

Course code: ERA-872	Title of the course: Introduction to Special Education in Hungary
<i>Type of the course:</i> lectures and visits	<i>Level of the course:</i> BA and MA
<i>ECTS credits:</i> 2-4	<i>Language of instruction:</i> mainly English, partly German
<i>How to apply:</i> include this course in your Learning Agreement	
<i>Prerequisites:</i> 30 credits in Special Education or Education or Psychology or Social Work; good command of English and/or German	
<i>Notes:</i> <ul style="list-style-type: none"> • This course is <u>obligatory</u> for all exchange students who don't speak Hungarian! • The credits represent the rate of attendance. • The lectures will be held in one block of 3 weeks in September. The visits will take place primarily also in this period, but some of them may be organised during the semester as well. 	
<i>Instructor – given name and SURNAME:</i> Academic responsibility: Péter ZÁSZKALICZKY, Ph.D. Organiser and contact person: Dr. Vanda KATONA, Faculty Erasmus Coordinator	
<i>E-mail address:</i> erasmus@barczy.elte.hu	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Education,	
<i>The course is offered within the following programme:</i> Erasmus study programme	
<i>Course contents and learning outcome:</i> The aim of the course is to provide exchange students with basic knowledge on the Hungarian society, on the educational system and on educational & rehabilitation services for persons with special needs. Basic issues of Hungarian special educational support are shortly presented in general and in relation to the different areas of disabilities. The lectures and discussions are held by members of the academic staff of the different departments. Additionally, visits to various schools and service centres are organised so that international students could gather some practical experience.	

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New trends in the education of and support for people with SEN modul
Beyond special education modul
Disability studies modul
Methods in Intervention

New trends in the education of and support for people with SEN modul

Course code: ERA-1048	Title of the course: Deafblindness: education and rehabilitation aspects
<i>Type of the course:</i> lecture and practice	<i>Level of the course:</i> BA
<i>ECTS credits:</i> 2-4	<i>Language of instruction:</i> English
<i>How to apply:</i> include this course in your Learning Agreement	
<i>Prerequisites:</i> 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
<i>Instructor – given name and SURNAME:</i> Ms. Beáta PRÓNAY; and experts from the field	
<i>E-mail address:</i> pronaybea@gmail.com	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Education,	
<i>The course is offered within the following programme:</i> Erasmus study programme	
<i>Course contents and learning outcome:</i> <ul style="list-style-type: none"> • Definition – characteristics of the population belonging to this definition, demographics • Legislation issues: international – Hungarian • Causes (most common) of deafblindness • Education, organizations working with the population • Assessment, method of observation, trans-disciplinary model • Planning • Communication intervention addressing devers individual needs • Psychological aspects • Acquired deafblindness 	
<i>Practice:</i> Visiting organizations working with deafblind individuals. Experiential practice of methods used by the special needs teacher.	
<i>Compulsory reading:</i> <ul style="list-style-type: none"> • Handouts • M. Riggio, B. McLetchie (2008) Deafblindness: Educational Service Guidelines. Perkins School for the Blind. Watertown, MA, • USA. http://www.spannj.org/resources/Deaf_Blindness_Ed_Service_Guidelines.pdf 	
<i>Recommended reading:</i> http://nichcy.org/disability/specific/deafblindness	
<i>Assessment:</i> Assignment tasks: learning log, written essay, observation diary.	

