

Call for Papers, Special Issue of *Qualitative Inquiry* “Reclaiming” Disability in Critical Qualitative Research

Guest Editors: Jessica Nina Lester (Indiana University) & Emily A. Nusbaum (University of San Francisco)

Historically, qualitative researchers have privileged particular ways of being in the world, with much of the language produced by research participants being presumed to fall within the confines of expected patterns of ‘able-bodiedness’. Even in moving disabled individuals from subject/object to participant, research that focuses on insider perspectives of everyday experience has frequently excluded disabled people beyond participation in research *about* them. Consequently, much of the early research surrounding disabled people is grounded in deficit-based perspectives aimed at “fixing” individual pathology versus working to understand the being of another individual, as well as the social/cultural construct of disability, more broadly. Further, Berger and Lorenz (2015) have contended that there are few, if any specific disability-methods courses in institutions of higher education – let alone qualitative methods courses with such a focus. Thus, there is a critical need to advance methods and methodological discussions in the human/social sciences beyond being “about disability,” as is seen in the advancement of feminist research methods, as well as in humanities-based disability studies work.

As such, the purpose of this special issue is to bring together a collection of articles that consider the place of critical qualitative methodologies and methods in research involving disabled people. This issue will focus on: 1) critical qualitative methodologies that serve to challenge how disabled people are positioned in research studies, locating them as central actors in the research process, and 2) critical qualitative methods that reframe how to collect and analyze data *with* disabled people. This special issue will address what Oliver (1992) describes as “research as alienation” related to the lives of disabled individuals and the social relations of research production between non-disabled researchers and disabled individuals as subjects/objects of research. Specifically, the special issue will demonstrate how critical qualitative research serves to challenge taken for granted social norms about ‘doing research’ *with* not *about* disabled individuals, as well as possibilities for continued examination of the privileged-self that upholds self-other constructions in the research process. Thus, the included manuscripts will consider issues related to power, privileging, “voice,” and agency, while also examining the hegemonic power of ableism. It is our hope that this thematic issue will work to advance methodological approaches and the “place” of disability within them.

Researchers who engage in critical disability studies and are committed to including the perspectives of and working alongside disabled individuals are encouraged to submit manuscripts. In addition, qualitative researchers who examine methods-related challenges related to the normative and ableist assumptions common to the academy, and/or who have produced empirical work that pushes against ableist practices and assumptions are encouraged to submit manuscripts.

Timeline

Drafts of articles due to editors for initial review	May 15, 2016
Invited revised manuscripts due to editors for peer review	July 15, 2016
Requests for revisions sent to authors	September 30, 2016
Revisions manuscripts due	October 31, 2016

Full manuscripts are due for initial, editorial review on **May 15, 2016** and should be no longer than **30 pages** (including references). Please submit manuscripts via email to jnlester@indiana.edu and eanusbaum@usfca.edu.