

EDUC 207A: Inclusive and Special Education  
Spring 2020  
Monday/Wednesday 2:45-4:00pm  
223 Bryan Complex

Instructor: Laura Jaffee  
Email: [ljaffee@colgate.edu](mailto:ljaffee@colgate.edu)  
Office: 13 Persson Hall  
Office Hours: Thursdays 11:30am-2:30pm, and by appointment (I'm not on campus Fridays)

## COURSE DESCRIPTION

This course introduces some of the foundational concepts, ideas, and strategies of inclusive education and disability studies. The first half of the semester focuses on developing critical understandings of disability/ability in educational contexts. We will question and analyze the constructs of “normalcy” and “exceptionality” that underpin traditional special education discourses and practices. The class will examine the ways schools serve as sites for the construction of difference, reproduction of inequality, and development of identity. Through narrative and autobiographical accounts by disabled people, we will explore how particular physical, cognitive, sensory, behavioral, and psychiatric disabilities are experienced in schooling and beyond.

The second half of the course focuses on instructional/pedagogical tools for teachers in inclusive (general education) settings. What pedagogical tools and practices support inclusive classroom instruction, lesson planning, and assessment? We will also discuss special education law and policy and how these legal measures play out in schools, especially in the context of ongoing neoliberal education reforms. Throughout the course, you will be asked to reflect on your own social identity and experiences of schooling, and to critically explore how issues of disability, race, class, gender, and nation are implicated in the institution of American schooling.

## REQUIRED TEXTS

Baglieri, S. & Lalvani, P. (2019). *Undoing Ableism: Teaching about Disability in K-12 Classrooms*. New York, NY: Routledge. <https://doi.org/10.4324/9781351002868>

## COURSE REQUIREMENTS AND GRADING

Critical analysis, clarity of expression, and punctuality will influence your grade on all assignments. Assignments are a way of showing me that you're comprehending authors' arguments, engaging with theories and concepts discussed during class and in readings, and applying course ideas to rethink and make sense of your own lived experiences and the world around you. All written assignments should be double-spaced, in 12-point font (Times New Roman) with 1" margins. All written work must be proofread, edited, and cited properly. Please use APA (American Psychological Association) style for citation. **Do not email me questions about**

**how to cite.** You have plenty of resources at your disposal to find answers to citation questions. You can use google, library resources, friends, etc. See the Purdue OWL website for guidance: <https://owl.english.purdue.edu/owl/resource/560/01/>

### **Attendance and Participation (20%)**

Learning and knowledge production are collective processes. As such, your engaged and thoughtful participation is essential for the success of this course. You are expected to be on time and prepared for class. Readings should be completed by the date listed on the syllabus *before* class. Some questions to consider when reading and taking notes:

1. What are the author's main arguments?
2. What struck you as interesting or unsettling about those arguments? Why?
3. How do points or claims made in this reading relate to or compare to those brought up in other readings for this course?
4. What did you find in the reading that helped you better understand a past experience or important educational phenomena or event(s)?
5. What questions did the reading raise for you?

### **Deconstructing Disability Analysis Paper (25%)**

In this 5-6 page paper, you will answer the questions: What is disability? How do schools construct ability and disability? In your response, you should demonstrate an understanding of both the dominant (medical) model of disability and critical (social/political) models of disability. Your paper should address how ableism intersects with other systems of oppression. You also have the option of writing about a topic of your choosing. If you choose the second option, your topic must be agreed on in collaboration with me *well in advance* of the deadline. All papers must cite and *meaningfully engage* with 3-4 course readings. More details to come.

### **Discussion Facilitator (20%)**

For this assignment, you are responsible for facilitating a lesson/discussion based on the day's reading(s). *This is not a presentation.* Rather, you are planning a lesson to help get us thinking critically about the text. You might think to include an activity, media supplement, or other interactive element (short video, visual aid, etc.). While you will need to include questions for the class to discuss, the format for discussion is up to you. Consider what teaching practices you can use to make your lesson inclusive and engaging. Some ideas to consider eliciting through your lesson: What are the author's main arguments? What are the similarities/differences with other arguments we've read/heard so far? What connections did you make to current events, media representations, or your own life? Are the author's suggestions/arguments informed by an intersectional understanding of disability/ability? You will submit a brief written document to me on the day you're signed up to facilitate to give me a sense of your lesson plan.

