Applied Linguistics in the Real World introduces readers to situations in which applied linguistics can be and is used. Presenting a panoramic view of the interdisciplinary area of applied linguistics and highlighting the diverse range of twenty-first century occupations that have linguistics at their center, this book: Describes, discusses, and furthers the idea that linguistic knowledge is useful everywhere—from forensic investigations to diplomatic talks; from disability studies to creative writing; and from translation studies to machine learning; Breaks new ground, expanding beyond well-established areas of applied-linguistic interest in its inclusion of disability studies, peace studies and the new literature; Provides readers with original research questions and practical applications for them to expand their own research portfolios. Written in an accessible, direct style, Applied Linguistics in the Real World will be essential reading for all students of applied linguistics and is an important addition to the library of anyone who feels passionate and inspired by language matters.

The reasons behind the increase in autism diagnoses have become hotly contested in the media as well as within the medical, scholarly, and autistic communities. Jordynn Jack suggests the proliferating number of discussions point to autism as a rhetorical phenomenon that engenders attempts to persuade through arguments, appeals to emotions, and representational strategies. In Autism and Gender: From Refrigerator Mothers to Computer Geeks, Jack focuses on the ways gender influences popular discussion and understanding of autism’s causes and effects. She identifies gendered theories like the “refrigerator mother” theory, for example, which blames emotionally distant mothers for autism, and the “extreme male brain” theory, which links autism to the modes of systematic thinking found in male computer geeks. Jack’s analysis reveals how people employ such highly gendered theories to craft rhetorical narratives around stock characters—fix-it dads, heroic mother warriors rescuing children from autism—that advocate for ends beyond the story itself while also allowing the storyteller to gain authority, understand the disorder, and take part in debates. Autism and Gender reveals the ways we build narratives around controversial topics while offering new insights into the ways rhetorical inquiry can and does contribute to conversations about gender and disability.

This book explores the concept of “occupation” in disability well beyond traditional clinical formulations of disability: it considers disability not in terms of pathology or impairment, but as a range of unique social identities and experiences that are shaped by visible or invisible diagnoses/impairments, socio-cultural perceptions and environmental barriers and offers innovative ideas on how to apply theoretical training to real world contexts. Inspired by disability justice and “Disability Occupy Wall Street / Decolonize Disability” movements in the US and related movements abroad, this book builds on politically engaged critical approaches to disability that intersect occupational therapy, disability studies and anthropology. “Occupying Disability” will provide a discursive space where the concepts of disability, culture and occupation meet critical theory, activism and the creative arts. The concept of “occupation” is intentionally a moving target in this book. Some chapters discuss occupying spaces as a form of protest or alternatively, protesting against territorial occupations. Others present occupations as framed or problematized within the fields of occupational therapy and occupational science and anthropology as engagement in meaningful activities. The contributing authors come from a variety of professional, academic and
activist backgrounds to include perspectives from theory, practice and experiences of disability. Emergent themes include: all the permutations of the concept of “occupy,” disability justice/decolonization, marginalization and minoritization, technology, struggle, creativity and change. This book will engage clinicians, social scientists, activists and artists in dialogues about disability as a theoretical construct and lived experience.

Keywords in Writing Studies is an exploration of the principal ideas and ideals of an emerging academic field as they are constituted by its specialized vocabulary. A sequel to the 1996 work Keywords in Composition Studies, this new volume traces the evolution of the field’s lexicon, taking into account the wide variety of theoretical, educational, professional, and institutional developments that have redefined it over the past two decades. Contributors address the development, transformation, and interconnections among thirty-six of the most critical terms that make up writing studies. Looking beyond basic definitions or explanations, they explore the multiple layers of meaning within the terms that writing scholars currently use, exchange, and question. Each term featured is a part of the general disciplinary parlance, and each is a highly contested focal point of significant debates about matters of power, identity, and values. Each essay begins with the assumption that its central term is important precisely because its meaning is open and multiplex. Keywords in Writing Studies reveals how the key concepts in the field are used and even challenged, rather than advocating particular usages and the particular vision of the field that they imply. The volume will be of great interest to both graduate students and established scholars.

