

# Crippling the Classics

## Disability Studies and Realities

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# Making connections

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This powerpoint is available at [www.amypistone.com](http://www.amypistone.com)

How can I make this time more  
accessible to you?

Who are we?

# My research

- Environmental humanities:
  - The **natural world** & natural resources,
  - Definitions of the **non/human**, and
  - **Technology** in ancient and medieval Mediterranean cultures
- ***Other Natures: Environmental Encounters with Ancient Greek Ethnography*** (University of California, 2020)
- **Museum studies** and museum education
- **Receptions** of Mediterranean antiquity, esp. in contemporary media

# My advocacy

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**CRIPANTIQUITY**

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**DISABILITY**

**academy**



# Agenda

- Ableism in the academy
- CripAntiquity
- Crippling classics in:
  1. Undergrad classrooms
  2. Grad programs
  3. Faculty/staff culture
- Discussion, Q&A



When I say **disability**, you say...?



# (Some) crip identities

- Disabled or living w/disabilities
- Chronically ill
- Mad
- Mentally ill
- Neurodiverse/divergent
- Old
- Fat



Everyone else is **temporarily abled**

# (Some) crip statistics

- 12-16% of adults in the US/UK are **legally disabled**
- 20% more in the US have **multiple chronic conditions** that “require ongoing medical attention and/or limit activities of daily living.”
- 25-30% of adults in the UK/US report **musculoskeletal disease**, including repetitive stress injuries from typing at a computer
- 50% of academics may live with **depression**

# Academia was made for:



white

upper middle class

**able bodied**

**neurotypical**

cismen

with “wives.”

# Ableism in the academy

- **Structures:** spaces, schedules, policies, norms
- **Cultures:** productivity, overwork, chronic stress
- **Interactions:** overt discrimination, microaggressions

What would you add?

# Constraints and possibilities

- Ableist foundation
- Capitalism
- Corporatization
- Intersectional oppression
- Intellectual freedom
- Self-governance
- Flexible time
- Intersectional alliances



My response

# CripAntiquity highlights

- [Best Practices for More Accessible Conferences](#) (2017)
- Support group on Slack (2018)
- CAMWS panel: [Learning Disabilities in the Classics Classroom](#) (2019)
- Lobbying SCS/AIA for more accessible meetings (2019)
- [Twitter profiles](#) (2019)



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@cripantiquity

#10! @DisabilityStor1 is a historian of 18-19c India @OUHistSci workin on disability & medicine in ancient India. She tweets @DisabilityHistr, designs/runs ableism workshops, and is writing a comic about #Alzheimers, stigma, & gender in S. India. She lives w/#epilepsy & #PTSD



8:59 PM - 4 Jul 2019



cripantiquity  
@cripantiquity

#7! #DisMed co-founder @aspencerhall is an Honorary (unpaid) Research Fellow in London w/tons of side hustles, workin on saints' lives, #DisHist, & antique embodiments beyond yr typical alabaster Adonis. She lives w/Fibromyalgia & hearing loss & blogs @http://medievalshewrote.com



5:54 AM - 28 Jun 2019



cripanquity

@cripanquity

Profile #3! @AmatorDancer loves #papyri and works as a cook, single mom, and RA while finishing her BA @Macquarie\_Uni. She's studying Greece, Rome, and Late Antiquity (major 1), and Ancient Egypt and the N. East (major 2). She has chronic pain & does #BellyDance! 🌶️



5:57 AM - 17 Jun 2019



cripanquity

@cripanquity

#6! @classictablea is a rising PhD @GC\_CUNY interested in Neoplatonism in St. Augustine. He serves in the leadership of @libertinopatren & works w/Sining Kapuluan to make Filipino dance & music 🎵 accessible to disabled and LGBTQ+ Filipino-Americans: @siningkapuluan on Insta