Beyond special education modul

<p>Course code: ERA-1040</p>	<p>Title of the course: Topics in Cognitive Psychology</p>
<p><i>Type of the course:</i> lecture / seminar</p>	<p><i>Level of the course:</i> BA</p>
<p><i>ECTS credits:</i> 5-7</p>	<p><i>Language of instruction:</i> English</p>
<p><i>How to apply:</i> include this course in your Learning Agreement</p>	
<p><i>Prerequisites:</i> 30 credits in Special Education or Education or Social Work or Psychology; good command of English</p>	
<p><i>Instructor – given name and SURNAME:</i> Dr. Zoltán JAKAB</p>	
<p><i>E-mail address:</i> jakab.zoltan@barczi.elte.hu</p>	
<p><i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Education,</p>	
<p><i>The course is offered within the following programme:</i> Erasmus study programme</p>	
<p><i>Course contents and learning outcome:</i></p> <p><u>Topics:</u></p> <ol style="list-style-type: none"> 1. <i>The subject and methods of cognitive psychology</i> 2. <i>Sensation and perception</i> 3. <i>Attention</i> 4. <i>Learning 1: the inanimate environment</i> 5. <i>Learning 2: Mindreading</i> 6. <i>Memory</i> 7. <i>Problem solving, heuristics, and decision making</i> 8. <i>Mental imagery. Analog and propositional representation</i> 9. <i>Cognition and emotion; consciousness in cognitive psychology and neuroscience</i> 10. <i>Cognitive development from the point of view from cognitive psychology: nativism, constructivism, and core cognition</i> <p><u>Aims:</u> Our goal is to offer an overview of the key concepts and areas of research in cognitive psychology. Topics will be presented in a way which makes them potentially useful for studies in special education.</p>	
<p><i>Teaching and learning methods:</i> Lecture, 2 hours/week</p>	
<p><i>Compulsory reading:</i> Braisby, N., Gellatly, A. (2012). <i>Cognitive Psychology</i>. OUP</p>	
<p><i>Recommended reading:</i></p> <ul style="list-style-type: none"> • Sekuler, R., Blake, R. (2005). <i>Perception</i>. McGraw-Hill. Chapters • Sternberg, R. <i>Cognitive Psychology</i> (2011). Wadsworth Cengage Learning. 	
<p><i>Assessment:</i> Participants will be required to write a term paper at the end of term based on the course material and a few additional readings. The topic of the paper should connect to cognitive psychology, but can be chosen on the basis of individual interest. I will be happy to recommend additional readings if needed.</p>	

Course code: ERA-1097	Title of the course: Introduction to Rehabilitation Medicine
<i>Type of the course:</i> seminar	<i>Level of the course:</i> BA
<i>ECTS credits:</i> 2-4	<i>Language of instruction:</i> English
<i>How to apply:</i> include this course in your Learning Agreement, registrate at Neptun	
<i>Prerequisites:</i> 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
<i>Instructor – given name and SURNAME:</i> Lajos, KULLMANN Dr. habil.	
<i>E-mail address:</i> lajos.kullmann@barczy.elte.hu	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Education,	
<i>The course is offered within the following programme:</i> Erasmus study programme	
<i>Course contents and learning outcome:</i> <u>Topics:</u> <ul style="list-style-type: none"> • Characteristics of PRM, the PRM team, competences of team members • Assessment in PRM: 1) body functions and structures – 2) activities and participation – 3) environmental factors – 4) quality of life • Problem oriented rehabilitation plan • Selected therapeutic methods in PRM: 1) Physiotherapy – 2) Occupational therapy – 3) Provision with assistive products – 4) Brief introduction to additional therapeutic interventions • Legal aspects, financing and services provision in PRM • International trends; quality and efficiency <u>Aims:</u> <ul style="list-style-type: none"> • To get acquainted with the International Classification of Functioning Disability and Health (ICF), to become able to interpret the three dimensions of human life, additionally based on practicing to develop skills in recognising problem areas both in functioning and in the environment. • To get acquainted with the concept of quality of life and develop attitudes recognising its importance. • To learn selected methods of physical and rehabilitation medicine (PRM), and the competence of the relevant team members, to become able of participating in the PRM team, to initiate actions, develop rehabilitation plans and co-operate within the team. • To get familiar with the institutional background of PRM, with its legal environment, and with the international trends of development. 	
<i>Teaching and learning methods:</i> presentations, own reading, case histories,	
<i>Compulsory reading:</i> Barnes MP, Ward AB. Textbook of rehabilitation medicine. Oxford University Press, Oxford, 2000.	
<i>Recommended reading:</i> International Classification of Functioning, Disability and Health, WHO, Geneva, 2001 - www.who.int/classifications/icf/en	
<i>Assessment:</i> essay on selected topics (if unsuccessful oral examination) According to the choice of the study group: written essay chosen from selected topics (after return to home country) or oral examination (before 12 th December)	

