

INCLUSION IN HIGHER EDUCATION? THE CHANGING TERRAIN OF DISABILITY ADVOCACY AND SCHOLARSHIP

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- **Nihil de nobis sine nobis'**
- **(Nothing about us without us)**



TWO PROVOCATIONS

1. Our discussion may well start with disability, but it will not end with it as we consider broader transformative possibilities (Goodley, 2013); and
2. Inclusion in higher education is conceptually and temporally mediated (Whitburn & Thomas, 2020).



ED ROBERTS

- “We tried cripples and they don’t work.”

Quoted in: Patterson, 2012, p.
478

Roberts his attendance forced the university to scrutinise its culture—its own physical environment and its practices. However, this realisation would take collective effort.



Cowell Memorial Hospital

At Berkeley, Roberts took up residence in the Cowell Memorial Hospital. Support at the time was ad hoc, funding precarious, and staff often did not understand their roles and responsibilities to provide Roberts's access to learning.

Roberts was soon joined by other students with physical impairments. Though segregated in their makeshift home, they created a space that was both intellectual and social.



The Rolling Quads



“A coalition of disabled students determined to increase accessibility across campus, build a residence outside of the hospital, and secure financial assistance for personal care attendants”
(Patterson. 2012. p. 480).

Successful to this end, the group evolved into an effective political force, a disability rights group that lobbied for the creation of a student support model, the Disabled Student’s Program (DSP).



BRITISH SOCIAL MODEL OF DISABILITY

Disability is something imposed on top of our impairments by the way we are unnecessarily isolated and excluded from full participation in society. Disabled people are therefore an oppressed group in society. To understand this it is necessary to grasp the distinction between the physical impairment and the social situation, called 'disability', of people with such impairment. Thus we define impairment as lacking part of or all of a limb, or having a defective limb, organ or mechanism of the body; and disability as the disadvantage or restriction of activity caused by a contemporary social organisation which takes no or little account of people who have physical impairments and thus excludes them from participation in the mainstream of social activities.



DISABILITY INCLUSION AND HUMAN RIGHTS

- ‘[T]he benchmark against which successful implementation of the CRPD will be measured is the extent to which disabled people really do enjoy equal rights in comparison with others in their society’
- Series, 2019, p. 78



HOW DO WE CONCEPTUALISE INCLUSION OF STUDENTS WITH DISABILITIES IN HIGHER EDUCATION?

- Widening participation;
 - Equity;
- Access and participation of under-represented groups of students; and
 - Social inclusion.
 - (Bradley, 2008);



TEMPORAL MEDIATION OF INCLUSION: ENTER CRIPTIME

- ‘we who occupy the bodies of crip time know that we are never linear, and we rage silently--or not so silently--at the calm straightforwardness of those who live in the sheltered space of normative time’

▪ (Samuels 2017)



AN INCLUSIVE EDUCATION IS A RIGHT, RIGHT?

- Universal human rights define a preferred universal human identity, which commits 'violence to difference as it constructs individuals stripped from the dominant social and political order in which they live' (p.35); and
- At the expense of other political agendas such as social justice, human rights serve western-centric views of neoliberal capitalism.

(Zembylas & Bozalek, 2014)



CRITICAL DIS/ABILITY STUDIES IN HIGHER EDUCATION

”reshapes the identity of humanistic practices, by stressing heteronomy and multi-faceted relationality, instead of autonomy and self-referential disciplinary purity”

(Braidotti, 2013, p. 145).

“Disability has the radical potential to trouble the normative, rational, independent, autonomous subject that is so often imagined when the human is evoked, social policies are made, social and human sciences are developed and forms of activism are enacted.”

(Goodley & Runswick-Cole, 2016, p. 2)



A Disabled Students'
Manifesto

DISABILITY AND THE UNIVERSITY

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A Disabled Students' Manifesto

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MIKE OLIVER

3 February 1945 – 2 March 2019

We dedicate this volume of work to Professor Mike Oliver, to whom we are indebted for his pioneering work in drawing the social model of disability to a scholarly audience. On 4 March 2019 we were saddened to read of his passing.

While contemporary disability studies draws on diverse conceptual strings to challenge contexts of marginalisation, the social model forms strong theoretical foundations to our pursuits.



THANK YOU FOR LISTENING

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