



# Disability Studies: We Belong in Universities

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## Mission excerpts

- The University of Maine advances learning and discovery through excellence and innovation in undergraduate and graduate academic programs while addressing the complex challenges and opportunities of the 21st century through research-based knowledge.
- This vibrant and dynamic university serves the residents of Maine, the nation, and the world through our acclaimed programs in teaching, research, and outreach



## Teaching

- Inspiring and dedicated *teaching* propels students into new fields of learning and promotes interdisciplinary understanding. Our educational goals are to help students develop their creative abilities, communication, and critical thinking skills, and understanding of traditions in ethics and rationality within the arts, sciences, and professions.



## Research

- Internationally recognized *research, scholarship, and creative activity* distinguish the University of Maine as the state's flagship university, where faculty and students contribute knowledge to issues of local, national, and international significance. As the state's doctoral-granting institution, **research and education are inextricably linked.**
- **This bolded statement guides our curriculum decisions**



## Outreach

- Comprehensive *outreach*, including public service, Cooperative Extension, continuing education, and distance learning, engages learners of all ages in improving their lives and communities. **Using research-based knowledge, outreach efforts promote sustainable use of Maine's abundant natural resources and build intellectual, cultural, and economic capacity throughout Maine and beyond.**



## Element 1: Curriculum content

- We keep abreast of, respond to, and advance contemporary scholarship in order to be relevant to students from multiple disciplines and to meet the university mission of excellence in research, scholarship, and creative achievement
  - Example- to reflect contemporary disability studies theory, we replaced practica based on the medical model of disability with student research anchored on multiple theoretical models-e.g. Bosse, a communications major, and Moreau, an education major received a national award from the American Public Health Association in 2006 for a project in movie theater accessibility
  - Over the past two years, students presented their independent research at the UMaine Research Exposition- stay tuned!!!



## Element 2: On-line pedagogy

- Hybrid and fully on-line undergraduate courses and on-line graduate certificate (can be combined with additional courses for a masters or doctoral degree)

### On-Line Education

Center for Community Inclusion and Disability Studies

UMaine Online DIS 530: Research in Disability Studies

DIS530-0990: Disability Policy (Fall 2016)

- Home Page
- Announcements
- Syllabus
- Session Materials
- Course Readings and Resources
- General Discussions
- Groups
- My Grades
- Help
- Google Hangout

### Course Readings and Resources

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

#### Readings & Resources Fall, 2016

Attached Files:

- DePoy & Gilson - Disjuncture 2.pdf (749.321 KB)
- Introduction, Background, and History.pdf (211.435 KB)
- StonePolicyParadox1.pdf (2.094 MB)
- Reeve Biopolitics.pdf (1.443 MB)
- RDSv05iss04-policy legitimacy.pdf (298.288 KB)
- McBryde-Johnson.pdf (104.589 KB)
- lifedeathandbioculture.pdf (228.344 KB)
- SW\_551\_Disability studies Reader\_28-Sept.pdf (2.492 MB)
- Riddle2.pdf (4.257 MB)



## Center for Community Inclusion & Disability Studies

Element 3: Administrative structure. We discuss the advantages and limitations of positioning disability studies as a partnership among UCEDDs and other units within universities.

### **Advantages of free standing unit**

- Innovative work can occur without censorship or bureaucratic lag
- We easily and readily can change our courses

### **Disadvantages of free standing unit**

- We are a research unit, and thus do not have an academic dean
- Additional work being outside of the purview of the college structure
  - e.g. recruitment, follow-up, cross listing, etc.



Element  
 Element  
4:  
 Student  
 research  
 Student  
 poster at  
 UMaine  
 Research  
 Exposition



**Introduction**  
 Visuality and imagery are two powerful mechanisms embedded within cultures that perpetuate as well as reflect structural violence. Despite the serious harm caused by unchecked cultural violence, it is often overlooked, particularly as it appears or is absent in image. This study examines how image both creates institutional violence exercised through discrimination against aging and disabled populations and how socially engaged art, curation, and performance are being used to disrupt and reverse oppression, discrimination, and exclusion. The work of multiple socially engaged Artists/curators/performers was examined to unpack the creative process, reasoning, and artistic approaches that are being used to subvert ensconced but unrealized discriminatory memes. Understanding the social practice art process therefore provides critically important guidance for understanding, teaching and innovation in socially engaged productions.

**Methodology**  
 A naturalistic study relying on individual interview of diverse artists/curators/performers answered the following research questions:  
 How do social practice artists/curators/performers identify their focus and method?  
 What are the factors that characterize the process of social practice art specific to disability and aging?  
 What outcomes are expected from the project?  
 To what extent are these outcomes realized and how?