Course code: ERA-1079	Title of the course: Recreation, Leisure and free time Activities in the Lives of Persons with Disabilities
<i>Type of the course:</i> seminar	<i>Level of the course:</i> BA and MA
<i>ECTS credits:</i> 2-4	<i>Language of instruction:</i> English
<i>How to apply:</i> include this course in your Learning Agreement	
<i>Prerequisites:</i> 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
<i>Instructor – given name and SURNAME:</i> Dr. Judit GOMBÁS	
<i>E-mail address:</i> gombas.judit@gmail.com	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Education	
<i>The course is offered within the following programme:</i> international exchange study programme	
<p>During the course students get a deeper understanding of the concepts of recreation and leisure and brainstorm on how participation levels among individuals with disabilities can be increased. Students are provided the fundamentals of theory, creative tasks and also a visit to an adapted sport session.</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> - Recreation/leisure, legislative background - Overall benefits of recreation and particular advantages for individuals with disabilities - Non-disabled volunteers' role in promoting participation for their disabled peers in recreation and leisure activities - Guidelines of accessibility - Hands-on experience: adapting theatre/cinema/museum visits - Outdoor activities: hiking/sport activities 	
<i>Teaching and learning methods:</i> theory, 'own experience' via simulation, observation.	
<i>Compulsory reading:</i> <ul style="list-style-type: none"> • Peniston L. C. (1998): Developing Recreation Skills in Persons with Learning Disabilities. Selected excerpts, Sagamore Publishing <ul style="list-style-type: none"> ○ http://www.rifton.com/resources/articles/2001/february/developing-recreation-skills-in-persons-with-learning-disabilities. • Packer J., Vizenor K., Miele J. (2015): A. An Overview of Video Description: History, Benefits and Guidelines. Journal of Visual Impairment & Blindness. March-April 2015, 93. • Mandell J. (2013): The circle of Inclusion. American Theatre. May/June 2013, vol. 30, issue 5, p66-69. 	
<i>Recommended reading:</i>	
<i>Assessment:</i> <ul style="list-style-type: none"> • active participation in the seminars • oral presentation 	

Disability studies modul

Course code: ERA-1039	Title of the course: The Representation of Persons with Disabilities in Movies
<i>Type of the course:</i> seminar	<i>Level of the course:</i> BA and MA
<i>ECTS credits:</i> 5-7	<i>Language of instruction:</i> English
<i>How to apply:</i> include this course in your Learning Agreement	
<i>Prerequisites:</i> 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructor – given name and SURNAME: Prof. György KÖNCZEI	
E-mail address: konczi@icloud.com	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education,	
The course is offered within the following programme: Erasmus study programme	
<i>Course contents and learning outcome:</i> <u>Topics:</u> <ul style="list-style-type: none"> • Reconstruction of how did film makers and actors/actresses see and present persons with disabilities in the course of the 20th and the beginning of 21st Century (stereotypes, dominant narratives, cultural narratives etc.) • How did their representation changed and why? • What kinds of methods do movies, actors and directors use? <u>Aims:</u> Getting closer to the understanding of Disability Studies.	
<i>Teaching and learning methods:</i> The course consists of 5 double lessons (2x90 minutes each) + an exam <ul style="list-style-type: none"> • 1st Introduction (Building up our group for the semester; syllabus & how to be prepared & the introductory presentation & the first movie on self-advocacy) • 2nd– 4th Movies and discussions in the group and by the group. • 5th Discussion on preparation of the essay. 	
<i>Compulsory reading:</i> <ul style="list-style-type: none"> • Phillip, James 2008. <i>Cinematic Thinking. Philosophical Aspects to the New Cinema</i>. Stanford University Press, Stanford, California. (Will be delivered by the teacher). • Marie Smith, Angela 1988. Impaired and Ill at Ease: New Zealand’s Cinematics of Disability. In: Ian Conrich and Stuart Murray (eds.): <i>Contemporary New Zealand Cinema</i>. From New Wave to Blockbuster. I. B. Tauris, London – New York, pp. 225-239 (Will be delivered by the teacher). 	
<i>Recommended reading:</i> Banks Gregerson, Mary 2010 (ed.). <i>The Cinematic Mirror for Psychology and Life Coaching</i> . Springer, New York - Dordrecht - Heidelberg – London. (Will be delivered by the teacher).	
<i>Assessment:</i> Maximum of two lessons may be missed. (None of these two may be the last one). An essay (research paper) will be written by the Students and will be evaluated by the instructor during the Exam Period. Assessment in the course is based primarily on a <i>research paper</i> . Beyond developing a paper or a presentation students are required to read the compulsory texts and to contribute to the class with active co-thinking and regular participation.	
Research paper Students are requested to choose a ‘research question’, a ‘problem’ or a ‘topic introduced and discussed in	

the class and encouraged to consult with the instructor to gain access to further resources regarding their chosen field. The paper should be not less than 5 pages long, single spaces, 12-pt font, Times New Roman, 1.5 inch margin on the sides.

