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## Notice for the PhD Viva Voce Examination

Mr Anish K. Joseph, Registration Number: 2190080, PhD Scholar at the Department of English and Cultural Studies, School of Humanities and Performing Arts, CHRIST (Deemed to be University) will defend his PhD thesis at the public viva-voce examination on Tuesday, 12 May 2026 at 11.00 am in Mini Auditorium, 2nd Floor, Auditorium Block, CHRIST (Deemed to be University), Bangalore Bannerghatta Road Campus, Bengaluru - 560076, Karnataka, India.

- Title of the Thesis** : **Power, Stigma, and Resilience in Select American Dyslexia Memoirs: A Critical Disability Studies Reading**
- Discipline** : **English Studies**
- External Examiner - I** : **Dr Ridhima Tewari**  
Associate Professor  
Department of Humanities, Economics Arts and Rural Technologies  
Indian Institute of Technology Dharwad  
Dharwad - 580007  
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- External Examiner - II** : **Dr Nidhi Vats**  
Associate Professor  
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- Supervisor** : **Dr Chandan Kumar**  
Assistant Professor (Former)  
Department of English and Cultural studies  
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The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

**Place:** Bengaluru  
**Date:** 27 April 2026

  
**Registrar (Academics)**

## ABSTRACT

This study critically examines the multifaceted experiences of individuals with dyslexia as represented in four select American dyslexia memoirs: *My Dyslexia* by Philip Schultz, *Ambitious* by Likewise and Velvet Skies, *Backwards Forword* by Catherine A. Hirschman and Christine R. Melton, and *Tackling Dyslexia and Learning Disabilities* by Russell Goodacre. The critical lenses of power, stigma, and resilience are used for textual analyses, which are grounded within the interdisciplinary framework of Critical Disability Studies. Foregrounding Foucauldian readings of disability and dyslexia, the study explores how the memoirs portray power structures that regulate and shape dyslexic subjectivities. The stigma of dyslexia, analyzed through microaggression theory, is approached as a material and discursive force that conditions access and opportunities. The conceptual framework to understand resilience is traced through distinct approaches to resilience within psychology and the reframing of resilience by disability studies scholars. Further, to account for the multidimensional nature of lived experiences of individuals with dyslexia, this thesis introduces an original conceptual framework titled the 'Epiphanic Tapestry of Resilience'. It conceptualizes dyslexic resilience as a non-linear, relational, and intersectional process shaped by 'mini-epiphanies' or subtle shifts in self-understanding. This research offers a dual contribution to the field of Critical Disability Studies: (1) a critical literary-cultural analysis of dyslexia memoirs as sites that reveal the political and social production of distinct dyslexic subjectivities and their entanglement with stigma and resilience; and (2) a theoretical extension of resilience within Critical Disability Studies by proposing a non-linear model that resists neoliberal framings of resilience based on notions of individual willpower and 'overcoming'.

**Keywords:** Dyslexia, Disability Memoirs, Critical Disability Studies, Power, Stigma, Resilience

### Publications:

1. **Joseph, Anish K.**, and Edwin Jeevaraj A. "Disability and Populism." *Encyclopedia of New Populism and Responses in the 21st Century*, edited by J. Chacko Chennattuserry, Mangesh Deshpande, and P. Hong, Springer, 2023. [https://doi.org/10.1007/978-981-99-7802-1\\_413](https://doi.org/10.1007/978-981-99-7802-1_413).
2. **Joseph, Anish K.**, and Chandan Kumar. "Dyslexia, Memoir, and the Epiphanic Tapestry of Resilience: A Disability Studies Reframing." *Journal of Literary and Cultural Disability Studies*, Liverpool University Press, 2025, <https://doi.org/10.3828/jlcds.2025.48>.