

SPE 791
Theory and Research on Culture & Disability

Spring 2010
Tuesday, 10:40 – 1:30 p.m.
Interdisciplinary B 353

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PURPOSE

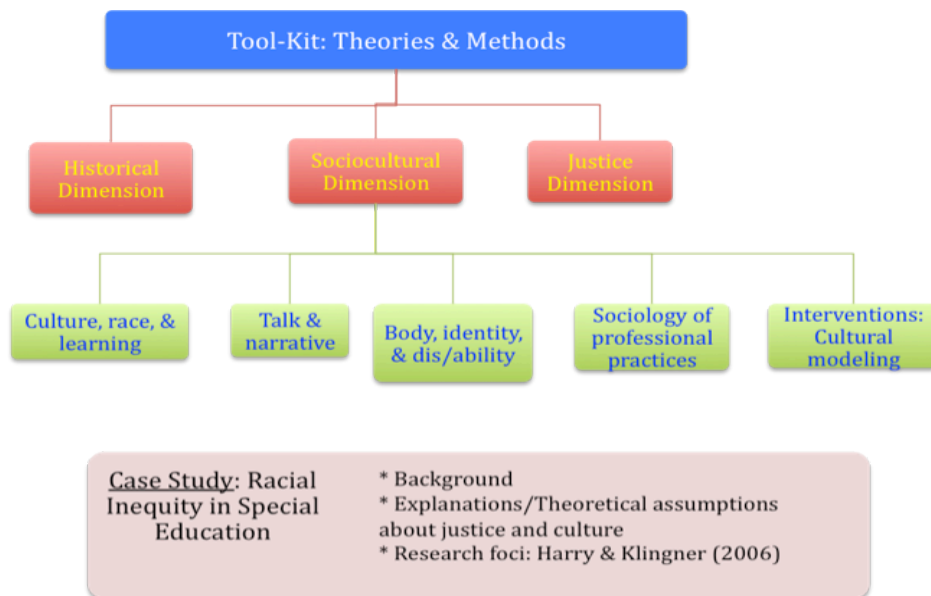
This course focuses on culture and social theory and its implications for the construction of ability differences and dis/ability in pluralistic societies. We will focus on one longstanding and controversial case to understand the intersection of culture and disability, namely the disproportionate representation of African American, Native American, and Latino students in high incidence disabilities. The design of the course was guided by two main goals, namely to (a) expose students to an interdisciplinary knowledge base grounded in a complex and dynamic view of culture and (b) understand the key role *culture* plays in human affairs. An interdisciplinary perspective informs the course; we will review selected scholarship from history, sociology of education, urban sociology, cultural studies, disability studies, cultural psychology, educational and cultural anthropology, and (special) education. I benefitted from syllabi created by Ray McDermott, Jeannie Oakes, Eli Ochs, Gaku Tsuda, and Kris Gutierrez for the design of this seminar.

The course design is based on a set of key assertions that inform a cultural historical framework. The assertions include:

- Culture mediates human development and learning, as well as the ways in which educational systems' norms and assumptions about ability differentially mediate the access, opportunities, participation, and educational outcomes of various groups of students.
- The educational system has served historically as a means of social mobility, though at the same time, it has contributed to reproduce the stratification of American society along racial, gender, language, and socioeconomic lines.
- Thus, the educational system continues to struggle with equity issues. Competing premises and definitions of justice complicate this work.
- Attention to a historical dimension is required to understand the longstanding and problematic links between race, culture, and ability in the history of the U.S.
- A social-institutional dimension is also central to an understanding of the complex ways in which culture, race, and ability differences are intertwined.
 - One aspect of this dimension is to define culture from a dynamic, instrumental, and historically grounded perspective.

- Culture is not intrinsically a benign or evil notion. Although *power* is a central aspect of the idea of culture, what matters in understanding the role of culture in human affairs is how it is used, by whom, for what purposes, in which contexts, and with what consequences.
- Cultural practices organize everyday experiences through the use and coordination of resources such as talk, beliefs, the body, and the institutional/ ideological residues of the spaces in which social interactions take place.
- Permeating the analysis of these aspects are the cultural tools, practices, and assumptions of professional and scientific fields that afford and constrain what is observable and worth of analytic scrutiny.