Literally translated as “self-culture-writing,” autoethnography—as both process and product—holds great promise for scholars and researchers in writings studies who endeavor to describe, understand, analyze, and critique the ways in which selves, cultures, writing, and representation intersect. Self+Culture+Writing foregrounds the possibility of autoethnography as a viable methodological approach and provides researchers and instructors with ways of understanding, crafting, and teaching autoethnography within writing studies. Interest in autoethnography is growing among writing studies scholars, who see clear connections to well-known disciplinary conversations about personal narrative, as well as to the narrative turn in general and social justice efforts in particular. Contributions by authors from diverse backgrounds and institutional settings are organized into three parts: a section of writing studies autoethnographies, a section on how to teach autoethnography, and a section on how ideas about autoethnography in writing studies are evolving. Self+Culture+Writing discusses the use of autoethnography in the writing classroom as both a research method and a legitimate way of knowing, providing examples of the genre and theoretical discussions that highlight the usefulness and limitations of these methods. Contributors: Leslie Akst, Melissa Atienza, Ross Atkinson, Alison Cardinal, Sue Doe, Will Duffy, John Gagnon, Elena Garcia, Guadalupe Garcia, Caleb Gonzalez, Lily Halboth, Rebecca Hallman Martini, Kirsten Higgin, Shereen Inayatulla, Alyjah Jones, Autumn Laws, Soyeon Lee, Louis M. Maraj, Kira Marshall-McKelvey, Jennifer Owen, Tiffany Rainey, Marcie Sims, Amanda Sladek, Trixie Smith, Anthony Warnke

Places notions of disability at the center of higher education and argues that inclusiveness allows for a better education for everyone

Autoethnography is a powerful tool for fleshing out one’s sense of self in context with other selves, for creating empathetic bonds between writer and reader, for interrogating difference, and for challenging the dominant narrative. For example, through autoethnographic research, one has the authority to confront pervasive stigmas linked to mental illness in academia, where mental illness is discussed largely in third person. As evidenced by the pervasive themes of narrative identity/reclamation in mental health rhetoric, there is space in English studies for both the genre and topic. Margaret Price, in her book Mad at School: Rhetorics of Mental Disability and Academic Life, discusses ways that persons with mental illness make rhetorical gains through writing. Further, Linda J. Morrison argues that narrative is essential to empowering the Mad studies movement. This thesis attempts to get at the ways a student-scholar can challenge misrepresentations of individual and group identity in the dominant narrative. In it, I bear down on issues of agency in self-representation by asking, how does a person with bipolar disorder carve out a narrative space for herself in a culture that shames, devalues, distrusts, or otherwise ignores the mentally ill? Because of the connections between mental illness, counter-narratives, and “rhetoricability,” the author is positioned to help shift the conversation from rumor and “the chart” to language that is more inclusive and humanizing.

Black or Right: Anti/Racist Campus Rhetorics explores notions of Blackness in white institutional—particularly educational—spaces. In it, Louis M. Maraj theorizes how Black identity operates with/against ideas of difference in the age of #BlackLivesMatter. Centering Blackness in frameworks for antiracist agency through interdisciplinary Black feminist lenses, Black or Right asks how those racially signifying “diversity” in US higher education (and beyond) make meaning in the everyday. Offering four
Black rhetorics as antiracist means for rhetorical reclamation—autoethnography, hashtagging, inter(con)textual reading, and reconceptualized disruption—the book uses Black feminist relationality via an African indigenous approach. Maraj examines fluid, quotidian ways Black folk engage anti/racism at historically white institutions in the United States in response to violent campus spaces, educational structures, protest movements, and policy practice. Black or Right’s experimental, creative style strives to undiscipline knowledge from academic confinement. Exercising different vantage points in each chapter—autoethnographer, digital media scholar/pedagogue, cultural rhetorician, and critical discourse analyst—Maraj challenges readers to ecologically understand shifting, multiple meanings of Blackness in knowledge-making. Black or Right’s expressive form, organization, narratives, and poetics intimately interweave with its argument that Black folk must continuously invent “otherwise” in reiterative escape from oppressive white spaces. In centering Black experiences, Black theory, and diasporic Blackness, Black or Right mobilizes generative approaches to destabilizing institutional whiteness, as opposed to reparative attempts to “fix racism,” which often paradoxically center whiteness. It will be of interest to both academic and general readers and significant for specialists in cultural rhetorics, Black studies, and critical theory.