5:50 AM - 26 Jun 2019

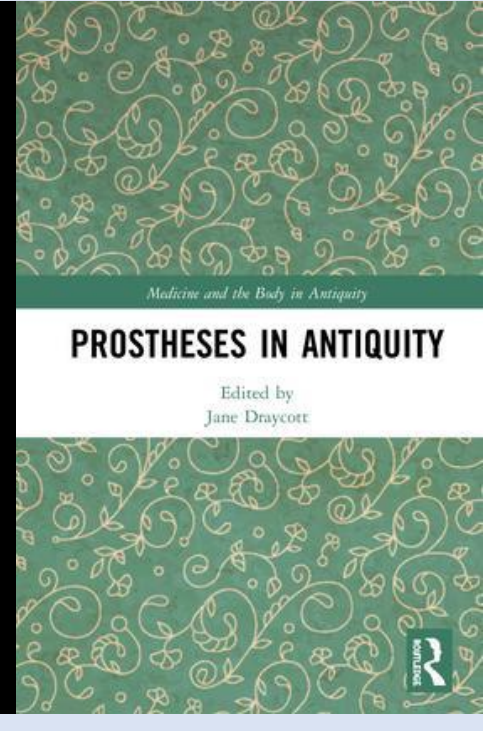
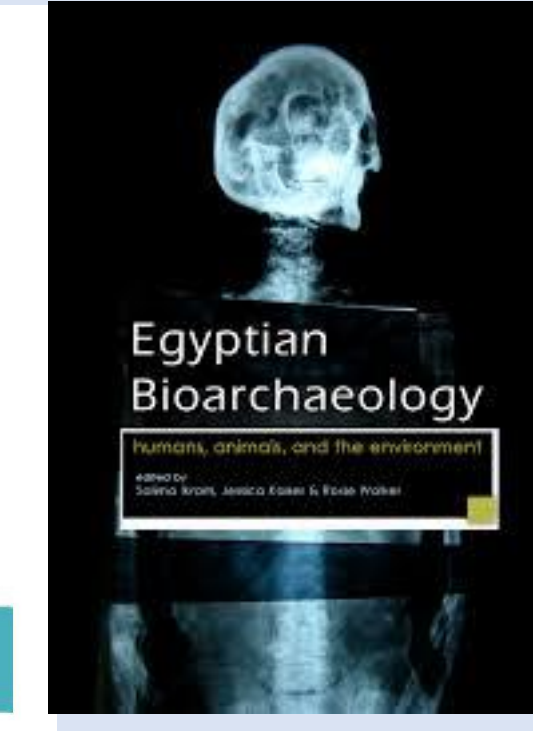
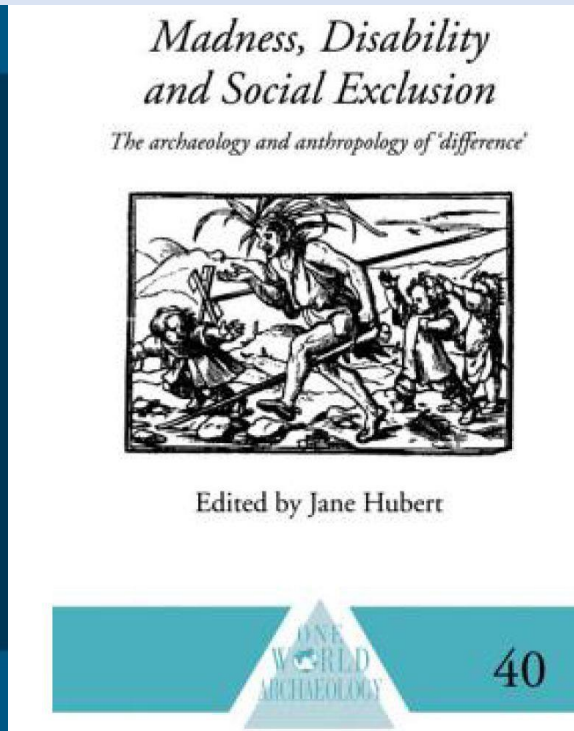
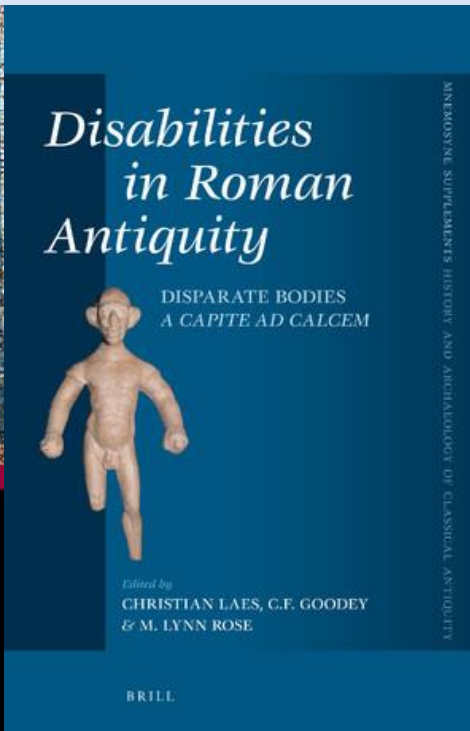
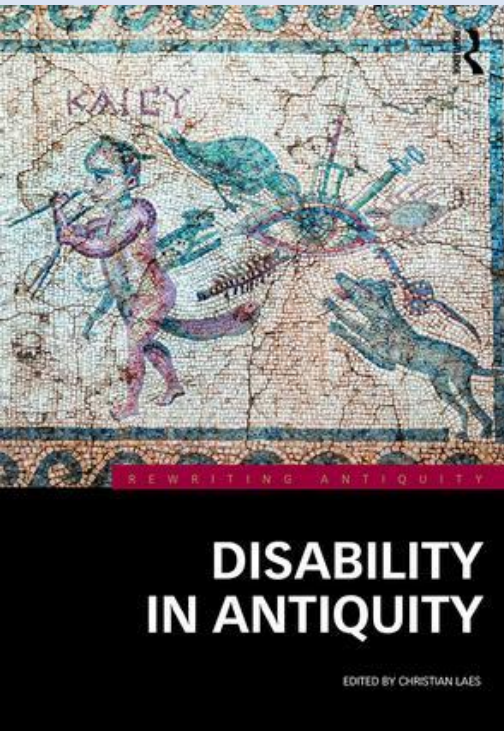
What about you?