These assertions inform the design of the course as represented in this figure:



Most course readings will be available in electronic format though students must purchase the following textbooks:

Harry, B., & Klingner, J. (2006). *Why are so many minority students in special education? Understanding race & disability in schools*. New York: Teachers College Press.

Lee, C. D. (2007). *Culture, literacy, and learning*. New York: Teachers College Press.

Quinn, N. (Ed.). (2005). *Finding culture in talk: A collection of methods*. New York: Palgrave/Macmillan.

Accommodations

If you need accommodations due to a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

COURSE EXPECTATIONS & ASSIGNMENTS

ENGAGEMENT AND PARTICIPATION (20%)

The seminar is designed to be highly interactive and I expect you to learn to *think theoretically* about culture and the ways in which mediates all human affairs, particularly in the construction of competence and dis/ability. You are expected to engage in a critical reading of materials and participate using theoretically grounded arguments. I should also note the course emphasizes an introspective stance to facilitate awareness about personal beliefs and assumptions about culture, learning, and research.

The success of the seminar will depend on our collective engagement and the climate of trust and support we create throughout the semester. For this purpose, I expect you to attend every week and be punctual. Unjustified absences will affect a course grade. In addition, I expect students to *engage* in course discussions and activities, *contribute to the creation of a deliberative community*, and *create and nurture trust*. What do these expectations mean?

Engage. Engagement entails reading the assigned articles, share insights or questions about the course material, provide feedback or clarification to questions posed by peers or the instructors, share analytic discussions of readings, participate in presentations and discussions of data, contrast the course readings with your own knowledge and background experiences, and entertain alternative points of view in the discussion of readings, and implications of course content for culturally responsive special education.

Contribute to the creation of a deliberative community. Participate in class discussions and activities. Participants have the right to disagree with peers and the instructor, but they are also required to respect others, independent of discrepancies in opinion, beliefs, and values.

Create and nurture trust. Participants must maintain the confidentiality of discussions and any other information presented or discussed in this course.

BI-WEEKLY ESSAYS ON READINGS (30%)

Starting on February 16th, you will post every other week on blackboard a 1-page (single spaced) *theoretical essay* on one aspect or theme from the assigned readings. You may critique key ideas raised by the readings, weave in your essay ideas from previous weeks, and/or raise questions about constructs or ideas related to culture and dis/ability. You may also contrast alternative theoretical perspectives represented in the readings and discuss the merits and weaknesses of these perspectives/ideas you choose to analyze. You could also address how your selected ideas in the readings help us understand (or not) fundamental questions/issues about the course assertions outlined above. *I expect your essay to cover content from several weeks of coursework and transcend a mere summary of the assigned readings.*

DATA ANALYSIS ASSIGNMENT (30%)

Students will work in pairs to report the analysis of data collected in an educational or clinical context. A poster presentation format will be used the week of final exams to present the posters. Data could include classroom discourse during an educational activity, a classification system, an assessment session, a parent-teacher conference, an eligibility meeting, or a teacher group discussion. The evidence collected for this assignment CANNOT/SHOULD NOT be used for publication. There will be two choices for this exercise:

- a) Use a data analysis approach presented in the Quinn (2005) text to “find culture in talk;”
- b) Use a data analysis approach presented in the readings on the structures of social action (participation, interaction and talk in institutional settings) or identity.

Teams need to inform the instructor in advance of their choice and goals for this assignment. After teams select an analytic approach, they will do five things to complete the assignment:

- a) Research the selected approach to familiarize themselves with data collection and analysis procedures;
- b) Define a *theoretically grounded* focus or guiding question;
- c) Collect the data (interviews, narratives, discourse, stimulated recall, etc.) from an accessible site;
- d) Analyze the evidence using the procedures prescribed by the selected approach; and
- e) Prepare the poster presentation.