There are 2 options for this assignment, which we will discuss and coordinate in class (during Week 7). For this assignment, you will EITHER:

1. Work in a group of 4 to facilitate a lesson for the whole class, OR
2. Work individually to facilitate a small group lesson among 5 classmates.

### Co-Teaching Institutional Accessibility Project (35%)

You will select an aspect of accessibility/ableism to critically analyze at Colgate using readings, theoretical frameworks, and concepts discussed throughout the semester. Topics must be agreed on with me in advance to prevent too much repetition between groups. For the first part of this project, you and your group will be responsible for preparing a lesson using practices of inclusive teaching (universal design, differentiated instruction) to help us think critically about your chosen aspect of institutional in/accessibility. Lessons will take place during the last week of class, and you and your group will have half the class period (35 minutes). For the second part of the assignment, you and your group will complete a creative project to convey your critical analysis of institutional access at Colgate. Projects could take the form of an open letter, board game, zine, art project, short video, podcast episode, poster, etc. While projects are not officially due until your designated final exam time, you are encouraged to begin working on them earlier, as they may prove useful teaching tools for your lesson (for example, if you were to make a board game, you could have students play it during your lesson). For this assignment, the lesson will make up 20% of your overall grade and the project will make up 15% of your overall grade.

#### SUMMARY OF DUE DATES:

<i>Assignment</i>	<i>Value</i>	<i>Due</i>
Participation	20%	Ongoing
Deconstructing Disability Paper	25%	Wednesday, 2/26 in class
Discussion Facilitator	20%	Varies, Weeks 8-12
Institutional Accessibility Collaborative Project Part 1	20%	Monday 4/27 or Wednesday 4/29 (sign-up in class)
Institutional Accessibility Collaborative Project Part 2	15%	Due by 5pm Thursday, May 7 <sup>th</sup>

### CLASS POLICIES

#### *Attendance*

In the event of an unavoidable absence, please contact me by email (ljaffee@colgate.edu) prior to class. Please keep in mind that more than 2 unexcused absences will negatively affect your participation grade. Excused absences include religious holiday, illness with note from doctor, and death of immediate family member. After two unexcused absences, you will lose two

percentage points per unexcused absence. I ask that students who are involved in Colgate sports keep me informed well in advance of conflicting game schedules.

### *Accessibility*

My goal is to support the full participation of all students and create a learning environment that is inclusive, accessible, and welcoming. I understand that students have different ways and paces of learning and accessing information, and that each student comes with their own, and sometimes difficult, experiences with learning. I aim to make the classroom environment comfortable and respectful without undermining the importance of discussing conflicting ideas and opinions. If there are aspects of the instruction or design of this course that impede your inclusion and participation, please communicate with me as soon as possible so we can discuss the best way to support your learning. If you have any kind of disability, whether visible or non-visible, learning, emotional, physical, or cognitive, and need accommodations or alternatives to lectures or assignments, please contact me so we can discuss accommodations and support. *In an effort to make our classroom fragrance-free, please refrain from wearing perfume, cologne, or other heavily-scented products that make spaces inaccessible to folks with asthma, allergies, and other chemical sensitivities.*

In some cases, I will ask students requesting accommodations to contact the Director of Academic Support and Disability Services to receive help determining and coordinating a specific accommodation on the basis of disability/medical documentation. Contact info as follows:

Lynn Waldman, Director of Academic Support and Disability Service Center for  
Learning, Teaching, and Research  
Tel: (315) 228-7375; TTY: (315) 228-6001  
Email: [lwaldman@colgate.edu](mailto:lwaldman@colgate.edu); [Website link](#)

### *Technology Use in the Classroom*

You may use laptops or cell phones to take notes in class or for other *class-related purposes only*. I see this as a matter of access. While technology can enhance learning, it can also distract you and your classmates. Your engagement and participation are critical to the learning of you and your peers in this class. Emailing, internet browsing, and other recreational use of technology is prohibited.