Students are required to prepare and present a 'research question', a 'problem' or a 'topic from the content of the course in front of the class. They are encouraged to consult with the instructor to gain deeper insight concerning their interest.

Course code: ERA-1074	Title of the course: Anthropology and disability
<i>Type of the course:</i> seminar	<i>Level of the course:</i> BA and MA
<i>ECTS credits:</i> 2-4	<i>Language of instruction:</i> English
<i>How to apply:</i> include this course in your Learning Agreement	
<i>Prerequisites:</i> 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
<i>Instructor – given name and SURNAME:</i> Ms. Zsuzsanna KUNT	
<i>E-mail address:</i> kunt.zs.uni@gmail.com	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Education,	
<i>The course is offered within the following programme:</i> Erasmus study programme	
<i>Course contents and learning outcome:</i> <u>Topics:</u> <ol style="list-style-type: none"> 1. What is anthropology? The aims, content and sub-fields (biological-, philosophical-, medical-, cultural-, visual- etc.) of anthropology. 2. The main questions and focuses of anthropology. Ethical and research ethical dilemmas. 3. Cultural anthropology – its objects, approaches, history and critique. Relativism, holism, comparativism. The meaning of <i>culture</i>. 4. The research methods of cultural anthropology. The techniques of field-working. Applied and action anthropology. Participative and emancipative researches. 5. Cultural anthropology and disability studies. Integration possibilities of the theories, approaches, methodologies and knowledge of cultural anthropology into social and pedagogical sciences dealing with disability. 6. Cross-cultural studies. Cultural anthropological case-studies, researches, ethnographies regarding the global, local and personal narratives of disability and impairment. 7. (Sub)culture(s) of people with disability. The creation and usage of cultures by people with disability in different socio-cultural contexts. 8. ‘Disability Culture’: international interpretation-variants of the notion of ‘disability culture’. Historical/linguistic, social/political and esthetic explanations. 9. ‘From cradle till coffin’ – thanatology and special education. 10. New research directions: social network researches in disability studies. The human and ‘post-human’ and its anthropological narratives. <u>Aims:</u> The course introduces the basic theories, approaches and research techniques of cultural anthropology in order to better understand the <i>phenomenon of disability</i> and the life-experiences of people with disabilities. Furthermore, it aims to give an overview concerning the practical and theoretical engaging possibilities of cultural anthropology in special education and in disability studies. It attempts to establish a constructive pedagogical space through self-reflective (together)thinking, cooperative teaching techniques and through the critical analyses of cultural anthropological resources.	
<i>Teaching and learning methods:</i> The course embraces a variety of teaching and offers a range of learning methods. Lectures held by the	

instructors (and potentially by students), class discussions, analyses of textual, visual and audible resources, team works and debates are core methods of the dissemination. These teaching and learning manners aim to initiate a permanent discourse among the participants of the class.

Compulsory reading:

- What is anthropology? (University of St Andrews)
 - <http://www.youtube.com/watch?v=158cJ8Hd9UM>
- Clifford, J. (1986). Introduction: Partial truth. In Clifford, J. (ed.) *Writing culture*. (p. 1-26) Berkeley, Los Angeles: University of California Press.
 - <http://lcst3789.files.wordpress.com/2012/01/clifford-writing-culture.pdf>
- Kasnitz, D. and Shuttleworth, P. (2001). Introduction: anthropology in disability studies. *Disability Studies Quarterly*. Vol. 21. No. 3. 2-17.
 - <http://dsq-sds.org/issue/view/16>
- Padden, C. A. and Humphries D. S. (2006). *Inside deaf culture*. London: Harvard University Press. (p. 123-183)
- Hammer, G. (2013). „This is the anthropologist and she is sighted”: Ethnographic research with blind women. *Disability Studies Quarterly*. Vol 33. No 2.
 - <http://dsq-sds.org/article/view/3707>
- Peters S. (2000). Is there a *disability culture*? A syncretisation of three possible world views. *Disability and Society*. Volume 15, 583-601.
- Brown S. (2002). What is disability culture? *Disability Studies Quarterly* Spring 2002, Volume 22, No. 2, 34-50.
 - <http://dsq-sds.org/article/view/343/433>
- Wolfe, C. (2009). *What is posthumanism?* Minnesota: University of Minnesota Press. (p. xi-xxxiv)

