

discipline, politics within our departments that privilege certain topics and methodologies, and our individual commitments. From early Chicago School work on displaced migrant workers, qualitative work has a long history of championing and exploring the lifeworlds of the structurally disadvantaged (and, clearly, there is much more to be done). Incorporating theoretical and methodological insights from feminist and post-colonialist scholarship has deepened the discipline's engagement with social justice. At the same time, this book cautions departments and the discipline to consider both the benefits and limits of taking on any preplanned value stance that shapes the overall body of acceptable scholarship. The book entreats graduate programs to consider whether and how they consider what constitutes "appropriate" researcher-research site links and to take emotional, not just intellectual, preparation for fieldwork seriously.

Disability and Qualitative Inquiry: Methods for Rethinking an Ableist World, edited by **Ronald J. Berger** and **Laura S. Lorenz**. Burlington, VT: Ashgate Publishing, 2015. 245 pp. \$109.95 cloth. ISBN: 9781472432896.

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Located in the "Interdisciplinary Disability Studies" series, *Disability and Qualitative Inquiry* delivers what is promised in the title: located within an ableist world crying out for social change, it is about the juxtaposition of disability and qualitative research. Ronald Berger and Laura Lorenz's introductory chapter sets the stage by defining disability as both a field of inquiry and a social movement and by describing why it is that emancipatory qualitative research "undertaken on behalf of and to empower research participants" (p. 6) is the preferred orientation to knowledge generation. The twelve chapters that follow each explore specific methodological techniques as they can be used to examine multiple dimensions of disability.

Each of the four parts in this volume is organized around a particular data-generation technique. Part I centers on observational

methods and includes research that uses multiple methods to evaluate the navigability of urban sidewalks for those who are mobility impaired (Valerie Leiter), the workings of a summer camp for youths who cannot speak without mechanical assistance (Ronald Berger), and the role of sight as it influences researchers' social positions and findings (Gili Hammer). Part II takes up talk as data: chapters focus on how to analyze the talk of parents who have children with disabilities (Sara Green), the experiences and consequences of being a deaf interviewer (Melissa Welch), and how to organize and lead focus groups composed of people with disabilities on the topic of sex (Sarah Smith Rainey).

Part III turns to autoethnography and life history methods and includes reflections from architecture and design practitioners about how the theory and practice of architecture and design ignore disabilities (Carla Corroto and Lucinda Kaukas Havenhand), a performance autoethnography by a wheelchair-bound student whose teachers simply assumed was not college bound (Anjali Forber-Pratt), and a life history of a gang member who became a wheelchair athlete after suffering a spinal cord injury (Ronald Berger). Part IV attends to content analysis and visual methods. Chapters look at disability humor in film and television (Ronald Berger), participatory visual methods (Laura Lorenz), and ways research results from visual data can be used to empower research participants (Laura Lorenz and Maria Paiewonsky).

In three ways, this volume is excellent. First, Berger and Lorenz are successful in their goal to "make a contribution to both disability studies and the broader field of qualitative inquiry" (p. xi). Readers who are not experts in the field of disability studies will learn a great deal about disability as a specific and defined field of inquiry, as a social movement, and as a personal experience. Readers who already are familiar with the goals and methods of qualitative methodologies will learn how qualitative sensibilities and data-generation techniques can be productively applied to questions about disability. I was particularly impressed with the methodological creativity that characterized quite a few chapters. Further, several chapters cover the nitty gritty details of how to

do research, how to *do* data analysis, how to *do* sharing of research results. This certainly is a quality most appreciated by those of us who teach courses in research methods.

Second, although it is common for edited collections to contain chapters that vary in quality, the chapters in this volume—without exception—are all strong. Each is securely grounded in explicit questions about disability, each engages specific methodological questions, and, critically, the writing throughout all chapters is especially clear.

Third, chapters in this volume are very diverse and therefore demonstrate the benefits of using multiple lenses to explore topics. Some variation comes from authors' academic training, which includes sociology, anthropology, design, and architecture. Other variation comes from social position: some authors are academics, others are service providers. And some variation comes from personal experience: some authors identify themselves as disabled, others talk of caring for family members, and others seem more intellectually drawn to study disability. While all chapters do, indeed, tell a coherent story about disability and qualitative research, variations in theoretical perspectives, social positions, and personal experiences lead to interesting differences between chapters.

It is obvious that I am very impressed with this volume. Each and every chapter contains insights about disability, about qualitative methods, about relationships between topic and method. This would be an excellent classroom resource. Yet while I can imagine its benefits in advanced undergraduate and graduate courses in disability and in research methods, as well as in seminars exploring relationships between research and social change, the volume cost (\$109) likely will prevent much of that from happening. That is unfortunate.

Development in Crisis: Threats to Human Well-Being in the Global South and Global North, edited by **Rae Lesser Blumberg** and **Samuel Cohn**. New York: Routledge, 2015. 231 pp. \$52.95 cloth. ISBN: 9781138778368.

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Based on case studies in developed and developing countries that focus on the empowerment of women—one of the most significant *stimuli to development*—*Development in Crisis* offers explicit and detailed analysis of empowering women in the context of development. This collection of essays is edited by two of America's best-known development sociologists—Rae Lesser Blumberg (the William R. Kenan, Jr. Professor of Sociology at the University of Virginia) and Samuel Cohn (the founder and first president of the Development Sociology Section of the American Sociological Association and currently Professor of Sociology at Texas A&M University). Their findings seem likely to stimulate further discussion about how to understand the decades-long side effects on women, their families, communities, and nations that are produced by development.

As the authors suggest, development is about “people and their ability to live sustainable, meaningful and productive lives,” and development in crisis refers to threats to human well-being in both developed and developing countries (p. 170). One of the most impressive implications is that someone cannot keep out of politics if he or she really want to bring about any changes for a more reasonable distribution of resources.

The volume has 12 chapters, which are written by a group of American sociologists and other brilliant scholars engaging in studies of development. As an introduction, Chapter One overviews the potential sources of crisis in development and presents an outline of the following chapters. In Chapters Two through Nine, the contributors analyze the cases of Haiti, East and Southeast Asian countries (e.g., Cambodia, Laos, Vietnam, Thailand), Afghanistan, Northern Uganda, and Zimbabwe. Chapters Ten through