**Data Collection**  
 Individual interviews were conducted with a range of social practice curators/artists/performers. The following questions framed the interviews.  
 1. How did you identify the focus and method for your work? What factors in your life led to this interest and agenda?  
 2. Can you describe your work/project now with regard to its content, process, genre? How did this work evolve?  
 3. What imagery/themes is/are central to your work? What do you want people to see?  
 4. What outcomes do you hope to achieve from your work/project for yourself? Viewers? Disabled and elder populations? Other?  
 5. To what extent are these outcomes realized and how do you know?  
 6. Do you consider yourself a social practice or socially engaged artist or practitioner? Why or why not?  
 7. What else can you tell me about your work that would help me to understand how it evolved, your current practice and what you hope to achieve?  
**Analysis**  
 All interviews were transcribed. Thematic analysis was conducted to reveal the range of practices, processes, and outcomes.



**Disrupting Disability: Social Practice Art**

Jaimi Clifford; DIS 450 students, DIS 520 students, Stephen Gilson<sup>2</sup>  
<sup>1</sup> School of Social Work, <sup>2</sup> Interdisciplinary Disability Studies, Center for Community Inclusion and Disability Studies, University of Maine

**The Informants**

- A dancer -Jerron Hermon
- A disability fashion and design advocate-Liz Jackson
- Curator, Smithsonian Cooper Hewitt Design Museum—Cara McCarty
- A documentary photographer- Anthony Tusler
- An academic/multi-media artist-Kevin Gotkin
- A design academic, University of Dundee-Graham Pullin
- A fabric artist-A. Laura Brody
- A curator/scholar- Amanda Cachia
- Performance artist-Carmen Papalia
- Research-based artist-Jeff Kasper
- Painter/photographer-Kathryn Husk
- Founder and Artistic Director, Axis Dance Company-Judith Smith

**FINDINGS**

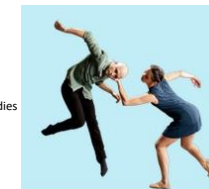
**Range of Productions**  
 Nightlife accessibility in NY  
 Luministic-Cane that lights up to users heartbeat  
 Dancing in Times Square  
 Sounds of Disability  
 Photography of disability rights movement from the vantage point of a wheelchair  
 The Disabled List-brilliant strategies to live in a world that is not designed for our bodies  
 Community-based performance art  
 Access+Ability Exhibit-Smithsonian Cooper Hewitt Design Museum  
 Opulent Mobility

**What provoked them?**

- Rejection
- Loved one or self is/ became disabled
- Commitment to equal rights
- Their own bodies
- Inductive practice
- Curiosity
- Creativity

**Their processes**

- Range from empirically informed to inductive and unfolding
- Mild to "in your face disruptive"



**So what do they accomplish?**

- Awareness that we "live in a disabling society"
- Inspiring envy through beautiful design
- Highlight stigmatizing attitudes
- Disruption
- Emotional response
- Call to action
- Changes in perception of human value
- Move from the "ugly to the ingenious brand"



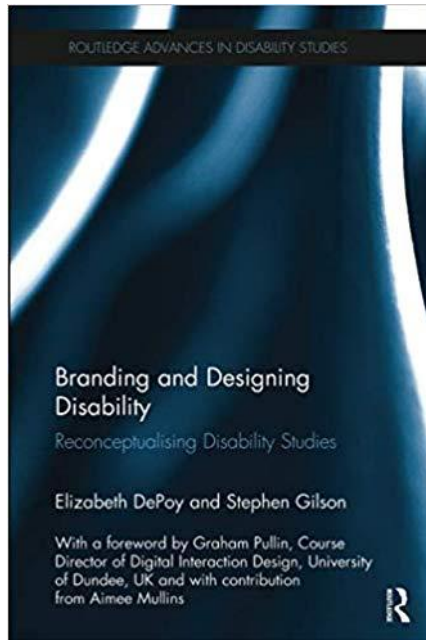
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Submission No.



## Element 5: Faculty scholarship

### The Theory



### The Application





## Element 6: Anticipating trends- academic commercial partnerships

lower back pain

MOBILITY TECHNOLOGIES

HOME FEATURES MEET THE TEAM CONTACT US

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### Meet the **Team**

**RYAN BEAUMONT**  
CEO

Ryan is leading the Afari launch, the flagship product for Mobility Technologies, drawing on 12 years of experience with

**MICHAEL GILSON**  
CMO

Mike directs the Afari multi-channel marketing strategy and executive team development. Mike is a graduate of Wharton

**ELIZABETH DEPOY**  
Clinical Director

Liz is an Afari co-inventor and leader of clinical research relating to health outcomes, with expertise in occupational

**STEPHEN GILSON**  
Design Director

Stephen is an Afari co-inventor and directs Afari design, with expertise in art, industrial design, and design for



## What is next?

- UMaine On-line Gold
- Innovative One University Program
- Exciting Scholarshipn- new tech, investigation of social practice humanities in disability, disability as microcosm, and theory development



Thank you!!!