Efforts to reduce discrimination and increase diversity on campuses, coupled with shrinking budgets causing administrators to devote more resources toward recruiting and retaining students with disabilities, are fuelling an explosion of research in the area of inclusive education. An important focus that has been largely neglected is the place of teachers with disabilities in academe. International Perspectives on Teaching with Disability brings together 25 multi-disciplinary scholars with disabilities from Africa, Canada, the Caribbean, the UK, Israel and the United States to share their struggles and successes in teaching with disability. The 18 chapters are written largely from autoethnographic perspectives grounded in solid academic research but full of anecdotes and self-reflexive narratives that provide insights into the lived experiences of the authors. Woven into the narratives are discussions of the complexities of self-disclosure and self-advocacy; the varied—and often problematic—ways disability is experienced, perceived and discussed in society and in the classroom; the challenges of navigating academe with disability, the value of disability pedagogy, the positive student outcomes achieved by teaching through disability, as well as practical applications and lessons learned that will benefit educators, administrators and students preparing to become teachers. This book is written to champion the integral place and role of disabled educators in academe. Current educators with disability will be affirmed. Those with disability aspiring to become teachers will be encouraged. Temporarily able-bodied administrators and educators will be challenged. Everyone will be informed. This book will be a welcome addition to reading lists in a wide array of academic fields including: Education, Pedagogy, Disability Studies, Human Resources Management, and Sociology.

Explores the contested boundaries between disability, illness, and mental illness in higher education

This handbook brings together scholars from around the globe who here contribute to our understanding of how digital rhetoric is changing the landscape of writing. Increasingly, all of us must navigate networks of information, compose not just with computers but an array of mobile devices, increase our technological literacy, and understand the changing dynamics of authoring, writing, reading, and publishing in a world of rich and complex texts. Given such changes, and given the diverse ways in which younger generations of college students are writing, communicating, and designing texts in multimediated, electronic environments, we need to consider how the very act of writing itself is undergoing potentially fundamental changes. These changes are being addressed increasingly by the emerging field of digital rhetoric, a field that attempts to understand the rhetorical possibilities and affordances of writing, broadly defined, in a wide array of digital environments. Of interest to both researchers and students, this volume provides insights about the fields of rhetoric, writing, composition, digital media, literature, and multimodal studies.

This book explores rhetorical ethos and its ongoing role in patients’ credibility and in misdiagnoses stemming from gender, race and class-based biases. Drawing on the concept of ethos as a theoretical framework, it explores health and mental illness across different conditions and across different methodological approaches. Extending work on ethos in clinical encounters and public discourse about biomedicine and presenting new research on the rhetoric of mental health, stigma and mental illness, the book explores how bias in clinical settings can lead to symptoms labelled “in the patient’s head” masking treatable medical problems. This notable contribution to the rhetoric of health and medicine will be of interest to all researchers and graduate students of rhetoric and composition studies, rhetoric of health and medicine, disability studies, medical humanities, communication, and psychology.
This is the first book to explicitly link healing and wellness practices with critical pedagogy. Bringing together scholars from Brazil, Canada, Malta and the USA, the chapters combine critical pedagogy and social justice education to reorient the conversation around wellness in teaching and learning. Working against white Eurocentric narratives of wellness in schools which focus on the symptoms, not the causes, of society’s sickness, the authors argue for a “soul revival” of education which tackles, head on, the causes of dis-ease in society, from institutional racism, colonialism, xenophobia and patriarchy. The contributors provide fresh perspectives that address short-term goals of wellness alongside long-term goals of healing in schools and society by attending to underlying causes of social sickness. The chapters bridge theory and practice, bringing diverse historical and contemporary philosophical discussions around wellness into contact with concrete examples of the interconnections between wellness, education, and social justice. Examples of topics covered include: Buddhist practices for healing, Black liberation theology, hip hop pedagogy, anxiety and vulnerability, art therapy and story-telling.