Recommended reading:

- Fire, J. and Deer, L. and Erdoes R. (1972) *Lame Deer*. New York: Simons and Schuster.
- Abu-Lughod, L. (1991). Writing against culture. In Fox, R. (ed.) *Recapturing anthropology* (p. 137-162). Santa Fe: School of American Research Press.
- Battles, H. (2011). Toward engagement: exploring the prospects for an integrated anthropology of disability. *Explorations in Anthropology*, Vol. 11. No. 1. 107-124.
 - <http://vav.library.utoronto.ca/index.php/vav/article/view/14724/12756>
- Ingstadt, B. és Whyte, S. R. (1995). *Disability and Culture*. London, Berkeley, Los Angeles: University of California Press.
- Kasnitz, D. and Shuttleworth, P. (ed.) Engaging anthropology in disability studies. *Disability Studies Quarterly*. Vol. 21. No. 3. 2001.
 - <http://dsq-sds.org/issue/view/16>
- Hopfe, A. (1999). The culture of blindness. O&M opinion E-Zine.
 - <http://www.blindcanadians.ca/publications/cbm/14/culture-blindness>
- Devlieger, J. P. (2005). *Generating a cultural model of disability*.
 - 19th Congress of the European Federation of Associations of Teachers of the Deaf (FEAPDA)
 - <http://www.feapda.org/FEAPDA%20Geneva%202005/culturalmodelofdisability.pdf>
- Albrecht G. L. (2005). *Encyclopedia of Disability*. Chicago: University of Illinois. (“Disability Culture”)
- Haraway, D. (1991). A Cyborg manifesto. Science, technology, and socialist-feminism in the late twentieth century. In Haraway, D. *Simians, cyborgs and women: the reinvention of nature*. (p. 149-181). New York: Routledge.
 - <http://www.egs.edu/faculty/donna-haraway/articles/donna-haraway-a-cyborg-manifesto/>

Assessment:

Assessment in the course is based primarily on a *research paper* or on an *oral presentation* depending on the students' choice. Beyond developing a paper or a presentation students are required to read the compulsory texts and to contribute to the class with active co-thinking and regular participation.

Research paper

Students are requested to choose a ‘question’, a ‘problem’ or a ‘theme’ introduced and discussed in the class and encouraged to consult with the instructor to gain access to further resources regarding their chosen field. The paper should be 6-10 pages long, double spaces, 12-pt font, Times New Roman, 1.5 inch

margin on the sides.

It can be written individually or by a team of two students.

Oral presentation

Students who choose to hold an oral presentation are required to prepare and present a ‘question’, a ‘problem’ or a ‘theme’ from the content of the course in front of the class. They are encouraged to consult with the instructor to gain deeper insight concerning their interest. A presentation should not take more than 20 minutes, multimedia devices can be used.

The presentation should be developed individually or by a team of two students. Each presentation is complemented with a short (4-5 min.) critical reflection by a fellow student.

Course code: ERA-1095	Title of the course: Disability in Fiction, Disability in Music and Disability as Lived Experience An introduction to Cultural Disability Studies
Type of the course: seminar	Level of the course: BA and MA
ECTS credits: 2-4	Language of instruction: English
How to apply: include this course in your Learning Agreement	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructor – given name and SURNAME: Dr. Maria FLAMICH Dr. Rita HOFFMANN	
E-mail address: flamich.maria@gmail.com hoffmann.mariarita@gmail.com	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education,	
The course is offered within the following programme: Erasmus study programme	
Course contents and learning outcome: <u>Topics:</u> <ol style="list-style-type: none">1. Introducing disability studies, critical disability studies, cultural disability studies: the theoretical background2. Mis/understanding, mis/interpreting disability: disability in various cultures: models and submodels of disability3. Disability-related stereotypes4. Disability in fairy tales5. Disability in fiction6. Disability in music7. Disability memoir and disability memoir in music8. Ethics of life-writing9. Performing disability versus performing and disability10. Disability and Theater11. Accessible Arts12. Disability in the Media	

13. Humor and disability

14. A course-ending conference: students oral presentations

Aims: we designed and aimed the course to provide a deeper understanding of the diverse nature of disability and its effects on dis/abled people's lives. We will analyze and discuss questions and possibilities of social inclusion through sharpening your critical thinking skills of disability in fiction and disability described as lived experience.