The instructor will be available to assist teams in all phases of this assignment. Specific guidelines will be distributed in class for the preparation of posters. In addition, each team will write a 1,000-word theoretically grounded essay reporting the analysis. We will devote time in class during the semester to get progress reports from teams.

EXPERT PANELS: METHODS OR INTERVENTIONS (20%)

Students will work in small groups to serve as expert panels on the *methods* to study culture presented in Quinn (2005) or the *design of learning environments* based on a cultural modeling approach (Lee, 2007). The purpose of the assignment is to introduce the class to the (a) conceptual foundations of either methods or interventions and (b) engage the class in the application/use of the methods or interventions. For this purpose, the panel members are expected to research and become well acquainted with their selected topic. Each panel will have two 1-hour sessions. In the first session, the panel will introduce key ideas and engage the class in meaningful activities to understand the topic. The second session will be devoted entirely to exercises and activities aimed at understanding how to use either the method or intervention.

You are expected to make appointments with the instructor throughout the semester to work on this assignment.

EVALUATION & GRADES

Students are expected to comply with ASU's regulations on student conduct and academic integrity. Please review carefully these rules, procedures, and sanctions at the following web pages:

Student Conduct Code: <<http://www.asu.edu/aad/manuals/sta/sta104-01.html>>

Academic Integrity: <<http://www.asu.edu/studentlife/judicial/integrity.html>>

Unless extraordinary circumstances are documented, late assignments will be deducted points for each day after the due date. Final grades will be assigned according to the following scale:

<u>Grade</u>	<u>Percentage Required</u>
A	94% or above
A-	90% to 93%
B+	87% to 89%
B	83% to 86%
B-	80% to 82%
C+	77% to 79%
C	70% to 76%
F	00% to 69%

DATE	TOPIC	READINGS	ASSIGNMENT DUE
		<p>N. Hobbs (Ed.), <i>Issues in the classification of children: A sourcebook on categories, labels, and their consequences – Volume 2</i> (pp. 213-245). San Francisco, CA: Jossey Bass.</p>	
<p>February 2</p>	<p><i>Theorizing unsettling certainties: The interlockings of race, ability, and culture.</i></p> <p><i>Case: Disproportionality</i></p>	<p>Lee, C. (2009). Historical evolution of risk and equity: Interdisciplinary issues and critiques. <i>Review of Research in Education, 33</i>, 63-100.</p> <p>Varenne, H., & McDermott, R. (Eds.). (1999). <i>Successful failure: The school America builds</i>. Boulder, CO: Westview Press. [Chapt. 6 – <i>Disability as a cultural fact</i>].</p> <p><u>Eugenics & Research Methods:</u></p> <p>Snyder, S., & Mitchell, D. T. (2006). <i>Cultural locations of disability</i>. Chicago: University of Chicago Press. [Read chapt. 2 and 3].</p> <p>Zuberi (2008). Deracializing social statistics: Problems in the quantification of race. In T. Zuberi & E. Bonilla-Silva (Eds.), <i>White logic, white methods: Racism and methodology</i> (pp. xx-xx). Lanham, MD: Rowman & Littlefield.</p> <p>Dockeki, P. R., Strain, B. A., Bernal, J. J., Brown, C. S., & Robinson, M. E. (1975). Low-income and minority groups. In N. Hobbs (Ed.), <i>Issues in the classification of children: A sourcebook on categories, labels, and their consequences – Volume 1</i> (pp. 318-348). San Francisco, CA: Jossey Bass.</p>	
<p>February 9</p>	<p><i>Theorizing unsettling certainties: The interlockings of race, ability, and culture.</i></p>	<p>Ferguson, P. M. (2003). Winks, blinks, squints and twitches: Looking for disability and culture through my son's left eye. In P. Devlieger, F. Rusch, & D. Pfeiffer (Eds.), <i>Rethinking disability: The emergence of new definitions, concepts and communities</i> (pp. 131-147). Philadelphia: Garant/Coronet Books.</p>	<p>Progress reports on data analysis assignment.</p>

