

# Disability Matters

*Pedagogy, media and affect*

Edited by

Anna Hickey-Moody and Vicki Crowley



# Disability Matters Pedagogy Media And Affect

**Valerie Harwood, Anna Hickey-Moody, Samantha McMahon, Sarah O'Shea**



## **Disability Matters Pedagogy Media And Affect:**

*Disability Matters* Anna Hickey-Moody, Vicki Crowley, 2014-06-11 From the critique of the medical model of disability undertaken during the early and mid 1990s a social model emerged particularly in the caring professions and those trying to shape policy and practice for people with disability In education and schooling it was a period of cementing inclusive practices and the integration and inclusion of disability into mainstream What was lacking in the debates around the social model however were the challenges to abledness that were being grappled with in the routine and pragmatics of self care by people with disabilities their families carers and caseworkers Outside the academy new forms of activity and new questions were circulating Challenges to abledness flourished in the arts and constituted the lived experience of many disability activists *Disability Matters* engages with the cultural politics of the body exploring this fascinating and dynamic topic through the arts teaching research and varied encounters with disability ranging from the very personal to the professional Chapters in this collection are drawn from scholars responding in various registers and contexts to questions of disability pedagogy affect sensation and education Questions of embodiment affect and disability are woven throughout these contributions and the diverse ways in which these concepts appear emphasize both the utility of these ideas and the timeliness of their application This book was originally published as a special issue of *Discourse Studies in the Cultural Politics of Education*

*Disability Matters* Anna Hickey-Moody, Vicki Crowley, 2014-06-11 From the critique of the medical model of disability undertaken during the early and mid 1990s a social model emerged particularly in the caring professions and those trying to shape policy and practice for people with disability In education and schooling it was a period of cementing inclusive practices and the integration and inclusion of disability into mainstream What was lacking in the debates around the social model however were the challenges to abledness that were being grappled with in the routine and pragmatics of self care by people with disabilities their families carers and caseworkers Outside the academy new forms of activity and new questions were circulating Challenges to abledness flourished in the arts and constituted the lived experience of many disability activists *Disability Matters* engages with the cultural politics of the body exploring this fascinating and dynamic topic through the arts teaching research and varied encounters with disability ranging from the very personal to the professional Chapters in this collection are drawn from scholars responding in various registers and contexts to questions of disability pedagogy affect sensation and education Questions of embodiment affect and disability are woven throughout these contributions and the diverse ways in which these concepts appear emphasize both the utility of these ideas and the timeliness of their application This book was originally published as a special issue of *Discourse Studies in the Cultural Politics of Education*

**Disability and Masculinities** Cassandra Loeser, Vicki Crowley, Barbara Pini, 2017-05-02 In recent years attending to diversity in the cultivation of embodied identity has been given additional impetus as a result of intersectionality theory Despite this a key gap remains in terms of knowledge about masculinity and disability This book

addresses this lacuna through ten empirical chapters organised through the inter related themes of corporeality pedagogy and the critique of otherness Each of the chapters positions the subject of masculinity and disability as a site of cultural pedagogy by affirming different ways of knowing of masculinity beyond dominant ideologies that normalise a particular masculine body and relegate disabled masculinities to the position of abnormal Other Part One focuses on pedagogy Through the materialities of medicalized colonialism imprimaturs of relational genealogies compounding differences and an analytical exposition of some of the neo colonial conditions of the Global South within spatially considered places of the Global North Chapter 1 examines the denial of human rights to the Indigenous Anishinaabe community of Shoal Lake 40 in Canada Chapter 1 theorises masculine corporeality in terms that take seriously First Nations national and transnational body politics seriously Chapter 2 examines the ways that movement and affect serve as a form of pedagogy for boys with autism spectrum in schools Part Two's focus on corporeality includes an examination of the nexus of disability and diagnosis in the context of transgender men's experiences of mental health and a discussion of the ways that intersex individuals who identify as men and have experienced genital normalising surgery actively negotiate pluralised masculinities The focus on media in Part Three encompasses a study of the mis interpellation of the disabled male subject in Australian male literature research on the discursive strategies utilised in media representations of disabled veterans in Turkey and an analysis of the political implications of depictions of masculinity disability and sexualities in a variety television program Part Four's theme of self stylisation takes up the questions of men's reconstructions of masculinity in light of Lyme Disease the potential pleasures of heterosexuality for young men with a hearing disability in the realm of Australian Rules Football and the diverse ways that disabled men negotiate patriarchal masculinity in intimate relationships