Teaching and learning methods:

Lecture, seminar: discussion, project work, video

Compulsory reading:

- Couser, G. Thomas (2009): Signifying Bodies; Disability in Contemporary Life Writing. 2. Paradigms Cost – Disability and Cultural Representations. The University of Michigan Press. pp. 16-30.
- Couser, G. Thomas (2009): Signifying Bodies; Disability in Contemporary Life Writing. 1. Introduction – The Some Body Memoir. The University of Michigan Press. pp. 1-15.
- Kleege, Georgina (2018): More Than Meets the Eye; What Blindness Brings to Art. Oxford University Press. 9. Blind Self-Portraits; Re-Thinking the Image of Blindness (the keynote lecture of the 2016 Budapest Disability Studies Conference)
- Howe, Blake – Jensen-Moulton, Stephanie – Lerner, Neil and Straus, Joseph (2015): The Oxford Handbook of Music and Disability Studies. 1. Introduction: Disability Studies in Music, Music in Disability Studies. Oxford University Press.

Supplied by the instructors

Recommended reading:

Supplied by the instructors

Assessment:

Assignments will include a short (5-8 page) critical essay and an oral individual or group presentation or project work.

Course code: ERA-1096	Title of the course: Die Darstellung der historischen Entwicklung der Behinderung in den großen Religionen
<i>Type of the course:</i> lecture	<i>Level of the course:</i> BA and MA
<i>ECTS credits:</i> 5-7	<i>Language of instruction:</i> German
<i>How to apply:</i> include this course in your Learning Agreement	
<i>Prerequisites:</i> 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
<i>Instructor – given name and SURNAME:</i> Dr. Emese BERZSENYI.	
<i>E-mail address:</i> emese@berzsenyi.com	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Education,	
<i>The course is offered within the following programme:</i> Erasmus study programme	
<i>Course contents and learning outcome:</i> <u>Topics:</u> My topic is 'The representation of the historical development of the situation for women, children and persons with disabilities in major religions'; I explore the history of disability from the perspective of a historian of religion. I examine the history of disability as a historian of religion, in the context of social sciences and religious studies and in light of the different cultures of civilizations influenced by major religions. Disability History has only become a stand-alone discipline in the recent years. Even though the topic has been examined in many different ways, it was always subjected to the values and interests of other disciplines. This led to the fact that nowadays crucial fragments of the topic can be found in almost any discipline yet little, if any, attempt was made to collect and unite these fragments into cohesive works. Due to my research at the University of Vienna I mainly focus on German literature. <u>Aims:</u> In most cases, disability history was written by those experts who are in some ways connected to the different fields of disability science. The religious aspects of disability history are generally examined by experts adept in the teachings of a chosen religion. And they, either because of personal or scientific drive, are able to fuse together these different kinds of expertise in their person. All of these are exceptionally valuable works; many of them explore the chosen topic with painstaking attention to detail and with scientific professionalism. Departing from these viewpoints, as a historian of religion I want to show disability history from a different perspective in my thesis, focusing on comparison. Knowing full well that I cannot immerse myself in every detail, I still wish to illustrate, as thoroughly as possible, how major religions handled disability and what they taught, said and preached about. As my focus is on comparison, based on the available sources I attempt to follow the crucial characteristics of disabilities from prehistoric roots to nowadays still valid teachings.	
<i>Teaching and learning methods:</i>	
<i>Compulsory reading:</i> <ul style="list-style-type: none"> • Szagun, A-K. (1983): Behinderung – Ein gesellschaftliches, theologisches und pädagogisches Problem. Vandenhoeck & Ruprecht, Göttingen. • Weiß, H., Federschmidt, K. és Temme, K. (szerk.): Ethik und Praxis des Helfens in verschiedenen Religionen – Anregungen zum interreligiösen Gespräch in Seelsorge und Beratung. Neukirchner Verlag, Neukirchen. • Musenberg, O. (2013): Kultur–Geschichte–Behinderung, Die kulturwissenschaftliche Historisierung von Behinderung. Ahtena Verlag, Oberhausen. 	
<i>Recommended reading:</i> <ul style="list-style-type: none"> • Ebach, J. (2002): Biblische Erinnerungen im Fragenkreis von Krankheit, Behinderung, 	

