Her ALTERNATIVE WORLD MAKING OF INTERSECTIONAL DISABILITY JUSTICE AND QUEER CRITICAL RACE FEMINISTS FOUND IN AN ELEMENTARY SCHOOL: A CRITICAL INTERSECTIONAL FEMINIST ETHNOGRAPHY

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Through critical intersectional feminist ethnographic observations and interviews with teacher, student, and community member elementary school participants engaging in cultures of multicultural inclusion, intersectional disability justice and queer critical race feminist alternative world themes of “rest and relaxation,” “building community,” and “honoring differences” were discovered in daily elementary school and classroom interactions, dialogue, curriculum, and policy in this research. Intersectional disability justice and queer critical race feminist alternative world making taking place in elementary school learning places is a direct challenge to our current dystopic education and societal systems, which often foster individual isolation, productivity, and competition. Through participant observations, semi-structured interviews, reflexive journaling, and discourse, policy, and institution analysis, the alternative world-making themes of “rest and relaxation,” “building community,” and “honoring differences” signal hope for the transformation of our education and societal systems to resist oppression and marginalization, and instead move toward new worlds of interconnectivity, interdependence, and communities which honor rest, play, connection, and our myriad of differences.