

# Syracuse University

College of Arts & Sciences

Writing Studies, Rhetoric, and Composition

## Moments and Modalities of Access: Composing Disability

Thursday, April 4, 2:00-3:20 :: Killian Room, 500 Hall of Languages

In composition's history as a remedial space, or as a sorting gate, from Harvard in the 1870s to CUNY in the 1970s, composition grew and contracted in ways that formed boundaries around bodies. We know that these two major "foundational moments" in composition's history were profoundly about diversity. They were also profoundly shaped by disability—disability helped to reshape the modalities of teaching in our field. It makes sense that this reshaping would continue in an era of multimodal and mediated composition. In this presentation, I will consider whether disability is truly reshaping multimodal composition, or whether it is simply being accommodated out of this design process.

CART service will be provided.  
This event is free and open to the public.

Jay  
Dolmage

**Workshop: Working Against Academic Ableism**  
Friday, April 5, 9:30-11:30 in 606 Bird Library

RSVP to Erika Dwyer at [ecdwyer@syr.edu](mailto:ecdwyer@syr.edu) by March 25. Include any requests for accessibility accommodations. For more information, visit <http://humcenter.syr.edu/events.html>

I am committed to disability rights in my scholarship, service, and teaching. My work brings together rhetoric, writing, disability studies, and critical pedagogy. My first book, entitled *Disability Rhetoric*, was published with Syracuse University Press in 2014. *Academic Ableism: Disability and Higher Education* was published with the University of Michigan Press in 2017 and is available in an open-access version online. *Disabled Upon Arrival: Eugenics, Immigration, and the Construction of Race and Disability* was published in 2018 with Ohio State University Press. I am the Founding Editor of the *Canadian Journal of Disability Studies*. I am currently an Associate Professor of English at the University of Waterloo where I am committed to creating a more accessible future for higher education.



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