"Disability is an indispensable tool for human service practitioners in understanding disability from an empowerment perspective. The authors address policy, theory, description, and practice, stressing the difference of disability rather than the dysfunction of disability. The text is illustrated with in-depth personal narratives by those living with disability and thought-provoking sidebars that ask readers to consider the implications of their own reactions to disability. Mackelprang and Salsgiver establish the historical and societal context in which those with disabilities are marginalized, discuss the major groupings of disabilities, and, finally, offer a model for assessment and practice that human service practitioners can adopt. The book develops a contemporary perspective in which people with disabilities are considered valuable and contributing members of society. Using this book, students will find not only a prescription for professional assessment and practice, but also the necessary understanding of common issues those with disabilities face, the social contexts in which they live, and the tools to work with people with disabilities as equals and partners"--

This book examines how children’s and young adult literature addresses and interrogates the legacies of American school desegregation. Such literature narrates not only the famous battles to implement desegregation in the South, in places like Little Rock, Arkansas, but also more insidious and less visible legacies, such as re-segregation within schools through the mechanism of disability diagnosis. Novelizations of children’s experiences with school desegregation comment upon the politics of getting African-American children access to white schools; but more than this, as school stories, they also comment upon how structural racism operates in the classroom and mutates, over the course of decades, through the pedagogical practices depicted in literature for young readers. Lesley combines approaches from critical race theory, disability studies, and educational philosophy in order to investigate how the educational market simultaneously constrains how racism in schools can be presented to young readers and also provides channels for radical critiques of pedagogy and visions of alternative systems. The volume examines a range of titles, from novels that directly engage the Brown v. Board of Education decision, such as Sharon Draper’s Fire From the Rock and Dorothy Sterling’s Mary Jane, to novels that engage less obvious legacies of desegregation, such as Cynthia Voigt’s Dicey’s Song, Sharon Flake’s Pinned, Virginia Hamilton’s The Planet of Junior Brown, and Louis Sachar’s Holes. This book will be of interest to scholars of American studies, children’s literature, and educational philosophy and history.

Traces how the meanings of a barbaric surgical procedure emerged, accrued and transformed within medicine and public culture in the U.S.

This book chronicles the life of an inclusive educator through eight different stages of his career, from classroom teacher to college professor. Analysis of this rich narrative reveals complexities of how both the field of education’s knowledge base and existing educational systems impact lives of children, teachers, and researchers.

The introduction of the Affordable Care Act in the United States, the increasing use of prescription drugs, and the alleged abuse of racial profiling by police are just some of the factors contributing to twenty-first-century social problems. The Cambridge Handbook of Social Problems offers a wide-ranging roster of the social problems currently pressing for attention and amelioration. Unlike other works in this area, it also gives great consideration to theoretical and methodological discussions. This Handbook will benefit both undergraduate and graduate students eager to understand the sociology of social problems. It is suitable for classes in social problems, current events, and social theory. Featuring the most current research, the Handbook provides an especially useful resource for sociologists and graduate students conducting research.
Disability Rhetoric is the first book to view rhetorical theory and history through the lens of disability studies. Traditionally, the body has been seen as, at best, a rhetorical distraction; at worst, those whose bodies do not conform to a narrow range of norms are disqualified from speaking. Yet, Dolmage argues that communication has always been obsessed with the meaning of the body and that bodily difference is always highly rhetorical. Following from this rewriting of rhetorical history, he outlines the development of a new theory, affirming the ideas that all communication is embodied, that the body plays a central role in all expression, and that greater attention to a range of bodies is therefore essential to a better understanding of rhetorical histories, theories, and possibilities.

