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SEE INSTRUCTOR FOR DETAILS. IF YOU HAVE A DISABILITY THAT WILL  
REQUIRE SOME SORT OF ACCOMMODATION, THEN PLEASE MEET WITH ME SO  
WE CAN AGREE ON THE ARRANGEMENTS.**

## **SEMINAR ON THE HISTORY OF DISABILITY AND SPECIAL EDUCATION**

**EDUC 7415 (#27600)  
Fall Term, 2004**

**Instructor:** Phil Ferguson  
301 Marillac  
314-516-4885 (office)  
314-968-5207 (home)  
phil\_ferguson@umsl.edu

### **A. Course Description**

This course looks at patterns of response to human differences throughout American history. The main purpose of the course is to provide a historical context for approaching contemporary issues in the education and support of people with disabilities and their families. A secondary purpose of the course is to familiarize students with methods for the retrieval and critical interpretation of primary historical source material. The course will draw upon both the intellectual and social history of disability. That is, while we will certainly review the evolution of influential concepts and theoretical orientations within the fields of psychology, special education and rehabilitation, we will also try to understand how theories and policies interacted with the social life and practical experience of people with disabilities themselves. In short, the course will approach the history of our field from the “bottom up” as well as the “top down.”

This will not be a survey course emphasizing breadth of coverage and often using what has been called a “headlines and heroes” approach to history. Instead of casting such a broad net, this course will try for thematic depth by focusing on developments in three key historical eras. Finally, the course will adopt a seminar format for structure and process. In this context that means that students will have active roles in providing content and leading discussions.

### **B. Course Structure and Organization**

Most of the course will be organized around three specific eras that I think are particularly instructive for the history of disability and special education in the 19<sup>th</sup> and 20<sup>th</sup> centuries. For the first two weeks of the course we will orient ourselves to some of the broad historical themes relevant to the study of the history of disability and special education. We will also explore students’ specific interest areas and develop plans for dividing up responsibilities for weekly discussion leaders (see ‘assignments’ below). The format of the

course will follow what I see as a traditional doctoral type approach. That is, each week we will have a focus reading that will usually be a primary document from the era that we are exploring. There will also be additional assigned readings from the packet that I will distribute at the first class. In many cases, I may have some material that I want to present (mini-lectures, videos, etc.). I may try to arrange for a conference call or two with someone who has specific expertise or information about a relevant topic. At some point in the semester – after we have had time to get started and do some further planning – then we will come up with a tentative schedule for student-discussion leaders. There may be more than one such leader for a given class, and each of you may do more than one stint as discussion leader. As long as everyone does at least one class as a discussion leader, then additional responsibilities will be voluntary and depend on your time and interests. We will probably spend about an hour or so in these classes with an in-depth, student led discussion of the issues raised by focus readings. The idea here is not that you will become an instant expert in whatever the topic or era is that we are discussing. Rather, it is just to have someone agree to come up with a list of issues and questions that emerge from his or her reading of the key documents for that class. These discussion leaders may do some additional reading to provide more context and information for the topic.

### **C. Readings (Required and Optional)**

I will hand out a reading packet in our first class. I will also provide a supplementary bibliography for further reading in each era. We will develop a process in class to rotate responsibility for one of us to read additional material from this supplementary list (which I hope to get your help expanding as we go along) for each class. Each of you will also be responsible for reading one book of your choice and preparing a review. We will talk more about this in class. Finally, the readings should be considered tentative and subject to change. This will be a small enough class that we should be able to make adjustments to our readings fairly easily as topics or questions arise. I welcome your suggestions.

### **D. Assignments**

1. *Three 4-5 page papers.* Each paper will deal with some issue related to developments in one of the three focus periods. We will talk about these in class. Due dates for each paper are included in the tentative class schedule that follows but, again, we can make final decisions in class.

As an alternative to part of this assignment, you may substitute an annotated bibliography for one of the three papers. The annotated bibliography will be a compilation of articles/books/chapters or other documents relating to the history of a specific area of disability policy or special education (e.g., literacy instruction, IQ testing, eugenics, history of blindness, “juvenile delinquency”). Each entry will have a brief abstract/description that you have prepared. At least half of the entries will either have been published or deal with events before 1970. The bibliography must have at least 10 entries. If you want to choose this alternative, you need to let us know and run the focus for the bibliography by us (we may actually have sources to help you). The bibliographies will be due by the last day of classes.

