Disability Studies and Spanish Culture
Benjamin Fraser

Published by Liverpool University Press

Fraser, Benjamin.
Disability Studies and Spanish Culture: Films, Novels, the Comic and the Public Exhibition.
Project MUSE. muse.jhu.edu/book/72699.

For additional information about this book
https://muse.jhu.edu/book/72699
Acknowledgments

The first part of chapter 1, the first part of chapter 3 and the first part of chapter 4 were originally published as ‘Toward Autonomy in Love and Work: Situating the Film Yo, también (2009) within the Political Project of Disability Studies,’ *Hispania* 94.1 (2011): 1–12; ‘Salvador García Jiménez, “autor de minorías”: La novela Angelicomio (1981) y el modelo social de la discapacidad,’ *Bulletin of Spanish Studies* (forthcoming 2013); and ‘The Work of (Creating) Art: Judith Scott’s Fiber Art, Lola Barrera and Iñaki Peñafiel’s ¿Qué tienes debajo del sombrero? (2006) and the Challenges Faced By People with Developmental Disabilities,’ *Cultural Studies* 24.4 (2010): 508–32. I thank these publications (and in the case of *Hispania*, also the American Association of Teachers of Spanish and Portuguese) for allowing the republication of these texts—with modifications—in the present volume.

The College of Charleston was instrumental in providing grants (summer support and a fall course reduction in 2011) that led to this book’s final completion—I would particularly like to thank Dean David Cohen and Associate Dean Shawn Morrison of the CofC School of Languages, Cultures, and World Affairs as well as Mark Del Mastro (Chair of Hispanic Studies) and Joseph Weyers (previously Chair of Hispanic Studies), the CofC R&D Committee members, and my departmental colleagues—particularly Nadia Avendaño, Emily Beck, Karen Berg, Carla Breidenbach, Raúl Carrillo-Arciniega, Lola Colomina, Herbert Espinoza, Mike Gómez, Devon Hanahan, Luis Linares-Ocanto, Liz Martínez-Gibson, Claudia Moran, Luci Moreira, Jose Moreira, Sarah Owens, Silvia Rodriguez-Sabater, Andrew Sobiesuo, Rosalyna Toth, Félix Vázquez, Marianne Verlinden, and
Maricela Villalobos—for all of their warmth, support, and encouragement. I also thank staff at the Madrid headquarters of Fundación ONCE for providing me with materials mentioned in the Introduction.

I would also like to single out and thank the CofC R.E.A.C.H. program’s Cindi May and Edie Cusack. The R.E.A.C.H. program (Realizing Educational And Career Hopes) is a four-year inclusive non-degree-seeking program for students with mild to moderate intellectual disabilities that provides the opportunity for all students to realize their intellectual and personal potential and to become responsible, productive members of society (see reach.cofc.edu).

This book would simply not have happened without Ben, Abby, Judd, Jan, and John Fuoto. Thank you for countless hours spent, Abby Jean.

As always, I thank Ruth and Howard Fraser.