Institutions of higher education are experiencing the largest influx of enrolled veterans since World War II, and these student veterans are transforming post-secondary classroom dynamics. While many campus divisions like admissions and student services are actively moving to accommodate the rise in this demographic, little research about this population and their educational needs is available, and academic departments have been slower to adjust. In Generation Vet, fifteen chapters offer well-researched, pedagogically savvy recommendations for curricular and programmatic responses to student veterans for English and writing studies departments. In work with veterans in writing-intensive courses and community contexts, questions of citizenship, disability, activism, community-campus relationships, and retention come to the fore. Moreover, writing-intensive courses can be sites of significant cultural exchanges—even clashes—as veterans bring military values, rhetorical traditions, and communication styles that may challenge the values, beliefs, and assumptions of traditional college students and faculty. This classroom-oriented text addresses a wide range of issues concerning veterans, pedagogy, rhetoric, and writing program administration. Written by diverse scholar-teachers and written in diverse genres, the essays in this collection promise to enhance our understanding of student veterans, composition pedagogy and administration, and the post-9/11 university.

Women’s Health Advocacy brings together academic studies and personal narratives to demonstrate how women use a variety of arguments, forms of writing, and communication strategies to effect change in a health system that is not only often difficult to participate in, but which can be actively harmful. It explicates the concept of rhetorical ingenuity—the creation of rhetorical means for specific and technical, yet extremely personal, situations. At a time when women’s health concerns are at the center of national debate, this rhetorical ingenuity provides means for women to uncover latent sources of oppression in women’s health and medicine and to influence matters of research, funding, policy, and everyday access to healthcare in the face of exclusion and disenfranchisement. This accessible collection will be inspiring reading for academics and students in health communication, medical humanities, and women’s studies, as well as for activists, patients, and professionals.

This book features theorized narratives from academics who inhabit marginalized identity positions, including, among others, academics with non-normative genders, sexualities, and relationships; nontenured faculty; racial and ethnic minorities; scholars with HIV, depression and anxiety, and other disabilities; immigrants and international students; and poor and working-class faculty and students. The chapters in this volume explore the ways in which marginalized identities fundamentally shape and impact the academic experience; thus, the contributors in this collection demonstrate how academic outsiderism works both within the confines of their college or university systems, and a broader matrix of community, state, and international relations. With an emphasis on the inherent intersectionality of identity positions, this book addresses the broad matrix of ways academics navigate their particular locations as marginalized subjects.

This volume presents a comprehensive overview of multimodal approaches to curriculum and programmatic implementation across a diverse range of teaching environments and across geographic and cultural boundaries. Featuring contributions from scholars within and across both disciplines, the book examines the ways in which new technologies link to expanding definitions of literacy and, building on this, how multimodal approaches might most effectively address the unique opportunities and challenges instructors face in contemporary classrooms and professional development programs. Chapters draw on case studies from both existing scholarship and findings from the authors’ own experiences in practice, including examples from writing, rhetoric, and composition courses, open online learning courses, and interdisciplinary faculty training programs. The final section of the book showcases how the conversation might be further extended to address increasingly multilingual classrooms by exploring how multimodality has been implemented in transnational settings. Engaging with key questions at the intersection of programmatic and curricular development and multimodal studies, this book is a fundamental resource for graduate students and scholars in multimodality, rhetoric studies, language education, applied linguistics, and communication studies.
This edited collection contends that if women are to enter into leadership positions at equal levels with their male colleagues, then sexism in all its forms must be acknowledged, attended to, and actively addressed. This interdisciplinary collection—Surviving Sexism in Academia: Strategies for Feminist Leadership—is part storytelling, part autoethnography, part action plan. The chapters document and analyze everyday sexism in the academy and offer up strategies for survival, ultimately "lifting the veil" from the good old boys/business-as-usual culture that continues to pervade academia in both visible and less-visible forms, forms that can stifle even the most ambitious women in their careers.