Disability, Media, and Representations Jacob Johanssen, Diana Garrisi, 2020-02-27 Bringing together scholars from around the world to research the intersection between media and disability this edited collection aims to offer an interdisciplinary exploration and critique of print broadcast and online representations of physical and mental impairments Drawing on a wide range of case studies addressing how people can be othered in contemporary media the chapters focus on analyses of hateful discourses about disability on Reddit news coverage of disability and education media access of individuals with disabilities the logic of memes and brain tumour on Twitter celebrity and Down Syndrome on Instagram disability in TV drama the metaphor of disability for the nation as well as an autoethnography of treatment of breast cancer Providing a much needed global perspective *Disability Media and Representations* examines the relationship between self representation and representations in either reinforcing or debunking myths around disability and ways in which academic discourse can be differently articulated to study the relationship between media and disability This book will be of interest to students and researchers of disability studies and media studies as well as activists and readers engaged in debates on diversity inclusivity and the media

*Handbook of Cultural Studies and Education* Peter Pericles Trifonas, Susan Jagger, 2018-11-15 The Handbook of Cultural Studies in

Education brings together interdisciplinary voices to ask critical questions about the meanings of diverse forms of cultural studies and the ways in which it can enrich both education scholarship and practice Examining multiple forms mechanisms and actors of resistance in cultural studies it seeks to bridge the gap between theory and practice by examining the theme of resistance in multiple fields and contested spaces from a holistic multi dimensional perspective converging insights from leading scholars practitioners and community activists Particular focus is paid to the practical role and impact of these converging fields in challenging rupturing subverting and changing the dominant socio economic political and cultural forces that work to maintain injustice and inequity in various educational contexts With contributions from international scholars this handbook serves as a key transdisciplinary resource for scholars and students interested in how and in what forms Cultural Studies can be applied to education

**The Politics of Widening Participation and University Access for Young People** Valerie Harwood, Anna Hickey-Moody, Samantha McMahon, Sarah O'Shea, 2016-12-01 Young people with tenuous relationships to schooling and education are an enduring challenge when it comes to addressing social inclusion yet their experiences remain overlooked in efforts to widen participation in higher education The Politics of Widening Participation and University Access for Young People examines the existing knowledges and feelings these young people have about higher education and through the authors empirical research demonstrates how sustained connections to educational futures can be created for them Drawing from an empirical study with nearly three hundred young people who have precarious relationships to schooling and live in disadvantaged communities this book offers new insights into their subjects experiences of educational disadvantages It explains the different ways the university is constructed as impossible undesirable or even risky by young people experiencing educational disadvantage The book brings their stories into focus to offer new ways of thinking about the educational consequences of alienation from school It shows how our understanding of the politics of experience of these young people has an important impact on our ability to develop appropriate means through which to engage them in higher education This book challenges and significantly advances the popular frames for international debate on widening participation and the ethical right to educational participation in contemporary society As such it will be of key interest to academics researchers and postgraduate students in the fields of higher education sociology of education anthropology of education cultural studies of education sociology as well as to those concerned by the impact of disadvantage on young people s understandings of and aspirations towards education and attending university