DATE	TOPIC	READINGS	ASSIGNMENT DUE
	<i>Case: Disproportionality</i>	<p>Nasir, N. S., & Hand, V. M. (2006). Exploring sociocultural perspectives on race, culture, and learning. <i>Review of Educational Research, 76</i>, 449-475.</p> <p><u>The Biological Turn: Race in the Genome Era</u></p> <p>American Sociological Association (2003). The importance of collecting data and doing social scientific research on race. In E. M. Hammonds & R. M. Herzig (Eds.), <i>The nature of difference: Sciences of race in the United States from Jefferson to genomics</i> (pp. 346-357). Cambridge, MA: MIT Press.</p> <p>Bonham, V. L., Warshauer-Baker, E., & Collins, F. S. (2005). Race and ethnicity in the genome era. <i>American Psychologist, 60</i>, 9-15.</p> <p>Donovan, S., & Cross, C. (Eds.). (2002). <i>Minority students in special and gifted education</i>. Washington, DC: National Academy Press. [Chapt. 1 – <i>The context of special and gifted education</i>]</p>	
February 16	<i>Theorizing unsettling certainties: The interlockings of race, ability, and culture.</i>	<p><u>Culture in human development: Research implications</u></p> <p>Goodnow, J. J. (2002). Adding culture to studies of development: Toward changes in procedures and theory. <i>Human Development, 45</i>, 237-245.</p> <p>Lee, C. (2002). Interrogating race and ethnicity as constructs in the examination of cultural processes in developmental research. <i>Human Development, 45</i>, 282-290.</p> <p>Rogoff, B. (2003). <i>The cultural nature of human development</i>. New York: Oxford University Press. [Chapt. 7 – <i>Thinking with the tools and institutions of culture</i>].</p> <p>Weisner, T., Ryan, G., Reese, L., Kroesen, K., Bernheimer, L., & Gallimore, R. (2001). Behavior sampling and ethnography:</p>	Bi-weekly essay on readings due: Group A

DATE	TOPIC	READINGS	ASSIGNMENT DUE
	<i>Case: Disproportionality</i>	<p>Complementary methods for understanding home-school connections among Latino immigrant families. <i>Field Methods</i>, 13, 20-46.</p> <p>Artiles, A. J., Kozleski, E., Trent, S., Osher, D., & Ortiz, A. (in press). Justifying and explaining disproportionality, 1968-2008: A critique of underlying views of culture. <i>Exceptional Children</i>.</p>	
February 23	<p><i>Theorizing unsettling certainties: The interlockings of race, ability, and culture.</i></p> <p><i>Case: Disproportionality</i></p>	<p><u>Justice & Power</u></p> <p>Bonilla-Silva, E. (2006). <i>Racism without racists: Color-blind racism and the persistence of racial inequality in the United States</i>. Lanham, MD: Rowman & Littlefield. [Read chapter 2, <i>The central frames of color-blind racism</i>]</p> <p>Charlton, J. I. (2006). The dimensions of disability oppression: An overview. In L. J. Davis (Ed.), <i>The disability studies reader</i> (2nd edition) (pp. 217-227). New York: Routledge.</p> <p>Tremain, S. (2005). Foucault, governmentality, and the critical disability theory. In S. Tremain (Ed.), <i>Foucault and the government of disability</i> (pp. 1-24). Ann Arbor, MI: University of Michigan Press.</p> <p>Eitle, T. M. (2002). Special education or racial segregation: Understanding variation in the representation of Black students in educable mentally handicapped programs. <i>Sociological Quarterly</i>, 43, 575-605.</p> <p>Harry, B., & Klingner, J. (2006). <i>Why are so many minority students in special education? Understanding race & disability in schools</i>. New York: Teachers College Press. [Chapt. 3 – Cultural consonance, dissonance, and the nuances of racism].</p>	<p>Progress reports on data analysis assignment.</p> <p>Bi-weekly essay on readings due: Group B</p> <p><u>Expert Panel:</u></p> <p>Methodology (Quinn, 2005) or Intervention (Lee, 2007)</p>