In this comprehensive, multidisciplinary volume, experts from a wide range fields explore violence in education’s different forms, contributing factors, and contextual nature. With contributions from noted experts in a wide-range of scholarly and professional fields, The Wiley Handbook on Violence in Education offers original research and essays that address the troubling issue of violence in education. The authors show the different forms that violence takes in educational contexts, explore the factors that contribute to violence, and provide innovative perspectives and approaches for prevention and response. This multidisciplinary volume presents a range of rigorous research that examines violence from both micro- and macro- approaches. In its twenty-nine chapters, this comprehensive volume’s fifty-nine contributors, representing thirty-three universities from the United States and six other countries, examines violence’s distinctive forms and contributing factors. This much-needed volume: Addresses the complexities of violence in education with essays from experts in the fields of sociology, psychology, criminology, education, disabilities studies, forensic psychology, philosophy, and critical theory Explores the many forms of school violence including physical, verbal, linguistic, social, legal, religious, political, structural, and symbolic violence Reveals violence in education’s stratified nature in order to achieve a deeper understanding of the problem Demonstrates how violence in education is deeply situated in schools, communities, and the broader society and culture Offers new perspectives and proposals for prevention and response The Wiley Handbook on Violence in Education is designed to help researchers, educators, policy makers, and community leaders understand violence in educational settings and offers innovative, effective approaches to this difficult challenge.

How Tobin Siebers’ foundational work in disability studies resonates in the field today

This edited volume looks at the history and theories of trigger warnings, the ethics of use, and presents case studies from instructors and students describing instances when trigger warnings were and were not used. By exploring the issue through scholarly lenses and examples, Trigger Warnings provides rigorous analysis of the controversy.

Disability is not always central to claims about diversity and inclusion in higher education, but should be. This collection reveals the pervasiveness of disability issues and considerations within many higher education populations and settings, from classrooms to physical environments to policy impacts on students, faculty, administrators, and staff. While disclosing one’s disability and identifying shared experiences can engender moments of solidarity, the situation is always complicated by the intersecting factors of race and ethnicity, gender, sexuality, and class. With disability disclosure as a central point of departure, this collection of essays builds on scholarship that highlights the deeply rhetorical nature of disclosure and embodied movement, emphasizing disability disclosure as a complex calculus in which degrees of perceptibility are dependent on contexts, types of interactions that are unfolding, interlocutors’ long- and short-term goals, disabilities, and disability experiences, and many other contingencies.

Ableism, a form of discrimination that elevates “able” bodies over those perceived as less capable, remains one of the most widespread areas of systematic and explicit discrimination in Western culture. Yet in contrast to the substantial body of scholarly work on racism, sexism, classism, and heterosexism, ableism remains undertheorized and underexposed. In this book, James L. Cherney takes a rhetorical approach to the study of ableism to reveal how it has worked its way into our everyday understanding of disability. Ableist Rhetoric argues that ableism is learned and transmitted through the ways we speak about those with disabilities. Through a series of textual case studies, Cherney identifies three rhetorical norms that help illustrate the widespread influence of ableist ideas in society. He explores the notion that “deviance is evil” by analyzing the possession narratives of Cotton Mather and the modern horror touchstone The Exorcist. He then considers whether “normal is natural” in Aristotle’s Generation of Animals and in the cultural debate over cochlear implants. Finally, he shows how the norm “body is able” operates in Alexander
Becoming Disabled attempts to forge a new view of the world, one that understands disability as a valuable human variation, embraces interdependency, recognizes the disabling impact of existing ideologies and institutions, and works toward the creation of a society that fully includes, supports, and celebrates all forms of human diversity.

Revised and updated throughout, this 10th-anniversary edition of Can Creative Writing Really Be Taught? is a significantly expanded guide to key issues and practices in creative writing teaching today. Challenging the myths of creative writing teaching, experienced and up-and-coming teachers explore what works in the classroom and workshop and what does not. Now brought up-to-date with new issues that have emerged with the explosion of creative writing courses in higher education, the new edition includes: - Guides to and case studies of workshop practice - Discussions on grading and the myth of “the easy A” - Explorations of the relationship between reading and writing - A new chapter on creative writing research - A new chapter on games, fan-fiction and genre writing - New chapters on identity and activism