# Crippling classics in your classroom

- Acknowledge the mental health risks of college
- If you are disabled/ND and feel safe, **come out**
- Give students **examples** of accommodations and **invite** requests
- Weave dis/ability and neurodiversity into your **curriculum**

# Starter bibliography



# Premodernists to follow

- [Kristina Kilgrove](#)
- [Jane Draycott](#)
- [Hannah Silverblank](#)
- [Rachel Rafael Neis](#)
- [ReMeDHe](#)
- [Susan Deacy](#)
- [Rick Godden](#)
- [Jonathan Hsy](#)
- [Alicia Spencer-Hall](#)
- [Ellen Adams](#)
- [Krishni Burns](#)
- [Hector Avalos](#)

# Teaching contexts

- The body & bioarcheology
- Social status and inclusion/exclusion
- Religion, magic, medicine
- Disabled/ND characters: Hephaestus, Ajax, Philoctetes
- Intersections with:
  - Race and ethnicity
  - Sex/gender
  - Animality
  - Monstrosity

# Crippling classics w/ your grad students

- **Welcome** disabled & neurodiverse students at every opportunity and **invite** them to tailor their program
- Connect disabled & ND students to **mentors**
- If you are disabled/ND and feel safe, **come out**
- Be explicit about **hidden expectations** and flexible about how students meet them
- Encourage the **study** of disability and ND in the ancient world



# Crippling classics with other faculty/staff

- **Invite** changes to work space & schedule
- Create **remote participation** for conferences & meetings
- Support unions and advocate for **long-term contracts**
- If you are disabled/ND and feel safe, **come out**
- Decommmodify academic labor and **resist** cultures of productivity and **overwork**

# Get involved with CripAntiquity

- Making **conferences** more accessible
- Developing **pedagogical** resources & guidelines
- Organizing **research** panels and volumes
- Exchanging **support** w/ other disabled and neurodiverse ancientists

Abled allies welcome!

What will you do **first** and **second**?

# Making connections—again!

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