

# Cultural Diversity & Disability Studies

## What We Have Learned at the University of Hawaii



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# Key Points



1. There is a need for the **integration** of multicultural studies and disability studies.
2. Graduate coursework in DS should include **multicultural perspectives**.
3. Faculty development should include **disability as a component of diversity**.

# Integration of Disability Studies & Multicultural Studies



## SECTION ONE



# Consider the Relationship



## Multiculturalism

Human condition

Identity

Classifier



## Multiculturalism + Disability

Acculturation



## Disability

Human condition

Identity

Classifier



# Definition of Culture



- **SYSTEM** of learned and shared standards for perceiving, interpreting and behaving in interactions with others and with the environment
- Cultural system ***components*** include:
  - ✓ Behaviour
  - ✓ Communication
  - ✓ Knowledge
  - ✓ Relationships
  - ✓ Transmission of culture

# Is There a Disability Culture?



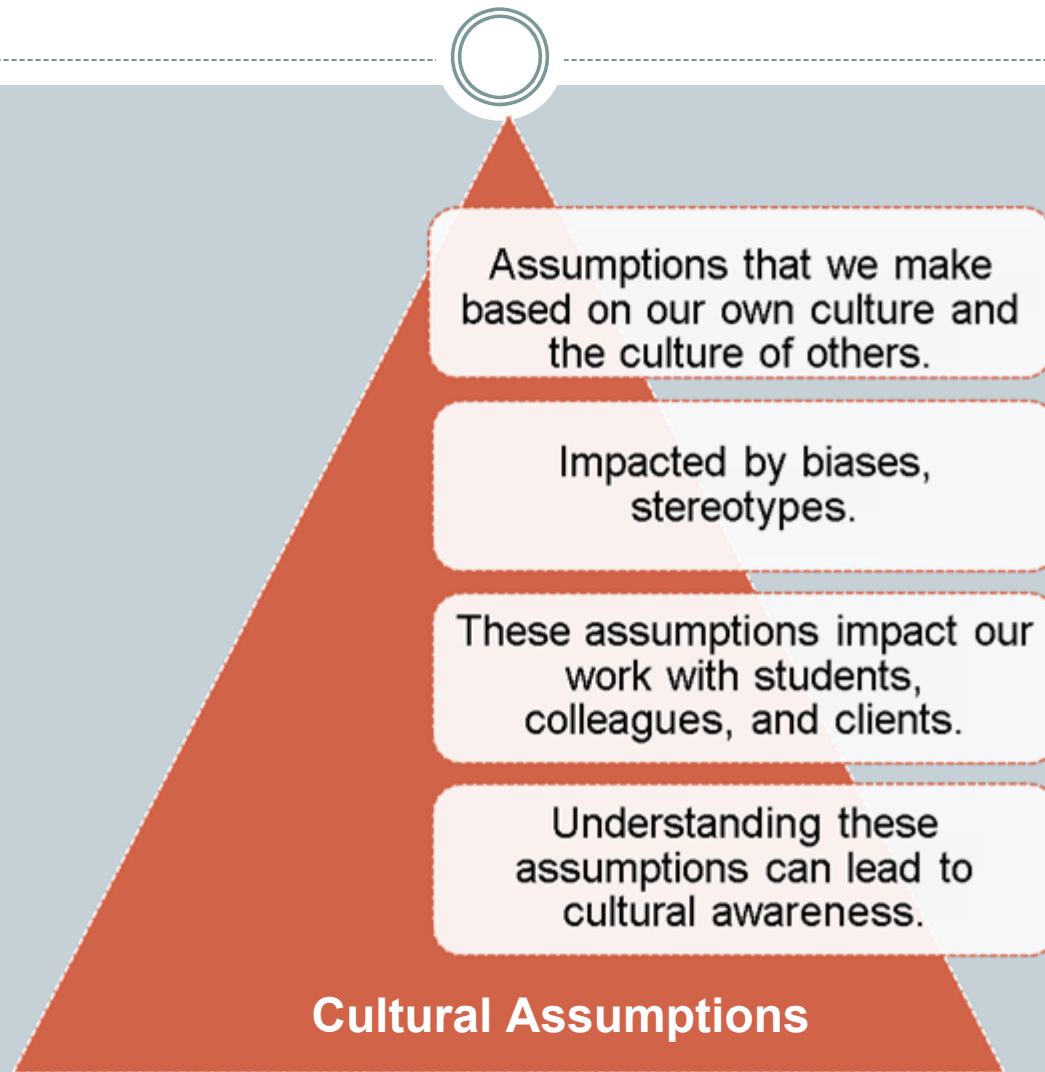
## Yes: What we share

- history of oppression
- stigma of difference
- political advocacy
- language (signed or “crip lingo”)
- arts

