(Re)imagining the research assemblage: towards scholar activism

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Dedication
Acknowledgment
Overview

• Key terms

• Introduce disability studies

• Reflect on research projects

• Call to work towards scholar activism

• Is scholar activism possible in the neoliberal university?
  #ScholarActivism
(Re)imagining


• Titchkosky, T. (2007; 2011) asks us to read our readings and to watch our watchings and to question.

• Who and what is imagined in the research assemblage? #scholaractivism
Assemblage

• ‘Assemblages as machines’ (Deleuze & Guattari, 1988: 4)

• Traditional research assemblages include: researcher, hypothesis, subjects, method, data, ethics & results #scholaractivism
Enter Disability Studies

• disability as a form of social oppression imposed on people with impairments in a disabling world;

• Disability queers the normative pitch #ScholarActivism
Scholar Activism

• Kitchin and Hubbard (1999) have argued that most academics seek to maintain a scholarly ‘distance’ between their activism and their teaching, research and publications.

• Emancipatory disability research (Barnes, 2003)

• Should academics maintain a scholarly ‘distance’? #ScholarActivism
Becoming a service user

• Becoming a ‘service user’

• Imagining the ‘service user’ in research

• Who holds the power? ”Service user” or university? #ScholarActivism
Parents as Advocates: parents who register and appeal with the Special Educational Needs and Disability Tribunal

- Research assemblage including: children, parents, teachers and a host of allied professionals and a raft of complex policies and legislation and complex power relationships.
- Disability as part of the natural variation (Michalko, 2002).

- Thank you to all the # BloodyAwesomeParents # BAPs for everything you’ve taught me # ScholarActivism
Children, young people and families

- Challenge the psychologisation in disabled children’s lives (Goodley and Runswick-Cole, 2010, 2012a)
- Expose and theorise the systemic, cultural and attitudinal violence (Goodley and Runswick-Cole, 2011)
- Celebrate disabled children and young people’s potential (Goodley and Runswick-Cole, 2012b)
- Does Every Child Matter, post-Blair?
  https://doeseverychildmatterpostblair.wordpress.com
  #scholaractivism
Disabled Children’s Childhood Studies

• Child, Youth, Family and Disability Conferences

• Different starting points – the view that studies of children’s impairments, or medical conditions, or evaluations of services for children were not studies of disabled children’s childhoods.

• Distinct approach to ethics and voice – which put children’s and families concerns first;

• Troubles the hegemony of the norm – this means not judging disabled children’s lives in reference to some mythical notion of normal childhood. (Curran and Runswick-Cole, 2013; 2014; Runswick-Cole, Curran and Liddiard, 2017)

• Check out disabled children’s childhood studies here @tilliecurran @kirstyliddiard1: https://www.youtube.com/watch?v=i0BxCP5TcVc #ScholarActivism
Re-Thinking Autism
Diagnosis, Identity and Equality

Edited by Katherine Runswick-Cole, Rebecca Mallett and Sami Timimi
#JusticeforLB

Connor Sparrowhawk (LB)  
17th Nov 1994 - 4th July 2013

#JusticeforLB

http://justiceforlb.org/

Follow @justiceforLB #justiceforLB #ScholarActivism
Manchester Metropolitan University

Week 14: Back to Worthy Farm to reclaim our humanity: #JusticeforLB and the productive potential of disability politics #107days
Posted on June 30, 2015

Chris Hatton's blog
Bring Brandon home

GET BRANDON HOME FOR CHRISTMAS

As Christmas approaches, television is awash with adverts picturing families enjoying happy time together. Yet for many people with learning disabilities this idealised picture of a family Christmas is far away from their reality. Too many people with learning disabilities are being ‘cared for’ in unsuitable and inappropriate settings when, with the right support, they could be living happily with their families.

We were shocked and saddened to learn about the case of Brandon Reid whose family are fighting for him to be returned to the family home from his current placement in a care home. The family have set up a petition in the hope of persuading social services to get Brandon out of this specialist housing and back to his family home for Christmas. Brandon has the label of Asperger’s Syndrome and, according to his mother, Helena, is a much loved son and brother. Helena has spoken of her outrage at Brandon being forcefully removed from the family home by 12 police officers after Brandon had left his care home to visit his family. The family are now locked in a fight with Brandon’s social work team who insist he is not ready to come home. Sadly, Brandon’s story is not unique. We are reminded of a number of high-profile cases where families have complained that their children and young disabled people have been taken away from them against the wishes of the families and young people. A recurring complaint from families is the lack of responsive respite, social care and housing for people with learning disabilities. Too many people with learning disabilities are being ‘cared for’ in unsuitable and inappropriate settings such as Assessment and Treatment units and other settings when, with the right support they could be living happily with their families. Brandon’s story is sadly yet

Sign the petition #bringBrandonhome
http://www.ipetitions.com/petition/get-brandon-home-for-christmas
#ScholarActivism
Human Activism

• Self advocacy  http://speakup.org.uk
• Employment  http://bossemployment.co.uk
• Community inclusion  http://myweb.tiscali.co.uk/peteandwendy.crane/news1.html; http://community-circles.co.uk

• Being human

• Follow @humanactivism #ScholarActivism
Becoming DisHuman

• A DisHuman reality:

• one which, we contend, simultaneously acknowledges the possibilities offered by disability to trouble, re-shape and re-fashion traditional conceptions of the human (to ‘dis’ typical understandings of personhood) while simultaneously asserting disabled people’s humanity (to assert normative, often traditional, understandings of personhood). (Goodley & Runswick-Cole, 2014, p. 6)

• Read the DisHuman manifesto here: https://dishuman.com/dishuman-manifesto/ #ScholarActivism
More research assemblages

• Intimate citizenship [http://makingspaceforintimatecitizenship.wordpress.com]

• Enacting Critical Disability Studies in Education

• The Meaning(s) of Value in arts-based education [https://valuingcreativity.wordpress.com]

• Supporting Youth Offending Teams [http://www2.mmu.ac.uk/mcys/current-research--activities/send-project/]

• Self employment for people with learning disabilities [http://www.bossemployment.co.uk]
Learning Disability England

Follow @LearningDisEngland & @LDEAcademics #ScholarActivism
Living Life to the Fullest

Follow [https://livinglifetothefullest.org](https://livinglifetothefullest.org) #ScholarActivism
Devolution Manchester

- **Community Research Award**

A Breakthrough Venture: (re)building value in the lives of disabled people

What does value mean in the lives of disabled people?

Follow [https://rebuildingvalue.wordpress.com](https://rebuildingvalue.wordpress.com)

#ScholarActivism
@caracourage @networknicola @urbaneprofessor this is for you - #academicarchers as THE site for #ScholarActivism?!
We need #ScholarActivism
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