### *Email Policy*

Your questions are welcome. Please give me 48 hours to respond on weekdays before following up. I do not respond to emails on Sundays. Email me only from your @colgate.edu email address and include "EDUC 207A" in the email subject line so that I know the message is course-related and can respond promptly. **Emails with questions about upcoming assignments should be sent at least 48 hours prior to when the assignment is due.** I cannot guarantee a response to emails about assignments within 48 hours of the submission deadline.

If you would like to meet outside of office hours, please email me briefly stating why you can't come to office hours and suggesting another window of time to meet. Email me at least 24 hours

in advance of your proposed meeting time. **If you are coming to meet with me to discuss an upcoming paper, you need to have a specific question.** Asking me to read a draft is essentially asking me to grade your paper twice (for context, I spend about an hour grading and providing feedback for a 5 page paper). I will not edit your draft for you. For general feedback, please make use of the writing center.

### *Assignment Deadlines*

Assignments should be submitted on the due date listed next to each assignment. Points will be deducted at a rate of ½ letter grade per day for late assignments (e.g., A- becomes B+, C becomes C-). All assignments must be completed in order to pass the class. I will grant extensions when I determine, together with the student, that these are in the best interests of academic success. In all cases, extensions are negotiated in advance of the deadline.

### *The Writing and Speaking Center*

Regardless of ability, all of us can benefit from receiving constructive feedback on our writing or public speaking. At the Writing and Speaking Center, a free service for all students, writing consultants can help you with a draft's focus, organization, grammar, style, and citations, among other aspects. If you're preparing a speech or oral presentation, speaking consultants can help you organize your content or practice your delivery to an audience. All meetings are private, and you may visit at any stage of your process, from clarifying your initial ideas to reviewing a final draft or practicing a presentation. See the webpage (<http://www.colgate.edu/centers-and-institutes/writing-and-speaking-center>) for more information or to reserve an appointment. The center is located in 208 Lathrop Hall. Phone: (315) 228-6085

### *Counseling Center*

"The Counseling Center, located in Conant house, focuses on helping students to ameliorate problems that might be obstacles to their growth and development by providing the highest quality clinical services as well as consultation, prevention, training, and psycho-education. The Counseling Center supports the mission of Colgate University and the Office of the Dean of the College, encouraging the intellectual, emotional, and social development of students, working to cultivate a genuine sense of meaning and purpose in their lives. We are committed to supporting diversity and treating all members of the Colgate community with respect, recognizing a special duty to those of under-represented and historically marginalized groups."

<http://www.colgate.edu/offices-and-services/counseling>

### *Academic Integrity and the Colgate University Honor Code*

Please bear in mind your obligations as a Colgate student. Academic dishonesty, which includes but is not limited to plagiarism, will not be tolerated. You are expected to cite work accurately and diligently. If you have any questions about what this means or how it is done correctly, feel free to contact me. It is expected that the work you submit in this class will be your own. You are expected to carefully read Colgate's Honor Code and Code of Conduct and will be held accountable for compliance to the policy. Any incident brought to my attention will follow the

guidelines set forth in The Colgate University Academic Honor Code and Colgate University Student Handbook.

## COURSE SCHEDULE

\*Schedule may change. Any changes will be sent via email and posted to Moodle.