Disability in the Global Sport Arena Jill M. Le Clair, 2013-09-13 Sport is often at the centre of battles for rights to inclusion linked to class race and gender and this book explores struggles centred on disability in different cultural settings in Europe North America Africa Asia and Oceania It challenges oversights and assumptions about the normal body and describes how individual and organizational transformations can occur through sport The abilities of a person are recognised and placed centre stage instead of the individual being forgotten excluded or placed at the margins simply because they have

a disability National regional and global change is part of the shift to the rights based approach reflected in the 2006 UN Convention on the Rights of Persons with Disabilities Making sport inclusive affects the accessibility of facilities funding the media policies programs organisations sponsors and spectators and at the same time changes the cultural values of the wider society It also raises issues about competition access and eligibility for different and technologically enhanced cyborg bodies and for those most socially disadvantaged Addressing these questions which ultimately touch on the real meaning of sport can lead to profound changes in people s attitudes and how sport is organized locally and globally Growth in the influential global organisations of the Paralympic Games Special Olympics and Deaflympics is examined as is the approach to disability in sport in both advantaged and resource poor countries The embodied lives of persons with disabilities are explored utilizing new theoretical models perspectives and approaches This book was previously published as a special issue of Sport in Society

**Moving Beyond Boundaries in Disability Studies** Michele Moore,2013-09-13 What challenges are posed by changing transnational trends agendas and movements that affect disabled people s lives and what can disabled people their representative organisations and their governments do to advance the agenda for self determination and inclusion This book draws together the writing of academics and activists to depict the experience and perspective of disabled people in relation to a range of contemporary social changes with a focus firmly on ways in which disabled people and their allies can act to counter disabling policies and practices Throughout the book there is an emphasis on disabled people s own voices and activism as the critical driver of theoretical critique and practical change Chapters address a wide range of cultural institutional and personal arenas to explore and contest the boundaries that disabled people seek to move beyond from cross border labour movements in Korea to experience of day services in England from continuing and long lasting realities of wars in Lebanon Cambodia and Somalia to the beauty of harmony in Navajo traditions for understanding disability from collective activism to individual participation in the Olympics This book is recommended reading for students researchers and activists interested in Disability Studies and is directly relevant to policy makers and practitioners in a position to reshape rights spaces and innovations in response to the priorities disabled people feel and articulate are important for their lives It was originally published as a special issue of Disability Society

**The Sociology of Disability and Inclusive Education** Madeleine Arnot,2013-09-13 Len Barton s intellectual and practical contribution to the sociology of disability and education is highly significant and widely known The leading scholars in this collection including his long term collaborators offer both a celebration and a reassessment of this contribution addressing the challenge that the social model of disability has presented to dominant medicalised concepts categories and practices and their power to define the identity and the lives of others At the same time the authors build upon some of the key themes that are woven through Len Barton s work such as his call for a politics of hope This collection explores a wide range of topics including difference as a field of political struggle the relationship of disability studies disabled people and their struggle for inclusion radical activism organic intellectuals and

the disability movement discrimination exclusion and effective change inclusive education the politics of hope resilience and transformative actions universal pedagogy human rights and citizenship debates The Sociology of Disability and Inclusive Education highlights Len Barton's humane vision of academic work of the nature of an inclusive and non discriminatory society of the role of an education system which addresses the rights and potential of all participants It indicates how such a society could be achieved through the principles of social inclusion human rights equity and social justice This book was originally published as a special issue of the British Journal of Sociology of Education

**Disability, Literature, Genre** Ria Cheyne, 2019 This title brings cultural disability studies and genre fiction studies into dialogue for the first time Analysing representations of disability in contemporary science fiction romance fantasy horror and crime fiction it offers new and transformative insights into both the workings of genre and the affective power of disability

Materialities, Textures and Pedagogies Tara Fenwick, Paolo Landri, 2015-09-07 This book joins a developing tradition of practice based conceptions of learning but with a special interest in foregrounding the materiality of educational processes It challenges educational views that are preoccupied with developing a particular kind of human subject and argues that relations among materials including texts and technologies embodiment tools and natural forces are key to understanding how learning and knowing emerge in collective activity To critically examine materiality the chapter authors draw from orientations associated with actor network theory but push forward these conceptions to create an important in between place of inquiry in sociomaterial STS studies and education Most express concerns about visions of education that emphasise output driven learning performativity standardisation and representationalist forms of knowledge They use sociomaterial approaches to make visible the everyday particular micro dynamics of education and learning Their analyses reveal that power relations and the politics that infuse pedagogy are by no means confined to human interests and ideologies but are created and sustained through materialising processes that are enmeshed with the social and semiotic Ultimately these sociomaterial analyses open new directions and vocabularies for reconceptualising what is taken to be pedagogy where and how pedagogical processes occur and what effects they have on culture and society This book was originally published as a special issue of Pedagogy Culture Society

