

Course literature: Learning, Diversity and Schooling

Mandatory texts for all participants (first 7,5 ECTS):

Arnot, Madeleine & Mac an Ghaill, Mairtin. (2006). *The Routledge Falmer Reader in Gender and Education*. Oxon, England: Routledge. (279 pages).

Dyson, Alan & Gallannaugh, Frances (2008). Disproportionality in Special Needs Education in England, *Journal of Special Education* 42 (6), 36-46.

Evaldsson, Ann-Carita (2005). Staging insults and mobilizing categorizations in a multiethnic peer group. *Discourse & Society* 16(6), 763-786.

Francis, Becky & Skelton, Christine. (2005). *Reassessing gender and achievement. Questioning contemporary key debates*. Oxon, England: Routledge. (154 pages).

Graham, Linda & Riddell, Sheila (2009). School discipline systems and children with ADHD in Scottish schools: Are restorative practices the answer? Manuscript.

Goodwin, Marjorie Harness & Kyratzis, Amy (2009 ms) Peer Socialization. To appear in Alessandro Duranti, Elinor Ochs & Bambi Schieffelin, (eds.). *The Handbook of Language Socialization*. Manuscript

Hjörne, Eva & Säljö, Roger (2004). "There is something about Julia"- Symptoms, categories, and the process of invoking ADHD in the Swedish school: A case study. *Journal of Language, Identity, and Education* 3(1), 1-24.

Moser, Ingunn (2006). Sociotechnical Practices and Difference: On the Interferences Between Disability, Gender and Class. *Science, Technology & Human Values, Sep 2006; vol. 31: pp. 537 - 564*

Levine-Rasky, Cynthia (2009). Dynamics of parent involvement at a multicultural school. *British Journal of Sociology of Education* 30(3), 331-344.

Phoenix, Ann (2009). De-colonising practices: negotiating narratives from racialised and gendered experiences of education. *Race, ethnicity and Education* 12(1), 101-114.

Stokoe, Elisabeth (2006). Analyzing gender categories in action: Feminism, ethnomethodology and membership categorization analysis. *Sociological Review, 54 (3), 467-494*.

Thomas, Gary & Loxley, Andrew. (2007). *Deconstructing special education and constructing inclusion*. (2nd Ed.) Berkshire, England: Open University Press. (156 pages).

Wetherell, Margret, Taylor, Stephanie, & Simeon, J. Yates (Eds.). *Discourse Theory and Practice. A Reader*. London: Sage Publications, valda delar (ca 200 sidor).

Further suggestion for (non-mandatory) literature:

Alvarez, Doris & Mehan, Hugh. (2006). Whole-School Detracking: A Strategy for Equity and Excellence. *Theory into Practice*, 45 (1). 82-89.

Antaki, C. and Widdicombe, S. (Eds.) (1998). *Identities in Talk*. London: Sage, (206 p).

Benwell, B.M. and Stokoe, Elisabeth (2006). *Discourse and identity*. Edinburgh: Edinburgh University Press.

Davies, Philip & Mehan, Hugh (2007). Aaron Cicourel's contributions to language use, theory, method, and measurement. *Text & Talk*, 27(5/6). (595-610).

Goodwin, Marjorie Harness (2006) *The hidden life of girls: games of stance, status, and exclusion*. Malden, MA: Blackwell.

Frosh, S., Ann Phoenix, and R. Pattman. (2002). *Young masculinities: Understanding boys in contemporary society*. London: Palgrave MacMillan.

Mirza, Heidi Safia (2009). Plotting a history: Black and postcolonial feminisms in 'new times'. *Race, ethnicity and Education* 12(1), 1-10.

Willis, Paul (1977). *Learning to Labour. How Working Class Kids Get Working Class Jobs*. Guildford: Gower.