Disability Disclosure, Research Interviewing, and Markers of Difference

How does disability matter to everyday communication between interlocutors? Specifically, how do disabled faculty members purposefully negotiate others’ awareness and understanding of their disability? To answer these questions, I draw on the concept of markers of difference that I forward in *Toward a New Rhetoric of Difference* as well as more recent work in intercultural pragmatics and sociolinguistic narrative analysis to unpack how people position and present themselves as well as what linguistic, embodied, and material resources they use in interactions with others. First, I’ll consider a set of examples involving research design and methodology from an ongoing collaborative interview study I am conducting with Margaret Price. I’ll then turn to narratives shared by disabled faculty members about moments of disability disclosure that reveal some surprising means by which disclosures happen, as well as the ways that disability disclosure is simultaneously a singular and momentous event as well as a recurring and ongoing process.

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