Design, Education and Pedagogy Leon Benade, Mark Jackson, 2020-06-09 This book explores the increasing emergence within educational institutions such as schools and universities of large flexible spaces whose design is underpinned by cutting edge principles and technologies These changes in educational facilities have spawned a range of new terminology For example terms such as modern learning environments innovative learning environments flexible learning environments and new generation learning spaces have gained currency in recent years The development of flexible learning spaces while suggesting design creativity also points to the desire by governments to influence educational outcomes The displacement of traditional classrooms also presupposes varied teaching and learning approaches calling on teachers to work in teams and to de privatise their practice into spaces that are transparent and porous These developments in the area of educational

facilities suggest critical questions regarding the origins and purposes of these changes in educational thinking and practice Questions must also be raised about the links between conception design intention and spatial practice Underlying these questions are competing views on the design of education facilities This volume gathers a range of international authors who theorise these questions at the intersection of building design pedagogy and educational policy The chapters in this book were originally published in the journal *Educational Philosophy and Theory*

*The Routledge Companion to Gender and Affect* Todd W. Reeser, 2022-12-30 The study of affect is one of the most exciting and wide ranging topics to have emerged in the humanities and social sciences in recent years and continues to generate research and debate It has particularly important implications for the study of gender as this outstanding handbook amply demonstrates It is the most comprehensive volume to date engaging with the intersections between gender and affect studies A global and interdisciplinary range of contributors articulate the connections and disconnections between gender sexuality and affect in a range of geographical and historical contexts Comprising over 40 chapters the Companion is divided into six parts Affects of Gender Affective Relations Relational Affects Affective Practices Representing Affects Geographical and Spatial Affects Affects of History Histories of Affect Topics examined include intersections between gender and affect over topics including queerness trans feminism masculinity race ethnicity disability animality media posthumanism technology sound labor neoliberalism protest and temporality This is an outstanding collection that will be invaluable to scholars and students across a range of disciplines including gender and sexuality studies cultural studies literature media and sociology Chapter 18 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

*Arts-Based Methods for Research with Children* Anna Hickey-Moody, Christine Horn, Marissa Willcox, Eloise Florence, 2021-02-22 This book offers a practical methodological guide to conducting arts based research with children by drawing on five years of the authors experience carrying out arts based research with children in Australia and the UK Based on the Australian Research Council funded Interfaith Childhoods project the authors describe methods of engaging communities and making data with children that foreground children s experiences and worldviews through making being with and viewing art Framing these methods of doing seeing being and believing through art as modes of understanding children s strategies for negotiating personal identities and values this book explores the value of arts based research as a means of obtaining complex information about children s life worlds that can be difficult to express verbally

**Performative Approaches in Arts Education** Anna-Lena Østern, Kristian Nødtvedt Knudsen, 2019-02-01 In *Performative Approaches in Arts Education* researchers artists and practitioners from philosophy and the arts elaborate on what performative approaches can contribute to 21st century arts education Introducing new perspectives on learning the contributors provide a central international perspective developing a paradigm in which the artist teacher and researcher s form of teaching is enmeshed with content and human agency is entangled with non human