Offering rhetorically informed strategic interventions, this innovative collection moves beyond critiques of mental health issues, problems, and care. With sections that focus on methodological, cultural and legal, and pedagogical interventions, readers will find an engaging discussion of a discrete mental health phenomenon as well as a clear interventional takeaway in each chapter. Contributors make use of critical discourse analyses, ethnographic inquiries, autoethnographic inquiries, case studies, and textual analyses to engage such mental health research topics as postpartum depression among Chinese mothers; insanity pleas; anosognosia; issues of intimacy, access, and embodiment in research projects; community support groups; Black mental health; women in Alcoholics Anonymous; and mental health in faculty workshops and university online health tools. The authors and editors create scholarship on mental health that explicitly builds productive methodological, theoretical, and practical bridges among scholars and teachers in the various specialties of writing and communication. This collection will interest scholars, students, and practitioners in health and medical humanities; rhetoric of health and medicine; health communication; medical anthropology; scientific and technical communication; disability studies; and rhetorical studies generally.

To generate opportunities for transformative learning, educators must create learning environments that help students feel safe and encourage them to grapple with potentially difficult material. The trigger warning, a brief statement information students of potential distressing or re-traumatizing content, has been offered as a way to do just that, but this practice is neither as effective nor as equitable as it may seem. Intentionally or indirectly, the trigger warning limits the extent to which students are encouraged to engage in transformative critical conversations and reinforces the culture of silence that prevails in many educational spaces. Emerging as a response to trauma amid an educational environment that professes student-responsiveness and celebrates diversity yet perpetuates the marginalization of many of the bodies in the classroom, the trigger warning is not the problem – but it is not the solution either. What does this mean for the faculty members teaching this new generation of college students? And the teachers who find this generation’s younger siblings in their high school classrooms? Drawing upon original research, Mara Lee Grayson tracks the rise of the trigger warning within historical and contemporary educational contexts; explores its potentialities, limitations, and abuses as praxis; and offers curricular suggestions for high school and college instructors seeking to implement equitable, antiracist pedagogies that simultaneously encourage students’ well-being, provoke intellectual and emotional growth, and challenge the cultures of silence that maintain inequity on school campuses.

Literatures of Madness: Disability Studies and Mental Health brings together scholars working in disability studies, mad studies, feminist theory, Indigenous studies, postcolonial theory, Jewish literature, queer studies, American studies, trauma studies, and comics to create an intersectional community of scholarship in literary disability studies of mental health. The collection contains essays on canonical authors and lesser known and sometimes forgotten writers, including Sylvia Plath, Louise May Alcott, Hannah Weiner, Mary Jane Ward, Michelle Cliff, Lee Maracle, Joanne Greenberg, Ann Bannon, Jerry Pinto, Persimmon Blackbridge, and others. The volume addresses the under-representation of madness and psychiatric disability in the field of disability studies, which traditionally focuses on physical disability, and explores
the work of writing closed captions for television and DVD is not simply transcribing dialogue, as one might assume at first, but consists largely of making rhetorical choices. For Sean Zdenek, when captioners describe a sound they are interpreting and creating contexts, they are assigning significance, they are creating meaning that doesn't necessarily exist in the soundtrack or the script. And in nine chapters he analyzes the numerous complex rhetorical choices captioners make, from abbreviating dialogue so it will fit on the screen and keep pace with the editing, to whether and how to describe background sounds, accents, or slurred speech, to nonlinguistic forms of sound communication such as sighing, screaming, or laughing, to describing music, captioned silences (as when a continuous noise suddenly stops), and sarcasm, surprise, and other forms of meaning associated with vocal tone. Throughout, he also looks at closed captioning style manuals and draws on interviews with professional captioners and hearing-impaired viewers. Threading through all this is the novel argument that closed captions can be viewed as texts worthy of rhetorical analysis and that this analysis can lead the entertainment industry to better standards and practices for closed captioning, thereby better serve the needs of hearing-impaired viewers. The author also looks ahead to the work yet to be done in bringing better captioning practices to videos on the Internet, where captioning can take on additional functions such as enhancing searchability. While scholarly work has been done on captioning from a legal perspective, from a historical perspective, and from a technical perspective, no one has ever done what Zdenek does here, and the original analytical models he offers are richly interdisciplinary, drawing on work from the fields of technical communication, rhetoric, media studies, and disability studies.