## No: What we don't share

- religion (except in a church that welcomes us)
- geography (except in institutions and certain communities)
- food (except at Potlucks and fast food joints)
- family customs (except when our parents are disabled or our peers are our family)

# Cultural Assumptions



# Graduate Course in Multiculturalism and Disability



## SECTION TWO





# Course Description



**Context:** One of a 5-course series for the Graduate Certificate in Disability and Diversity Studies at UHM.

**Goal:** Provide background and understanding of various cultures in the conceptualization and treatment of persons with disabilities.

# Course Objectives



1. Understand ones ***own cultural values***.
2. Understand history and ***values of other cultures***.
3. Understand ***impact of culture on research*** practices.
4. Increase ***intercultural communication*** skills.
5. Develop ***ethnic-sensitive approach*** to professional and scholarly interactions.

# Course Content

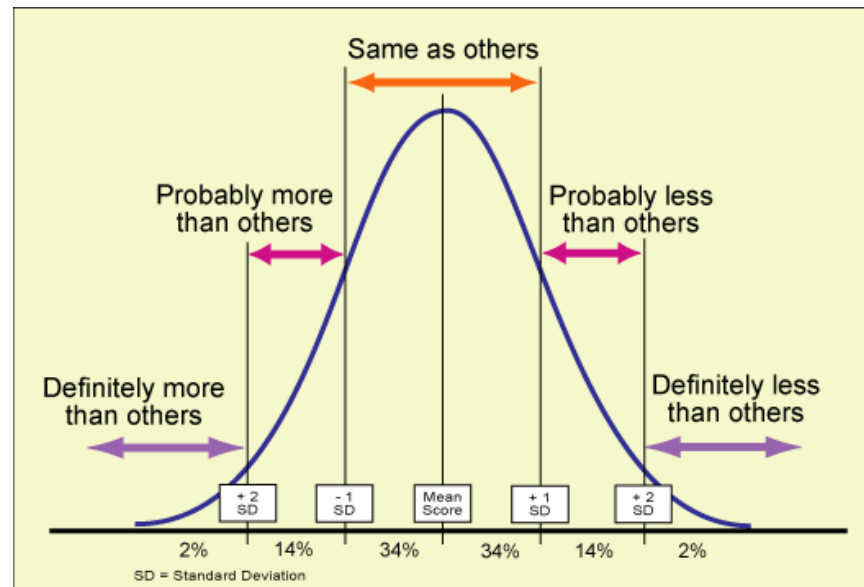


- **Readings** reflect both scholarly and personal accounts of cultural issues.
- **Introductory sessions** in meaning of culture, cultural assumptions.
- **Guest speakers** with intimate understanding of specific culture AND disability.
- **Topics vary** by cultural makeup of region.

# Faculty Professional Development Series



## SECTION THREE



# Need for Training



- **Increasing number of students** with disabilities in higher education.
- Students have **diverse identities** and backgrounds that impact their learning.
- Many **faculty unsure** how to address the needs of diverse student body.

# Professional Development Topics at UHM



1. Universal Design for Learning (UDL)

2. Multicultural Awareness

3. Mentoring

4. Disability Awareness

- Rights and Responsibilities
- Hidden Disabilities
- Assistive Technology
- Accessible Online Instruction

# More Information



- Students with Disabilities as Diverse Learners Project  
**[www.ist.hawaii.edu](http://www.ist.hawaii.edu)**
- Certificate in Disability and Diversity Studies at University of Hawai'i at Mānoa (now offered via distance education)  
**[www.cds.hawaii.edu/main/certificates](http://www.cds.hawaii.edu/main/certificates)**
- Review of Disability Studies: An International Journal  
**[www.rds.hawaii.edu](http://www.rds.hawaii.edu)**