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Bringing Dis/ability Identity into the Curriculum & Pedagogical Practices for Social Change

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Title: Bringing Dis/ability Identity into the Curriculum & Pedagogical Practices for Social Change

Abstract

This panel is comprised of a faculty member, students, and alumni from CLAS whose work focuses on bringing about equity that includes dis/ability identity markers. Each of the students were or currently are enrolled in an interdisciplinary Disability Studies course involving a social action project. For their project, two Special Education majors responded to the need for a social education curriculum for youth with disabilities. A counseling major produced a photo essay “to get able bodied people to see things from a different perspective, specifically the perspective of people with disabilities” by creating “normal body” access signage around the Lesley community. The faculty, an alum and an Expressive Therapies major together wrote a paper based on the course titled “Dreaming Disability Studies in Higher Education” that was accepted at the American Education Research Association Conference, 2018. This paper situates Lesley University geographically in the “mecca of medicine” (Meade, 2011), with the potential to bring about an alternative narrative about the disabled experience from a sociopolitical, intersectional perspective. A current student in the course will share a paper she originally wrote for a Race, Class, & Gender class that examined the relationship between gender identity/sexual orientation and disabilities/mental illness. The faculty, students, and alumni seek to collaborate with leaders of the Lesley University efforts to bring forth greater equity on campus such as those working on The Inclusive Excellence Framework, 2017 which states one of the five dimensions is “to achieve access and equity for historically marginalized individuals.”

Project References

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A short (up to 80 words) description of your project for publication in the program and on the website.

The faculty, students, and alumni on this panel seek to collaborate with leaders of the Lesley University whose efforts to bring forth greater equity on campus. In addition to identities of race and class, we advocate for the inclusion of dis/ability identity markers when working toward creating an inclusive learning community. Our panelists will share research and social action projects related to the intersections of disability, sexuality, and gender.

Name(s) of all presenter(s) and their affiliation (i.e., school and program/department)

Janet Sauer, Associate Professor of Special Education, CLAS

Cassidy Donahue, Expressive Therapies major, CLAS

Simone Dupont, Alumna CLAS

Erin Maloney, Art Education (was in Special Education and Creative Writing)

Molly Wolber, Special Education, CLAS

Elizabeth Bellin, Special Education, CLAS

Format: panel