

# Kurslitteratur

**Kurs:** Masterkurs i specialpedagogik - specialpedagogikens historiska och teoretiska grund, 15hp., AN  
**Kurskod:** UQA002  
**Institution:** Specialpedagogiska institutionen  
**Beslut:** Denna litteraturlista är fastställd av institutionsstyrelsen 2020-04-21 och gäller fr.o.m. termin HT20.

## Obligatorisk litteratur

### *Delkurs 1*

Cohen, L., Manion, L. & Morrison, K. (2007). *Research methods in education [Elektronisk resurs]*. (6th ed.). London: Routledge.

Valda delar läses: Kap 8 (Historical and documentary research s 291-204). Tillgänglig i Dawsonera.

Danforth, S. (2019). Diagnosis as a social practice and the possibility of interruption. In N. Watson & S. Vehmas (Eds.), *Routledge Handbook of Disability Studies (2nd ed., pp. 295-304)*. London: Routledge.

Deschenes, S., Cuban, L. & Tyack, D. (2001). Mismatch: Historical perspectives on schools and students who don't fit them. *Teachers College Record* 103(4), 525-547.

Erben, M. (1996). The purposes and processes of the biographical method. In D. Scott, & R. Usher (Eds.), *Understanding educational research* (pp. 159-174). Florence, KY, USA: Routledge.  
Tillgänglig i Ebrary.

Lewenson, S. B., & Herrmann, E. K. (2007). *Capturing nursing history: A guide to historical methods in research*. New York, NY, USA: Springer Publishing Company.  
Tillgänglig i Ebrary

Malson, L., & Itard, J. (1972). *Wolf children; the wild boy of Aveyron*. London: NLB

## Specialpedagogiska institutionen

Nielsen, K.E. (2018). The perils and promises of disability biography. In M. Rembis, C. Kudlick & K.E. Nielsen (Eds.), *The Oxford Handbook of Disability History* (pp. 41-54). New York: Oxford University Press. DOI: 10.1093/oxfordhb/9780190234959.013.2

Rembis, M. (2018). Disability and the history of eugenics. In M. Rembis, C. Kudlick & K.E. Nielsen (Eds.), *The Oxford Handbook of Disability History* (pp. 85-104). New York: Oxford University Press. DOI: 10.1093/oxfordhb/9780190234959.013.6

Rembis, M. (2019). Challenging the impairment/disability divide: Disability history and the social model of disability. In N. Watson & S. Vehmas (Eds.), *Routledge Handbook of Disability Studies*, (2nd ed., pp. 377-390). London: Routledge.

Richards, P. & Burch, S. (2018). Document, ethics, and the disability historian. In M. Rembis, C. Kudlick & K.E. Nielsen (Eds.), *The Oxford Handbook of Disability History* (pp. 161-176). New York: Oxford University Press. DOI: 10.1093/oxfordhb/9780190234959.013.10

Stainton, T. (2018). The age of sensationalism and the construction of intellectual disability. In P. McDonagh, C.F. Goodey & T. Stainton (Eds.), *Intellectual Disability: A Conceptual History 1200-1900* (pp. 128-147). Manchester: Manchester University Press.

Thomas, G. (2007). An epistemology of special education. In L. Florian (Ed.) *The Sage Handbook of Special Education* (pp. 246-255). London: SAGE.  
Tillgänglig som elektronisk resurs.

Thompson, D., Hogan, J.D., Clark, P.M. (2010). Developmental psychology in historical perspective [*Elektronisk resurs*]. Hoboken: John Wiley & Sons.  
Valda delar läses: s. 1-17.

Vikström, L., Häggström Lundevaller, E. & Haage, H. (2017). First a job, and then a family? Impacts of disabilities on young people's life courses in a nineteenth-century Swedish region. *Disability Studies Quarterly*, 37(4).  
Open access publication <http://dsq-sds.org/article/view/6095/4828>

## ***Delkurs 2***

Danforth, S. & Jones, P. (2015). From special education to integration to genuine inclusion. In P. Jones & S. Danforth (Eds.), *Foundations of inclusive education research* (pp. 1-21). Bingley, U.K.: Emerald.

Davis, L.J. (2013). Introduction: Normality, power, and culture. In L.J. Davis (Ed.), *The disability studies reader* (pp. 1-14). New York: Routledge.

Davis, L.J. (2013). The end of identity politics: On disability as an unstable category. In L.J. Davis (Ed.), *The disability studies reader* (4th ed., pp. 263-277). New York: Routledge.

Goodley, D. (2020). The psychology of disability. In N. Watson & S. Vehmas (Eds.), *Routledge handbook of disability studies* (2nd ed. 362-376). London: Routledge.

Shakespeare, T. (2014). *Disability rights and wrongs* (2nd ed.) London: Routledge.

Terzi, L. (2007). Capability and educational equality: The just distribution of resources to students with disabilities and special educational needs. *Journal of Philosophy of Education*, 41(4), 757-773.

Vehmas, S. & Riddle, C.A. (2020). What can philosophy tell us about disability? In N. Watson & S. Vehmas (Eds.), *Routledge handbook of disability studies* (2nd ed., pp. 348-361). London: Routledge.

Wolfensberger, W. (1972). *The principle of normalization in human services*. Toronto: National Institute on Mental Retardation.  
Tillgänglig: [https://digitalcommons.unmc.edu/wolf\\_books/1/](https://digitalcommons.unmc.edu/wolf_books/1/)

## **Valbar litteratur**

Valbar litteratur väljs i samråd med kursansvarig lärare.