<b>Week 1</b>	<b>Syllabus, Course Overview, and Introductions</b>
Monday, 1/20	<i>Half-Day Schedule</i>
Wednesday, 1/22	<p>Nishida, A. &amp; Fine, M. (2014). Creating Classrooms of and for Activism at the Intersections of Class, Race, Ethnicity, Gender, and Disability. <i>Multicultural Perspectives</i>, 16(1). DOI: 10.1080/15210960.2013.867237 [pp. 8-11]</p> <p>Chen, M. (2015, September 4). Public schools' disturbing conflation of race and disability. <i>Al Jazeera</i>. Retrieved from <a href="http://america.aljazeera.com/opinions/2015/9/public-schools-disturbing-conflation-of-race-and-disability.html">http://america.aljazeera.com/opinions/2015/9/public-schools-disturbing-conflation-of-race-and-disability.html</a></p> <p>In class: WATCH <a href="http://bcrw.barnard.edu/videos/my-body-doesnt-oppress-me-society-does/">http://bcrw.barnard.edu/videos/my-body-doesnt-oppress-me-society-does/</a> [5 min.]</p>
<b>Week 2</b>	<b>Introduction to Disability Studies and Ableism</b>
Monday, 1/27	<p>Autistic Hoya Definitions, <a href="https://www.autistichoya.com/p/definitions.html">https://www.autistichoya.com/p/definitions.html</a></p> <p>Baglieri &amp; Lalvani (2019), Chapter 1: Why Teach About Disability and Ableism in K-12 Education? [pp. 1-13]</p> <p>In class: WATCH <a href="http://bcrw.barnard.edu/videos/ableism-is-the-bane-of-my-motherfuckin-existence/">http://bcrw.barnard.edu/videos/ableism-is-the-bane-of-my-motherfuckin-existence/</a> [5 min.]</p>
**Tuesday, 1/28	<i>Optional:</i> Race and Education Lecture by Dr. Arshad Ali at 4:30pm in Love Auditorium
Wednesday, 1/29	<i>No Class Meeting</i>
**Thursday, 1/30	<i>Optional:</i> MLK Keynote by Black Lives Matter Co-Founder Opal Tometi at 7pm in Chapel
<b>Week 3</b>	<b>Reframing Disability: What are "special" needs, anyway?</b>
Monday, 2/3	<p>Clare, E. (1999/2009). "Freaks and Queers: Naming." In <i>Exile and Pride: Disability, Queerness, and Liberation</i>. Durham, NC: Duke University Press.</p>

	Baglieri & Lalvani (2019), Chapter 2: Foundations for Teaching about Disability and Ableism [pp. 13-24]
Wednesday, 2/5	<p>Baglieri &amp; Lalvani (2019), Chapter 5: Exploring Meanings of Disability [pp. 50-64]</p> <p>Valle, J. &amp; Connor, D. (2010). "A Brief History of Disability in American Public." <i>Rethinking Disability: A Disability Studies Approach to Inclusive Practices</i> (pp. 27-35). McGraw-Hill.</p> <p>In class, WATCH: "Deaf in Prison" [25 min]  <a href="https://www.youtube.com/watch?v=AstF5kMaH_w">https://www.youtube.com/watch?v=AstF5kMaH_w</a></p>
<b>Week 4</b>	<b>Historical Stories of Disability and Schooling: The Development of Deficit Thinking</b>
Monday, 2/10	<p>Baker, B. (2002). The hunt for disability: The new eugenics and the normalization of school children. <i>Teachers College Record</i>, 104(4), 663-703.</p> <p>In class, WATCH: Cyrée Jarelle Johnson, "What is Autism neutrality?"  <a href="https://www.youtube.com/watch?v=BNwhj3lhgDY">https://www.youtube.com/watch?v=BNwhj3lhgDY</a></p>
Wednesday, 2/12	<p>Annamma, S. A. (2018). Public Schools and the Criminalization of Difference— Destruction and Creation. In <i>The Pedagogy of Pathologization: Dis/abled Girls of Color in the School-prison Nexus</i> (pp. 27-59). New York, NY: Routledge</p> <p>Erevelles, N. (2015). "Race." In, <i>Keywords in Disability Studies</i> (pp. 145-148). New York, NY: New York University Press.</p>
<b>Week 5</b>	<b>Recognizing and Rejecting Normalcy</b>
Monday, 2/17	<p>Valle, J. &amp; Connor, D. (2010). "The Reign of Normal." <i>Rethinking Disability: A Disability Studies Approach to Inclusive Practices</i> (pp. 44-46). McGraw-Hill.</p> <p>Baglieri &amp; Lalvani (2019), Chapter 6: Understanding Ableism in Society [pp. 71-75]</p>
Wednesday, 2/19	Erevelles, N. (2014). Crippin' Jim Crow: Disability, Dis-location, and the School-to-Prison Pipeline. In, L. Ben-Moshe, C. Chapman, & A. Carey (Eds.), <i>Disability Incarcerated: Imprisonment and Disability in the United States and Canada</i> (pp. 81-99). New York, NY: Palgrave Macmillan.