DATE	TOPIC	READINGS	ASSIGNMENT DUE
March 2	<p><i>Theorizing unsettling certainties: The interlockings of race, ability, and culture.</i></p> <p><i>Case: Disproportionality</i></p>	<p><u>Race, culture, and the sociology of professional practices</u></p> <p>Arzubiaga, A., Artiles, A.J., King, K., & Harris-Murri, N. (2008). Beyond research on cultural minorities: Challenges and implications of research as situated cultural practice. <i>Exceptional Children</i>, 74, 309-327.</p> <p>Bonilla-Silva, E., & Zuberi, T. (Eds.). (2008). <i>White logic, white methods: Racism and methodology</i>. Lanham, MD: Rowman & Littlefield. [Read chapter 1 – <i>Toward a definition of white logic, white methods</i>]</p> <p>Epstein, S. (2007). <i>Inclusion: The politics of difference in medical research</i>. Chicago: University of Chicago Press. [Read chapt. 1 and 2]</p> <p>Lave, J. (1996). The savagery of the domestic mind. In L. Nader (Ed.), <i>Naked science: Anthropological inquiry into boundaries, power, and knowledge</i> (pp. 87-100). New York: Routledge.</p> <p>Harry, B., & Klingner, J. (2006). <i>Why are so many minority students in special education? Understanding race & disability in schools</i>. New York: Teachers College Press. [Chapt. 2 – School structure: Institutional bias and individual agency]</p>	<p>Bi-weekly essay on readings due: Group A</p> <p><u>Expert Panel:</u></p> <p>Methodology (Quinn, 2005) or Intervention (Lee, 2007)</p>
March 9	<p><i>Theorizing unsettling certainties: The interlockings of race, ability, and culture.</i></p>	<p><u>Participation</u></p> <p>Duranti, A. (1997). <i>Linguistic anthropology</i>. Cambridge: Cambridge University Press. [Chapt. 9 - <i>Units of participation</i>]</p> <p>Foley, D. E. (1996). The silent Indian as a cultural production. In B. A. Levinson, D. E. Foley, & D. C. Holland (Eds.), <i>The cultural production of the educated person</i> (pp. 79-91). Albany, NY: SUNY Press.</p> <p>O'Connor, M., & Michaels, S. (1996). Shifting participant frameworks: Orchestrating thinking practices in group</p>	<p>Bi-weekly essay on readings due: Group B</p> <p><u>Expert Panel:</u></p> <p>Methodology (Quinn, 2005) or Intervention (Lee, 2007)</p>

DATE	TOPIC	READINGS	ASSIGNMENT DUE
	<i>Case: Disproportionality</i>	<p>discussions. In D. Hicks, (Ed.), <i>Discourse, learning, and schooling</i> (pp. 63-103). New York: Cambridge University Press.</p> <p>Skiba, R., Simmons, A., Ritter, S., Kohler, K., Henderson, M., & Wu, T. (2006). The context of minority disproportionality: Practitioner perspectives on special education referral. <i>Teachers College Record, 108</i>(7), 1424-1459.</p>	
March 16	SPRING BREAK		
March 23	<p><i>Theorizing unsettling certainties: The interlockings of race, ability, and culture.</i></p> <p><i>Case: Disproportionality</i></p>	<p><u>Institutional talk and social ecologies</u></p> <p>Drew, P., & Heritage, J. (1992). Analyzing talk at work: An introduction. In P. Drew & J. Heritage (Eds.), <i>Talk at work: Interaction in institutional settings</i> (pp. 3-65). Cambridge, UK: Cambridge University Press.</p> <p>Erickson, F. (2004). <i>Talk and social theory: Ecologies of speaking and listening in everyday life</i>. Cambridge, UK: Polity Press. [Read chapt. 6 and 7]</p> <p>Wodak, R. (1997). Critical discourse analysis and the study of doctor-patient interaction. In B. Gunnarson, P. Linell, & B. Nordberg (Eds.), <i>The construction of professional discourse</i> (pp. 173-200). New York: Longman.</p> <p>Harry, B., & Klingner, J. (2006). <i>Why are so many minority students in special education? Understanding race & disability in schools</i>. New York: Teachers College Press. [Chapt. 5 – <i>The construction of family identity: Stereotypes and cultural capital</i>].</p>	<p>Progress reports on data analysis assignment.</p> <p>Bi-weekly essay on readings due: Group A</p> <p><u>Expert Panel:</u></p> <p>Methodology (Quinn, 2005) or Intervention (Lee, 2007)</p>