Integration und Autarkie. In: Pithan, A., Adam, G. és Kollmann, R. (szerk.): Handbuch Integrative Religionspädagogik – Reflexionen und Impulse für Gesellschaft, Schule und Gemeinde. Güntersloher Verlag, Güntersloh. 98–111.

- Figl, J. (2013): **Heilung in der abrahamitischen Religionen.** In: Futterknecht, V., Noseck-Licul, M., és Kremser M. (szerk.): Heilung in den Religionen – Religiösen, spirituelle und leibliche Dimensionen. LIT Verlag, Wien. 27–40.
- Loch, W. (1969): **Enkulturation als anthropologischer Grundbegriff der Pädagogik.** In: Weber, E. (szerk.): Der Erziehungs- und Bildungsbegriff im 20. Jahrhundert. Bad Heilbrunn, 122-140.

Assessment:

Course code: ERA-1099	Title of the course: Introduction to Disability Studies
<i>Type of the course:</i> seminar	<i>Level of the course:</i> BA and MA
<i>ECTS credits:</i> 2-4	<i>Language of instruction:</i> English
<i>How to apply:</i> include this course in your Learning Agreement	
<i>Prerequisites:</i> <ul style="list-style-type: none"> • N/A • good command of English 	
<i>Instructor – given name and SURNAME:</i> Ms. Ágnes Sarolta FAZEKAS	
<i>E-mail address:</i> fazekas.agnes.sarolta@barczy.elte.hu	
<i>Faculty and department:</i> <ul style="list-style-type: none"> • ELTE Bárczi Gusztáv Faculty of Special Education, Institute for Disability and Social Participation 	
<i>The course is offered within the following programme:</i> <ul style="list-style-type: none"> • Open for full degree (BA/MA) (Hungarian) & International/Exchange Students 	
<i>Course contents and learning outcome:</i> <u>Topics:</u> <ol style="list-style-type: none"> 1. Session: Introduction of the course & Definitions & language (2* 90 Minutes) 2. Session: History & models of disability (2* 90 Minutes) 3. Session: Disability Studies (2* 90 Minutes) 4. Session: Power, privilege and identity (2* 90 Minutes) 5. Session: Intersectionality (2* 90 Minutes) 6. Session: New Trends in Disability Studies (2* 90 Minutes) 7. Summary of course (1* 90 minutes) 	

Aims:

- The purpose of the course is to provide a comprehensive insight into the changing and challenging nature of disability studies and the knowledge, skills to meet those challenges. The course gives you the opportunity to explore & critically analyze various definitions, approaches, main theoretical and practical perspectives on a wide range of disability-related issues. An interdisciplinary and intersectional approach used to offer students with a variety of perspectives for critical analysis of disability in society.

Learning outcomes Through participation in this course, students will be able to:

- Understand and critically evaluate current terminologies & conceptual models of disability
- Examine the complex interplay of social, political, & economic forces related to disability
- Investigate & evaluate key legislations, concepts and practices towards persons with disabilities
- Explore various stakeholders working internationally for the rights of persons with disabilities
- Develop critical thinking, reflect on the power of (un)conscious biases

Teaching and learning methods:

Course approach:

- Interdisciplinary , Cross-disability, Intersectional Approach

Course Design:

- A combination of lecture and various interactive methods will be used during the course.

Laptops & cell phones:

- Please be respectful towards to your colleagues and mute your cell phones during class. Use of a laptop, smartphone, etc. can facilitate access to information. However, use of laptop for anything not related to the session is unacceptable & disrespectful towards to your colleagues and lecturer.

Schedule of semester & attendance:

- During the 13 weeks of work, 6 double sessions (2* 90 minutes sessions) and one single (1*90 minutes) session will be scheduled. You may miss up to two sessions in total.