Bollinger, M. (2012). Focus On: The Indian Boarding Schools. In J. Bale & S. Knopp (Eds.), *Education and Capitalism: Struggles for Learning and Liberation* (pp. 70-75). Chicago, IL: Haymarket Books

In class, LISTEN: "Schools, Prisons, and Abolitionist Futures,"  
<https://rustbeltradio.org/2017/08/14/ep08/> [30 minutes]

## **Week 6 Normalcy and "Special" Education**

Monday, 2/24 Leonardo, Z., & Broderick, A. A. (2011). Smartness as Property: A Critical Exploration of Intersections Between Whiteness and Disability Studies. *Teachers College Record*, 113(10), 2206-2232.

Wednesday, 2/26 Liasidou, A. (2012). Inclusive education and critical pedagogy at the intersections of disability, race, gender and class. *Journal for Critical Education Policy Studies*, 10(1). pp. 168-184

**\*\*DECONSTRUCTING DISABILITY ANALYSIS PAPER DUE IN CLASS**

## **Week 7 Neoliberal Education Policy and Segregated Education**

Monday, 3/2 Waitoller, F. R., & Super, G. (2017). School choice or the politics of desperation? Black and Latinx parents of students with dis/abilities selecting charter schools in Chicago. *Education Policy Analysis Archives*, 25(55). <http://dx.doi.org/10.14507/epaa.25.2636> [41 pages]

Wednesday, 3/4 Dudley-Marling, C. & Baker, D. (2012). The Effects of Market-based School Reforms on Students with Disabilities. *Disability Studies Quarterly*, 32(2). Retrieved from <http://dsq-sds.org/article/%20view/3187/3072>

**\*\*Optional:** 5-7pm Teachers Advisory Council meeting presentation on *Teaching About Gender Diversity: Teacher-tested lesson plans for K-12 Classrooms* (2020)

## **Week 8 What is Inclusion?**

Monday, 3/9 *STUDENT-LED DISCUSSION DAY*

Jorgenson, C. & Lambert, L. (2012). Inclusion Means More than Just Being "In": Planning Full Participation of Students with Intellectual and Other Developmental Disabilities in the General Education Classroom. *International Journal of Whole Schooling*, 8(12). [pp. 23-36]

Wednesday, 3/11      Greenstein (2016). Chapter 2: Reading schools through a dis-ability lens: Arguing for the need to develop radical inclusive pedagogy. In *Radical Inclusive Education: Disability, teaching and struggles for liberation*. London: Routledge [18 pages]

In Class, LISTEN: Disability Visibility Podcast, Episode 39: Sex Education. <https://disabilityvisibilityproject.com/2018/12/03/ep-39-sex-education/> [34 min.]

### **Mid-Term Recess**

### **Week 9                      Inclusive Education: Legal and Social Rationale**

Monday, 3/23              *STUDENT-LED DISCUSSION DAY*

Rice, S. (2002). The Social Construction of Disabilities: The Role of the Law. *Educational Studies*, 33. pp. 169-180.

Valle, J. & Connor, D. (2010). "IDEIA and You." *Rethinking Disability: A Disability Studies Approach to Inclusive Practices* (pp. 210-213). McGraw-Hill.

Wednesday, 3/25      Ferri, B & Connor, D. (2005). Tools of Exclusion: Race, Disability, and (Re)segregated Education. *Teachers College Record*, 107(3): 453-474.

National Council on Disability (2015). Breaking the School-to-Prison Pipeline for Students with Disabilities [Report]. Retrieved from <https://ncd.gov/publications/2015/06182015/> [Excerpts]

*Optional:* LISTEN: Disability Visibility Podcast, Ep 18: Accessibility and the ADA: <https://disabilityvisibilityproject.com/2018/02/11/ep-18-accessibility-and-the-ada/>

**\*\*Optional Event:** 11:30am-1:00pm "Museums and Accessibility" Talk in 560 Batza Meeting room, Case-Geyer Library. Lunch provided!