DATE	TOPIC	READINGS	ASSIGNMENT DUE
March 30	<p><i>Theorizing unsettling certainties: The interlockings of race, ability, and culture</i></p> <p><i>Case: Disproportionality</i></p>	<p><u>Space</u></p> <p>Long, D., Iedema, R., & Lee, B. B. (2007). Corridor conversations: Clinical communication in casual spaces. In R. Iedema (Ed.), <i>The discourse of hospital communication: Tracing complexities in contemporary health care organizations</i> (pp. 182-200). New York: Palgrave/Macmillan.</p> <p>Lobao, L. M., & Hooks, G. (2007). Advancing the sociology of spatial inequality: Spaces, places, and the subnational scale. In L. M. Lobao, G. Hooks, & A. R. Tickamyer (Eds.), <i>The sociology of spatial inequality</i> (pp. 29-61). Albany, NY: SUNY Press.</p> <p><u>Meaning-making processes and descriptions</u></p> <p>Revel, N. (2007). The quest for meaning: Some orientations. In J. Kuipers & R. McDermott (Ed.), <i>Fine description: Ethnographic and linguistic essays by Harold C. Conklin</i> (pp. 395-407). New Haven, CT: Yale University Southeast Asia Studies.</p> <p>Geertz, C. (2007). Fieldwork: On paying attention. In J. Kuipers & R. McDermott (Ed.), <i>Fine description: Ethnographic and linguistic essays by Harold C. Conklin</i> (pp. 27-48). New Haven, CT: Yale University Southeast Asia Studies.</p> <p>Artiles, A. J. (in press). Reframing disproportionality research: Outline of a cultural historical paradigm. <i>Multiple Voices</i>.</p>	<p>Bi-weekly essay on readings due: Group B</p> <p><u>Expert Panel:</u></p> <p>Methodology (Quinn, 2005) or Intervention (Lee, 2007)</p>
April 6	<p><i>Theorizing unsettling certainties: The interlockings of race, ability, and culture</i></p>	<p><u>Co-constructing meaning, conflict, and negotiation</u></p> <p>Heritage, J., & Maynard, D. (2006). Analyzing interaction between doctors and patients in primary care encounters. In J. Heritage</p>	<p>Progress reports on data analysis assignment.</p> <p>Bi-weekly essay on</p>

	<p><i>Case: Disproportionality</i></p>	<p>& D. W. Maynard (Eds.), <i>Communication in medical care: Interaction between primary care physicians and patients</i> (pp. 1-21). Cambridge, UK: Cambridge University Press.</p> <p>Maynard, D. W., & Frankel, R. M. (2006). On diagnostic rationality: Bad news, good news, and the symptom residue. In J. Heritage & D. W. Maynard (Eds.), <i>Communication in medical care: Interaction between primary care physicians and patients</i> (pp. 248-278). Cambridge, UK: Cambridge University Press.</p> <p>Peräkylä, A. (2006). Communicating and responding to diagnosis. In J. Heritage & D. W. Maynard (Eds.), <i>Communication in medical care: Interaction between primary care physicians and patients</i> (pp. 214-247). Cambridge, UK: Cambridge University Press.</p> <p>Mehan, H. (1993). Beneath the skin and between the ears. In S. Chaiklin & J. Lave (Eds.), <i>Understanding practice</i> (pp. 241-269). New York: Cambridge University Press.</p>	<p>readings due: Group A</p> <p><u>Expert Panel:</u></p> <p>Methodology (Quinn, 2005) or Intervention (Lee, 2007)</p>
<p>April 13</p>	<p><i>Theorizing unsettling certainties: The interlockings of race, ability, and culture</i></p> <p><i>Case: Disproportionality</i></p>	<p><u>Co-Constructing Narratives</u></p> <p>Garro, L. C. (2000). Cultural knowledge as resource in illness narratives: Remembering through accounts of illness. In C. Mattingly & L. C. Garro (Eds.), <i>Narrative and the cultural construction of illness and healing</i> (pp. 70-87). Berkeley: University of California Press.</p> <p>Michaels, S. (1981). Sharing time: Children's narrative style and differential access to literacy. <i>Language in Society</i>, 10, 423-432.</p> <p>Ochs, E., & Capps, L. (2001). <i>Living narrative: Creating lives in everyday storytelling</i>. Cambridge, MA: Harvard University Press. [Chapters 1 and 2].</p> <p>Harry, B., & Klingner, J. (2006). <i>Why are so many minority students in special education? Understanding race & disability in schools</i>. New York: Teachers College Press. [Chapt. 4 – In the classroom: Opportunity to learn].</p>	<p>Bi-weekly essay on readings due: Group B</p> <p><u>Expert Panel:</u></p> <p>Methodology (Quinn, 2005) or Intervention (Lee, 2007)</p>