2. *Class Journal.* Please keep a reflective journal or course diary that contains weekly entries briefly describing your reactions (thoughts, considerations, ideas, discomfort, nausea, catatonia, etc.) to that week's topics, including the readings, class presentations and discussions, or other designated issues. These don't have to be long. Some weeks you might just do a paragraph or two. Other weeks might be

longer as you reflect on something that we discussed (or didn't discuss) in class. I know these journals can feel like a pain in the neck or other parts of the anatomy, but they help me to keep up to date about how the course is working or not working for you. I want you to turn in these journals (with all of the entries up to that time) at least three times during the term. However, I encourage you to turn the journal in as close to weekly as possible. These journals are not "formal" documents. Don't treat them like papers, with references and formatting or anything like that. **Submitting the journal entries by e-mail is great and I encourage you to do them this way.** I promise to read them and get any comments back to you promptly. I won't give the journals letter grades, but do expect you to turn them in.

3. *Discussion Leader.* I will ask each of you to serve as a "discussion leader" for at least one class period. Most of the class sessions will devote a significant chunk of time to the discussion of the focus reading (usually a "primary source" document) in the context of the period being discussed. The discussion leader will prepare some questions or discussion topics (perhaps even an activity) to help us explore issues more fully. As part of the preparation, the leader may do some additional reading and may meet with me – electronically or face-to-face -- outside of class to identify important topics. (We will talk more about this in class.)
4. *Book Review.* Some of the best historical research is available only in book-length treatments. So I would like each of you to choose a book to read and review. I will provide some resources for possible use and we will talk about other possibilities in class. Obviously, the book has to be related to some aspect of the history of disability and/or special education. Otherwise, you have a lot of freedom to choose something you are especially interested in. Run your choice by me before reading it. I would like you to write a 5-7 page review of the book and turn it in by the end of the term. I also want each of you to do a short oral presentation on the book to the rest of class. We will schedule these in the first few sessions of class.

## D. Tentative Course Schedule

This schedule is somewhat tentative because we may decide to make changes as a result of our discussions during the first two weeks of class. However, the overall sequence and flow will remain generally as laid out here.

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
Aug. 24	SETTING THE STAGE: WHY HISTORY? WHY DISABILITY?	
Aug. 31	AN OVERVIEW: APPROACHES TO HISTORY AND PATTERNS OF RESPONSE TO DISABILITY	
Sep. 7	NO CLASS	
Sep. 14	<b><i>PERIOD ONE:</i></b> FROM THE DEVIL TO THE DOCTOR?: MORALS, MEDICINE AND THE RISE OF PROFESSIONALISM: Itard and Victor	Journals Due
Sep. 21	PERIOD ONE CONTINUED: Howe and Institutions	
Sep. 28	PERIOD ONE CONTINUED: Race, Gender, and Disability	
Oct. 5	NO CLASS	
Oct. 12	<b><i>PERIOD TWO:</i></b> THE PROGRESSIVE ERA AND BEYOND: SEGREGATION, SURGERY, & SPECIAL EDUCATION	First Paper Due
Oct. 19	PERIOD TWO CONTINUED	Journals Due
Oct. 26	PERIOD TWO CONTINUED	
Nov. 2	PERIOD TWO CONTINUED	
Nov. 9	<b><i>PERIOD THREE:</i></b> BUILDING INCLUSIVE COMMUNITIES: DISABILITY RIGHTS AND SPECIAL ED. REFORM	Second Paper Due
Nov. 16	PERIOD THREE CONTINUED	
Nov. 23	NO CLASS THANKSGIVING	
Nov. 30	PERIOD THREE CONTINUED	Journals Due
Dec. 7	WHAT WILL HISTORY SAY IN 2030	Third Paper Due Bk Review Due



## **E. Tentative Schedule of Weekly Readings**

The readings represent a mix of primary documents from the period being discussed, commentaries on those documents, and secondary accounts of the period's developments. Each week there will be one reading identified with a double asterisk (\*\*) as the focus piece. Usually, the focus piece will be one of the "primary source" documents. The discussion leader for that session will use the focus piece as a starting point for that week's discussion, and the expectation is that we will do an especially close reading of that piece. There may be some changes in specific readings, or the sequence of readings, from what is listed here, as the term progresses and we reach some consensus about altering directions.