### **Week 10                      Services, Placement, and Universal Design**

Monday, 3/30              *STUDENT-LED DISCUSSION DAY*

Waitoller, F. & Thorius, K. (2016). Cross-Pollinating Culturally Sustaining Pedagogy and Universal Design for Learning: Toward an Inclusive Pedagogy That Accounts for Dis/Ability. *Harvard Educational Review*, 86(3). pp. 366-386.

Wednesday, 4/1      Erevelles, N., Kanga, A. & Middleton, R. (2005). Chapter 4: How Does It Feel to Be a Problem? Race, Disability, and Exclusion in Educational Policy. In E. Brantlinger (Ed.), *Who Benefits From Special Education? Remediating (Fixing) Other People's Children*. [24 pages]

In class, LISTEN: Have you Heard? Podcast: Kindergarten Suspensions.  
<https://soundcloud.com/haveyouheardpodcast/3-kindergarten-suspensions> [10 min.]

## **Week 11                      Inclusive Pedagogies and Instructional Practices: Part 1**

Monday, 4/6                *STUDENT-LED DISCUSSION DAY*

Tomlinson, C.A. (2014). Chapter 2: The Underpinnings of Differentiation. In, *The Differentiated Classroom: Responding to the Needs of All Learners* (2nd Ed.). [pp. 14-28]

Baglieri & Lalvani (2019), Chapter 11: What Are Our Roles in Taking Action Against Ableism? [pp. 171-182]

Wednesday, 4/8          Valle, J. & Connor, D. (2010). "Chapter 5: Selecting Approaches and Tools of Inclusive Teaching." *Rethinking Disability: A Disability Studies Approach to Inclusive Practices* (pp. 75-105). McGraw-Hill.

Kim, C. (2014, November 13). Unreasonable Goals. *Musings of an Aspie*. Retrieved from <https://musingsofanaspie.com/2014/11/13/unreasonable-goals/>

LISTEN: Disability Visibility Podcast, Ep. 64: Disabled Teachers.  
<https://disabilityvisibilityproject.com/2019/11/18/ep-64-disabled-teachers/> [46 minutes]

## **Week 12                      Inclusive Pedagogies and Instructional Practices: Part 2**

Monday, 4/13              *STUDENT-LED DISCUSSION DAY*

Valle, J. & Connor, D. (2010). "Chapter 6: Creating a Dynamic Classroom Culture." *Rethinking Disability: A Disability Studies Approach to Inclusive Practices* (pp. 106-131). McGraw-Hill.

Baglieri & Lalvani (2019), Chapter 12: Undoing Ableism with Critical Pedagogy [pp. 183-194]

Wednesday, 4/15      Greenstein (2016). Chapter 3: The disabled people's movement as a site of radical inclusive pedagogy: Exploring critical pedagogy and new social movements. In *Radical Inclusive Education: Disability, teaching and struggles for liberation*. London: Routledge [23 pages].

**Week 13                      Disability Justice and Education**

Monday, 4/20              Sins Invalid. (2019). *Skin, Tooth, and Bone: The Basis of Movement is Our People: A Disability Justice Primer* (2<sup>nd</sup> ed.). Retrieved from Retrieved from sinsinvalid.org. [Excerpts]

Mingus, M. (2017, April 12). Access Intimacy, Interdependence and Disability Justice. Leaving Evidence [blog]. Retrieved from <https://leavingevidence.wordpress.com/2017/04/12/access-intimacy-interdependence-and-disability-justice/>

Wednesday, 4/22      NO CLASS— *Time to meet with groups*

**Week 14                      Student Presentations**

Monday, 4/27              *Student Presentations*

Wednesday, 4/29      *Student Presentations*

**Week 15                      Exam Week**

Thursday, 5/7              **INSTITUTIONAL ACCESSIBILITY PROJECT PART 2 DUE BY 5PM**

\*I am grateful for the pedagogical acumen and collective labor of multiple individuals and organizations that informed the development of this syllabus. I have especially benefited from the insights of Dr. Ashley Taylor.