Bible and Bedlam first critically questions the exclusion and stereotyping of certain biblical characters and scholars perceived as 'mad', as such judgements illustrate the 'sanism' (prejudice against individuals who are diagnosed or perceived as mentally ill) perpetuated within the discipline of Western biblical studies. Second, it seeks to highlight the widespread ideological 'gatekeeping' - 'protection' and 'policing' of madness in both western history and scholarship - with regard to celebrated biblical figures, including Jesus and Paul. Third, it initiates creative exchanges between biblical texts, interpretations and contemporary voices from 'mad' studies and sources (autobiographies, memoirs etc.), which are designed to critically disturb, disrupt and displace commonly projected (and often pejorative) assumptions surrounding 'madness'. Voices of those subject to diagnostic labelling such as autism, schizophrenia and/or psychosis are among those juxtaposed here with selected biblical interpretations and texts.

Examines the rhetoric in and around the New York State Asylum for Idiots in Syracuse from 1854 to 1884. In the nineteenth century, language, rather than biology, created what we think of as disability. Much of the rhetorical nature of "idiocy," and even intelligence itself, can be traced to the period when the New York State Asylum for Idiots in Syracuse first opened in 1854—memorialized today as the first public school for people considered "feeble-minded" or "idiotic." The asylum-school pupil is a monumental example of how education attempts to mold and rehabilitate one's being. Zosha Stuckey demonstrates how all education is in some way complicit in the urge to normalize. The broad, unstable, and cross-cultural category of "people with disabilities" endures an interesting relationship with rhetoric, education, speaking, and writing. Stuckey demystifies some of that relationship which requires new modes of inquiry and new ways of thinking, and she calls into question many of the assumptions about embodied differences as they relate to pedagogy, history, and public participation. "There is no other single work quite like this one. Stuckey makes an original contribution to rhetorical studies, to disability history, and to a history of special education." — Cynthia Lewiecki-Wilson, coeditor of Disability and Mothering: Liminal Spaces of Embodied Knowledge
Shakespeare and Disability Studies argues that an understanding of disability theory is essential for scholars, teachers, and directors who wish to create more inclusive and accessible theatrical and pedagogical encounters with Shakespeare’s plays. Previous work in the field of early modern disability studies has focused largely on Renaissance characters that a modern audience might view as disabled. This volume argues that the conception of disability as residing within individual literary characters limits understandings of disability in Shakespeare: by theorizing disability vis-a-vis characters, previous studies have largely overlooked readers, performers, and audience members who self-identify as disabled. Focusing on issues such as accessible performances, inclusive casting, and Shakespeare-based therapy, Shakespeare and Disability Studies reinvigorates textual approaches to disability in Shakespeare by reading accessibility as an art form and exploring both the powers and potential limits of universal design in theatrical performance. The book examines the complex interdependence among the concepts of theory, access, and inclusion—demonstrating the crucial role of disability theory in building access and examining the ways that access may both open and foreclose inclusive dramatic practice. Shakespeare and Disability Studies challenges Shakespearians, from students to audience members, from classroom teachers to theatre practitioners, to consider how Shakespeare, as industry, as high art, and as cultural symbol, impacts the lived reality of those with disabled bodies and/or minds.

Disability, Space, Architecture: A Reader takes a groundbreaking approach to exploring the interconnections between disability, architecture and cities. The contributions come from architecture, geography, anthropology, health studies, English language and literature, rhetoric and composition, art history, disability studies and disability arts and cover personal, theoretical and innovative ideas and work. Richer approaches to disability – beyond regulation and design guidance – remain fragmented and difficult to find for architectural and built environment students, educators and professionals. By bringing together in one place some seminal texts and projects, as well as newly commissioned writings, readers can engage with disability in unexpected and exciting ways that can vibrantly inform their understandings of architecture and urban design. Most crucially, Disability, Space, Architecture: A Reader opens up not just disability but also ability – dis/ability – as a means of refusing the normalisation of only particular kinds of bodies in the design of built space. It reveals how our everyday social attitudes and practices about people, objects and spaces can be better understood through the lens of disability, and it suggests how thinking differently about dis/ability can enable innovative and new kinds of critical and creative architectural and urban design education and practice.