### **August 31**

- Tyack, D. B. (1988). Ways of seeing: An essay on the history of compulsory schooling. In R. M. Jaeger (Ed.), *Complementary methods for research in education* (pp. 21-58). Washington, D.C.: American Educational Research Association. (originally published 1976) There is a short introduction to this article by Lee Shulman.
- Baynton, D. C. (2001). Disability and the justification of inequality in American history. In P. K. Longmore & L. Umansky (Eds.), *The new disability history: American perspectives* (pp. 33-57).
- Dorn, S. (2002). Reading the history of special education. In J. L. Paul, C. D. Lavelly, A. Cranston-Gingras, & E. L. Taylor (Eds.), *Rethinking professional issues in special* (pp. 278-299). Westport, CT: Ablex Publishing.

### **September 7: NO CLASS**

## **PERIOD ONE: MORALS, MEDICINE, AND THE RISE OF PROFESSIONALISM**

### **September 14: Itard and Victor**

- \*\*Itard, J-M-G. (1972). Report on the progress of Victor of Aveyron (translated by Joan White). In L. Malson, *Wolf children and the problem of human nature* (pp. 141-179). (originally published 1807)
- Shattuck, R. (1980). *The forbidden experiment: The story of the wild boy of Aveyron*. New York: Farrar Strauss Giroux. (Chapter 3: Markings on the tabula rasa, pp. 68 –119).
- Shorter, E. (1997). *A history of psychiatry: From the era of the asylum to the age of Prozac*. New York: John Wiley & Sons. (Chapter 1: The Birth of Psychiatry, pp. 1-32)

### **September 21: Howe and the Rise of Institutions**

- \*\*Howe, S. G. (1993). "The causes of idiocy" with an introduction by Edgar Miller. *History of Psychiatry*, 4, 587-603. (originally published 1858).
- Trent, J. (1994). Edward Seguin and the irony of physiological education. *The invention of the feeble mind* (Ch. 2; pp. 40-59). Berkeley: University of California Press.

Freeberg, E. (2001). Mind over matter. *The education of Laura Bridgman: First deaf and blind person to learn language* (Ch. 2; pp. 29-48). Cambridge, MA: Harvard University Press.

Scull, A. (1989). Moral architecture: The Victorian lunatic asylum. *Social order/mental disorder: Anglo-American psychiatry in historical perspective* (Ch. 8, pp. 213-238). Berkeley: University of California Press. (originally published 1980).

### **September 28: Race, Gender, and Disability**

\*\*Down, J. L. H. (1995). Observations on an ethnic classification of idiots. *Mental Retardation*, 33, 54-56. (originally published in 1866)

\*\*Gould, S. J. (1980). Dr. Down's syndrome. *The Panda's thumb: More reflections in natural history* (pp. 160-168).

Brenzel, B. (1980). Domestication as reform: A study of the socialization of wayward girls, 1856-1905. *Harvard Educational Review*, 50(2), 196-213.

Katz, M. B. (1983). The morphology of evil. *Poverty and policy in American history* (Part III, Ch. 2, pp. 134-156). New York: Academic Press.

### **OCTOBER 5: NO CLASS**

## **PERIOD TWO: THE PROGRESSIVE ERA**

### **October 12: Segregation, Surgery, and the "Science" of Eugenics**

\*\* Goddard, H. H. (I'll choose a selection and hand out in class)

Whitaker, R. (2002). Unfit to breed. In *Mad in America: Bad science, bad medicine, and the enduring mistreatment of the mentally ill* (pp. 41-72). Cambridge, MA: Perseus Books.

Rafter, N. H. (1997). Defective delinquents. *Creating born criminals* (Ch. 8, 149-166). Urbana: University of Illinois Press.

Gould, S. J. (1996). *The mismeasure of man. Revised and expanded.* New York: W.W. Norton. (Chapter 5: The hereditarian theory of IQ, pp. 176-263).

