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## Feminist Disability Studies Pedagogy

Kristina R. Knoll

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## Feminist Disability Studies Pedagogy

KRISTINA R. KNOLL

Feminist disability studies pedagogy encourages instructors to strive for “universally designed” (UD) objects and instruction, while tempering that with feminist analyses of intersectionality. Because each individual has varying experiences of privilege and oppression, in terms of disability, race, class, gender, sexuality, nationality, religion, etc., “one size does (not) fit all” all of the time—which counters the pretense of UD. A pedagogical goal should be to discover who is excluded from particular social and physical privi-

leges, expanding and creating access within the classroom. Those employing universal design strategies must incorporate tools to account for cultural barriers in addition to those listed above, including disabilities and impairments that have yet to be considered in particular arenas of access and accommodation. This article outlines a few of these potential barriers and suggests techniques for creating a more welcoming and accessible environment in one’s classroom and department.