Course materials

- Course materials will be available in accessible electronic format.

Consultation

- If you have any questions related to the course, please do not hesitate to contact me via fazekas.agnes.sarolta@barczi.elte.hu or at my office hours.

Classroom philosophy

- During the course, I strive to create an atmosphere that respects student diversity.
- If you need any reasonable accommodations to successfully complete this course, please let me know or please disclose it to the disability officer.
- I aim to support the students' learning process.

Constructive feedback & course evaluation by course participants

- I am committed to improve the quality of my classes and I value participant constructive feedback maintaining the high quality education and to allow improvement of this course.

Compulsory reading:¹:

- Barnes, C, Mercer, G, and Shakespeare, T (2010) Exploring Disability: A Sociological Introduction. 2nd edition, Cambridge: Polity Press.
- Crenshaw, K. (2017) On Intersectionality: Essential Writings. New York: The New Press.
- European Agency for Fundamental Rights (2015). Implementing the United Nations Convention on the Rights of Persons with Disabilities (CRPD) An overview of legal reforms in EU Member States.

¹ I reserve the right to make some adjustments if needed to meet class needs. Reading list is might be slightly changed.

- Lawson, A., Gooding, C. (2005) Disability Rights in Europe: From Theory to Practice. Oxford: Hart Publishing.
- Longmore, P (2003). Why I Burned My Book and Other Essays on Disability. Philadelphia, PA: Temple University Press
- The disability rights and independent living movement Introduction. University of California. Last updated: Last updated 07/14/04.
- World Health Organization/World Bank (2011) World Report on Disability, Geneva: World Health Organization.

Recommended reading :

- To be Announced (TBA)

Assessment / Course Requirements: Final grades are based on the summary of 2 components:

There is an option to receive 2-4 ECTS.

- 2 ECTS: Individual (open to any creative/innovative format) presentation during semester
- 3 ECTS - Individual (open to any creative/innovative format) presentation during semester (30%) & a short essay (5-8 page) (70%)
- 4 ECTS - Individual (open to any creative/innovative format) presentation during semester (30%) & an essay (10-12 page) (70%)

Methods in Intervention modul

Course code: ERA-1068	Title of the course: Ergänzende Fördermassnahmen bei Menschen mit geistiger Behinderung
<i>Type of the course:</i> seminar	<i>Level of the course:</i> BA and MA
<i>ECTS credits:</i> 5-7	<i>Language of instruction:</i> German
<i>How to apply:</i> include this course in your Learning Agreement	
<i>Prerequisites:</i> 30 credits in Special Education or Education or Social Work or Psychology; good command of German	
<i>Instructor – given name and SURNAME:</i> Ms. Betty BARTHEL	
<i>E-mail address:</i> barthel@barczy.elte.hu	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Education,	
<i>The course is offered within the following programme:</i> Erasmus study programme	
<i>Course contents and learning outcome:</i> <u>Topics:</u> <ul style="list-style-type: none"> • Ganzheitliches, erlebnisorientiertes Unterricht mit Elementen der Motopädagogik, der psychomotorischen Förderung. Wandern und Orientierungsübungen als Freizeit- und Förderprogramm. • Die "Grundaufbauende Therapie"; ein Förderprogramm auf motorischer Basis. Es wird bei verschiedenen Lernstörungen erfolgreich eingesetzt Laut Erfahrungen der Therapeutinnen kann es auch in der Förderung einiger - vor allem die Kommunikationsfähigkeit treffende - Teilleistungen bei Kindern mit geistiger Behinderung mit gutem Erfolg als indirekte Vorgehensweise eingesetzt werden. • Tanz als Mittel im (Sport)Unterricht. • Weitere Initiativen in Ungarn: theoretische Grundlagen der Neurohabilitation, der Pető-Methode <u>Aims:</u> Präsentieren Fördermaßnahmen, die vor allem in Ungarn entwickelt wurden und verbreitet sind; Anregung zum Thema „anders“ fördern.	
<i>Teaching and learning methods:</i> Presentation and discussion; practice	
<i>Compulsory reading:</i>	
<i>Recommended reading:</i> Developmental Pedagogy: http://www.matsuishi-lab.org/developmentalpedagogy.pdf	
<i>Assessment:</i> Referat; aktive Teilnahme	