UNIVERSITY OF BIAŁYSTOK
FACULTY OF EDUCATION

ACADEMIC YEAR 2021/2022

Course: **Disability Studies**		**ECTS Points: 2**
Course Code:		
Language: English		
Course description: This course is truly an interdisciplinary experience, with faculty, researchers, and students coming from back grounds in health, education, assistive technology, social sciences and humanities.		
Lecturer: Tomasz Kasprzak, MA.		
Semester: summer	**Number of hours:** 15	
	Lecture:	
	Classes: 15	
<u>**Courses to be completed before enrolment to the course:**</u> pedagogy, psychology, social problems		
<u>**Substantive content:**</u> Disability Studies sees disability primarily as residing in society, something that is done to people who are regarded within the culture as having underperforming bodies (that include minds). Disability is thus akin to racism, sexism, and homophobia. Clinical fields tend toward seeing disability as something that inheres within the individual and that must be corrected by means including cure, rehabilitation, or even genocide.		

Classes:	**Number of hours:**
1. Introduction Disability Definition: An Evolving Phenomenon, Medical Model of Disability, Social Model of Disability	2
2. Social Model of Disability	2
3. Feminist Disability Theory	2
4. Disability and Critical Race Theory	2
5. Disability Studies and Queer Theory	2
6. Deafness, Deaf Culture/Deaf Studies	2
7. Disability in the University	2
8. Student Final Project Presentations	1

Aim of the course: Students are instructed in new theoretical and methodological approaches to disability. They explore questions of identity, intersectionality and popular representations, history, policy and legislation, access and technology, social action and disability justice. Drawing from the work of scholars, activists, and building from students' personal and professional experiences, this course engages learners in a transformative process of reflection, debate and discovery.

1. How has disability been defined in various historical moments, in various cultures and eras?
2. What social ideologies, cultural systems, and societal arrangements have shaped the meaning and experience of disability?
3. How has disability been defined or represented in cultural and artistic productions, public laws and policies, modern professional practices, and everyday life?

Teaching methods: assessment of student's activity during classes, preparation and presentation of issues related to the content discussed during classes, consultations

Literature:

1. Barnes C. (1991), *Disabled People and Discrimination in Britain: The case for anti-discrimination legislation*, London.
2. Bell Ch. (2016), *Is Disability Studies Actually White Disability Studies*, edited by Davis L.J
3. Burch S. (2004), *Signs of Resistance:* American Deaf Cultural History, 1900 to World War II, New York University Press.
4. Garland-Thomson R. (2005), Feminist Disability Studies, "Journal of Women in Culture and Society", no. 2.
5. Kasprzak T. (2019), *Feminist disability studies vs discrimination of women with disabilities,* Interdisciplinary Contexts of Special Pedagogy, no. 24
6. Linton S. (1998), *Disability Studies/Not Disability Studies*, Disability&Society no.5
7. McRuer R. (2016), *Compulsory Able-Bodiedness and Queer/Disabled Existence*, edited by Davis L.J
8. Morris J.(1993), Feminism and Disability, "Feminist Review", no. 43
9. Oliver M. (1992). *Changing the social relations of research production*, Disability, Handicap, and Society, no. 7
10. Oliver M. (1995), *Understanding Disability: From theory to practice*, Basingstoke.
11. Shakespeare T., Watson N. (2002), The social model of disability: an outdated ideology?
12. Twardowski A. (2019), *Controversies around the social model of disability*. Culture – Society – Education, no. 2

Forms and conditions of credit: Projects will be presented in class Week 7 and at the Final Exam meeting time. Presentations will be 10 minutes, plus time for questions. Presentations will not be graded, but they are required and points will be deducted if they are not given.