### **October 19: Progressive Education and the Rise of the Profession of Teaching**

\*\*Patri, A. (1997). Excerpt from *A schoolmaster of the great city*. In R. M. Cohen Y S. Scheer (Eds.), *The work of teachers in America: A social history through stories* (pp. 205-214). Mahwah, NJ: Lawrence Erlbaum Associates. [Original version published in 1917]

- \*\*Watson, J. B. (2000). Too much mother love. In P. S. Fass & M. A. Mason (Eds.), *Childhood in America* (pp. 54-55). New York: New York University Press. [Original published in 1928]
- Zilversmit, A. (1993). *Changing schools: Progressive education theory and practice, 1930-1960*. Chicago: University of Chicago Press. (Chap. 1, Progressive education: A Definition, pp. 1-18).
- Hurlburt, A. (2003). *Raising America: Experts, parents and century of advice about children*. New York: Knopf. (Chapter 4, The Era (and Errors) of the Parent, pp. 97-121)
- Winzer, M. A. (1993). *The history of special education: From isolation to integration*. Washington, D. C.: Gallaudet University Press. (Chapter 11, New Categories, New Labels, pp. 337-360)

### **October 26: The Rise of Special Education**

- \*\*A. . . J. . . (1913). Backward children and forward teachers: A symposium. *The Training School Bulletin*, 10 (7), 97-104.
- Lazerson, M. (1983). The origins of special education. In J. G. Chambers & W. T. Hartman (Eds.), *Special education policies: Their history, implementation, and finance* (pp. 15-47). Philadelphia: Temple University Press.
- Franklin, B. M. (1987). The first crusade for learning disabilities: The movement for the education of backward children. In T. S. Popkewitz (ed.), *The formation of school subjects: The struggle for creating an American institution* (pp. 190-209). New York: Falmer Press.
- Deschenes, S., Cuban, L., & Tyack, D. (2001). Mismatch: Historical perspectives on schools and students who don't fit them. *Teachers College Record*, 103, 525-547.

### **November 2: Freak Shows and the Meaning of Normal**

- Bogdan, R. (1996). The social construction of freaks. In R. G. Thomson (Ed.), *Freakery: Cultural spectacles of the extraordinary body* (pp. 23-37). New York: New York University Press.
- Gerber, D. A. (1996). The "careers" of people exhibited in freak shows: The problem of volition and valorization. In R. G. Thomson (Ed.), *Freakery: Cultural spectacles of the extraordinary body* (pp. 38-54). New York: New York University Press
- Dreger, A. D. (1997). The limits of individuality: Ritual and sacrifice in the lives and medical treatment of conjoined twins. *Studies in History and Philosophy of Science*, 14, 1-29.

## **PERIOD THREE: THE ERA OF RIGHTS AND REFORM**

### **November 9: The Meanings of Disability: Disability Rights and Disability Studies**



- \*\*Linton, S. (1998). Reassigning meaning. From *Claiming disability: Knowledge and identity* (pp. 8-33). New York: New York University Press.
- Shapiro, J. P. (1993). *No pity: People with disabilities forging a new civil rights movement*. New York: Times Books. (Chapter 2: From charity to independent living, pp. 41-73).
- Ferguson, P. M. (2001). Mapping the family: Disability studies and the exploration of parental response to disability. In G. Albrecht, K. D. Seelman, & M. Bury (eds.), *Handbook of disability studies* (pp. 373-395). Thousand Oaks, CA: Sage.

### **November 16: Disability and/in/as Culture**

- \*\*Bogdan, R., & Taylor, S. (1976). The judged, not the judges: An insider's view of mental retardation. *American Psychologist*, 31, 47- 52.
- Nirje, B. (1969). The normalization principle and its human management implications. In R. B. Kugel & W. Wolfensberger (Eds.), *Changing patterns in residential services for the mentally retarded* (pp. 179 – 195). Washington, D.C.: President's Committee on Mental Retardation.
- Ferguson, P. M. (2003). Winks, blinks, squints and twitches: Looking at culture and disability through my son's left eye. In P. Devlieger, F. Rusch, & D. Pfeiffer (Eds.), *Rethinking disability: The emergence of new definitions, concepts and communities* (pp. 131-147). Philadelphia: Garant/Coronet Books.

### **November 23: NO CLASS**

### **November 30: Special Education Reform: Inclusion and Ideology**

- \*\*Dunn, L. M. (1968). Special education for the mildly retarded – Is much of it justifiable? *Exceptional Children*, 35, 5-22.
- Fuchs, D., & Fuchs, L. S. (1994). Inclusive schools movement and the radicalization of special education reform. *Exceptional Children*, 60, 294-309.
- Brantlinger, E. (1997). Using ideology: Cases of nonrecognition of the politics of research and practice in special education. *Review of Educational Research*, 67, 425-459.
- Artiles, A. J., & Trent, S. C. (1994). Overrepresentation of minority students in special education: A continuing debate. *Journal of Special Education*, 27, 410-437.