matter The book explores issues connected to both teaching and learning in the arts engaging in debates about the value of meaning making in the artistic process the way social ethos can guide performative approaches and the changes in education that performative approaches can bring Performative Approaches in Arts Education will be of great interest to academics researchers and post graduate students in the fields of arts education philosophy of education and education research methods It will also appeal to teachers and teacher educators artists and teaching artists *The Routledge International Handbook of Critical Disability Studies* Katie Ellis, Mike Kent, Kim Cousins, 2024-12-26 Disability impacts everyone in some way Approximately 10 20% of the world's population live with disability and the associated issues affect not just these individuals but also their friends family and colleagues When looking at it this way it is strange that disability continues to be thought of as an anomaly either as a medical problem located in a damaged body or something that exists exclusively outside the body in a society that takes little account of non normative bodies Critical disability studies both questions these existing notions of disability and interrogates how they have become a part of the academic attitude towards the field As the first comprehensive handbook on critical disability studies this volume provides an authoritative overview of the subject Including 32 chapters written by established scholars and emerging next generation researchers it also includes contributions from activists writers and practitioners from the global north and the global south Divided into three parts Representation art and culture Media technology and communication and Activism and the life course it offers discussions on core critical disability studies topics including the social model technology studies trauma studies representation and queer theory as well as ground breaking work on emerging and cutting edge areas such as neurodiversity and critical approaches in the Middle East United States Australia and Europe It is required reading for all academics and students working in not just critical disability studies but sociology digital accessibility and inclusion health and social care and social and public policy more broadly

Youth, Arts, and Education Anna Hickey-Moody, 2013-02-11 How are the arts important in young people's lives Youth Arts and Education offers a groundbreaking theory of arts education Anna Hickey Moody explores how the arts are ways of belonging resisting being governed and being heard Through examples from the United Kingdom and Australia Anna Hickey Moody shows the cultural significance of the kinds of learning that occur in and through arts Drawing on the thought of Gilles Deleuze she develops the theory of affective pedagogy which explains the process of learning that happens through aesthetics Bridging divides between critical pedagogical theory youth studies and arts education scholarship this book Explains the cultural significance of the kinds of learning that occur in and through arts Advances a theory of aesthetic citizenship created by youth arts Demonstrates ways in which arts practices are forms popular and public pedagogy Critiques popular ideas that art can be used to fix problems in the lives of youth at risk Youth Arts and Education is the first post critical theory of arts education It will be of interest to students and scholars across the social sciences and humanities in particular in the sociology of education arts education youth studies sociology of the arts and cultural studies

Transforming Teaching and Learning in Higher Education Ruksana Osman, David J Hornsby, 2017-06-09 Universities face the prospect of becoming redundant unless the way teaching and learning takes place changes This book explores the idea of transformation and pedagogy In particular it will highlight how universities are transformed through a set of pedagogical interventions and stances that integrate a sense of moral and ethical purpose to learning Actively integrating cultural pluralism in developing knowledge and understanding aspires to liberate the learner from existing power structures by fostering a desire to challenge and change the social system in which we live and connects the reality around us and its many problems to the knowledge generation process

**The Routledge Handbook of Disability and Sexuality** Russell Shuttleworth, Linda Mona, 2020-12-29 This handbook provides a much needed holistic overview of disability and sexuality research and scholarship With authors from a wide range of disciplines and representing a diversity of nationalities it provides a multi perspectival view that fully captures the diversity of issues and outlooks Organised into six parts the contributors explore long standing issues such as the psychological interpersonal social political and cultural barriers to sexual access that disabled people face and their struggle for sexual rights and participation The volume also engages issues that have been on the periphery of the discourse such as sexual accommodations and support aimed at facilitating disabled people s sexual well being the socio sexual tensions confronting disabled people with intersecting stigmatised identities such as LGBTBI or asexual and the sexual concerns of disabled people in the Global South It interrogates disability and sexuality from diverse perspectives from more traditional psychological and sociological models to various subversive and post theoretical perspectives and queer theory This handbook examines the cutting edge and sometimes ethically contentious concerns that have been repressed in the field With current international and comprehensive content this book is essential reading for students academics and researchers in the areas of disability gender and sexuality as well as applied disciplines such as healthcare practitioners counsellors psychology trainees and social workers

Posthuman Research Practices in Education Carol Taylor, Christina Hughes, 2016-04-08 How do we include and develop understandings of those beyond the human aspects of the world in social research Through fifteen contributions from leading international thinkers this book provides original approaches to posthumanist research practices in education It responds to questions which consider the effect and reach of posthuman research

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