the Ethno Racial Disability Coalition of Ontario, and other Mad and Disability groups towards an examination of past representations of Mad people in Canadian newspapers, adding to the growing field of Mad history.

Two of the articles in this edition explore more traditional disability studies topics, but these are no less pressing for their familiarity to disability scholars. Indeed, Kamiris and Hernandez show that the familiarity of these topics to disability scholars calls for our continuing efforts; nor are their means of interrogation necessarily shared in the broader policy and public spheres. Hence, the need to revisit these topics many times from many perspectives. Kamiris' postmodern analysis of the "hopeful possibility that teaching and learning might be otherwise than the perpetuation of hierarchies of exclusion" arises from her experiences as an educator. Hernandez-Saca offers an auto-ethnographic examination of one important aspect of that exclusion in education, while simultaneously exploring his intersectional identity. In a book review that takes up a new collection of research on disability in education, Lockhart discusses the implications of disability avoidance for post-secondary scholars.

We hope readers will find this edition provocative and evocative as an attempt to contribute to extant topics, emerging controversies, and unorthodox inclusion.