<p>April 20</p>	<p><i>Theorizing unsettling certainties: The interlockings of race, ability, and culture</i></p> <p><i>Case: Disproportionality</i></p>	<p><u>Co-Constructing Identity</u></p> <p>Holland, D., & Lachicotte, Jr. W. (2007). Vygotsky, Mead, and the new sociocultural studies of identity. In H. Daniels, M. Cole, & J. W. Wertsch (Eds.), <i>The Cambridge companion to Vygotsky</i> (pp. 101-135). New York: Cambridge University Press.</p> <p>Rubin, B. C. (2007). Learner identity amid figured worlds: Constructing (in)competence at urban high school. <i>The Urban Review</i>, 39, 217-249.</p> <p>Varenne, H., & McDermott, R. (Eds.). (1999). <i>Successful failure: The school America builds</i>. Boulder, CO: Westview Press. [Chapt. 1 – <i>Adam, Adam, Adam, and Adam: The cultural construction of a learning disability</i>].</p> <p>Harry, B., & Klingner, J. (2006). <i>Why are so many minority students in special education? Understanding race & disability in schools</i>. New York: Teachers College Press. [Chapt. 6 – At the conference table: The discourse of identity construction].</p>	<p>Bi-weekly essay on readings due: Group A</p> <p><u>Expert Panel:</u></p> <p>Methodology (Quinn, 2005) or Intervention (Lee, 2007)</p>
<p>April 27</p>	<p><i>Theorizing unsettling certainties: The interlockings of race, ability, and culture</i></p> <p><i>Case: Disproportionality</i></p>	<p><u>Co-Constructing Identity and the Body</u></p> <p>Goodwin, C. (2002). Time in action. <i>Current Anthropology</i>, 43, S19-S35.</p> <p>McDermott, R., & Raley, J. (2008). The tell-tale body: The constitution of disability in schools. In W. Ayers, T. Quinn, & D. Stoval (Eds.), <i>Handbook of social justice in education</i> (pp. 431-445). Mahwah, NJ: Lawrence Erlbaum.</p> <p>Thomas, C. (2007). <i>Sociologies of disability and illness: Contested ideas in disability studies and medical sociology</i>. New York: Palgrave Macmillan. [Read chapt. 5: <i>The body: Lost and found</i>]</p> <p>Donovan, S., & Cross, C. (Eds.). (2002). <i>Minority students in special and gifted education</i>. Washington, DC: National Academy Press.</p>	<p>Bi-weekly essay on readings due: Group B</p> <p><u>Expert Panel:</u></p> <p>Methodology (Quinn, 2005) or Intervention (Lee, 2007)</p>

		[Chapt. 5 – pp. 169-188] Harry, B., & Klingner, J. (2006). <i>Why are so many minority students in special education? Understanding race & disability in schools</i> . New York: Teachers College Press. [Chapt. 7 – <i>Bilingual issues and the referral process</i>].	
May 4	AERA WEEK		
May 11	Poster presentations		