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| Course code: ERA-872 | Title of the course: Introduction to Special Needs 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> Add this course to your Online Learning Agreement <i>Prerequisites:</i> 30 credits in Special Needs 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 | |
| Academic responsibility: Gabriella PAPP, Ph.D. habil Organiser and contact person: Dorottya SZŐKE, Faculty Erasmus+ Coordinator <i>E-mail address:</i> erasmus@barczy.elte.hu | |
| <i>Faculty:</i> ELTE Bárczi Gusztáv Faculty of Special Needs Education <i>The course is offered within the following programme:</i> Erasmus+ study exchange 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

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| Course code: ERA-1043 | Title of the course: Education and Support of Persons with Hearing Impairment |
| Type of the course: seminar | Level of the course: BA and MA |
| ECTS credits: 3-4 | Language of instruction: English |
| How to apply: Add this course to your Online Learning Agreement Prerequisites: 30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of English | |
| Instructors: Ms. Andrea PERLUSZ, Ph.D.; Ms. Tünde NÉMETH-BODOR, Ph.D.; Ms. Éva KERESZTESSY, Ms. Melinda Báder, Ms. Mónika Dukic, Ms Eszter Marton. E-mail address: perlusz@barczy.elte.hu | |
| Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Needs Education, Department of Hearing Impairment The course is offered within the following programme: Erasmus+ study exchange programme | |
| Course contents and learning outcome: The goal of the course is to present the recent diagnostic, methodological and educational issues of the pedagogy of hearing impairment. During of the course, we will process the following topics in an interactive way: early diagnostic methods of hearing impairment, cochlear implantation as a modern way of improving hearing, natural auditory–verbal method in early intervention, special and integrated education of pupils with hearing impairment, dysphasia associated with hearing impairment – diagnostic and therapeutic possibilities. The requirements of UN Convention on the Right of Person with Disabilities. | |
| Teaching and learning methods: lecture, co-operative teaching methods | |
| Assessment: seminar paper | |

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| 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 and MA |
| <i>ECTS credits:</i> 2-4 | <i>Language of instruction:</i> English |
| <i>How to apply:</i> Add this course to your Online Learning Agreement <i>Prerequisites:</i> 30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of English | |
| <i>Instructor:</i> Ms. Beáta PRÓNAY; and experts from the field <i>E-mail address:</i> beata.pronay@barczi.elte.hu | |
| <i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Needs Education, Institute for the Psychology of Special Needs <i>The course is offered within the following programme:</i> Erasmus+ study exchange programme | |
| <i>Course contents and learning outcome:</i> 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 Practice: Visiting organizations working with deafblind individuals. Experiential practice of methods used by the special needs teacher. | |
| <i>Compulsory reading:</i> - 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. | |

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| Course code: ERA-1104 | Title of the course: International Perspectives on Inclusive Education |
| <i>Type of the course:</i> seminar | <i>Level of the course:</i> BA / MA |
| <i>ECTS credits:</i> 5-7 | <i>Language of instruction:</i> English |
| <i>How to apply:</i> Add this course to your Online Learning Agreement <i>Prerequisites:</i> 30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of English | |
| <i>Instructors:</i> Academic responsibility: Eszter MÁRKUS, Ph.D Organiser and contact persons: Anita Adrienn TÓTH, Ph.D student; Nikolett RÉKASI, Ph.D student | |
| <i>E-mail address:</i> anita.adrienn.toth@gmail.com ; rekasinikolett90@gmail.com | |
| <i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Needs Education, Institute for the Psychology of Special Needs <i>The course is offered within the following programme:</i> Erasmus+ study exchange programme | |
| <i>Course contents and learning outcome:</i> <u>The main Topics:</u> <ul style="list-style-type: none"> • Definitions of inclusion in Education • Creating inclusive cultures • Producing inclusive policies • Evolving inclusive practices • Education systems and services • Experts roles in the inclusion • Teamwork • Organising the learning environment • Creating an inclusive society • Brief introduction to the social model of disability • Introduction to the CRPD • Introduction to good inclusive practises and policies <u>Aims:</u> During the course we come round the topic of inclusion in Education and in the society together to explore different perspectives, education systems, historical background, the roles of the stake holders. The students are going to work in teams and through their own experiences. During this course we would like to highlight the fact that inclusive education and inclusive society are going hand in hand and the they are not separable from each other. | |

Beyond special education modul

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| Course code: ERA-1049 | Title of the course: Cognitive Development |
| <i>Type of the course:</i> Lecture | <i>Level of the course:</i> BA/MA |
| <i>ECTS credits:</i> 5-7 | <i>Language of instruction:</i> English |
| <i>How to apply:</i> Add this course to your Online Learning Agreement <i>Prerequisites:</i> 30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of English | |
| <i>Instructor:</i> Mr. Zoltán JAKAB | |
| <i>E-mail address:</i> jakab.zoltan@barczi.elte.hu | |
| <i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Needs Education, Institute for Psychology of Special Needs <i>The course is offered within the following programme:</i> Erasmus+ study exchange programme | |
| <i>Course contents and learning outcome:</i> <u>Topics:</u> (1) Perceptual development, Overview (2) Piaget's view of cognitive development, and Vygotsky's critique (3) The development of attention, memory, and problem solving (4) Language acquisition (5) Mentalization: early development of the self and social understanding (6) Theories of concepts in psychology (7) Fodor's paradox – what does it take to <i>learn</i> a concept? (8) Non-referring concepts, pretence and fiction (9) More on perceptual development, I: Sight restoration after early blindness (10) More on perceptual development II: The development of color vision (11) Core cognition and numerical cognition (12) The development of introspection and privileged access <u>Aims:</u> to provide a comprehensive (although brief) overview of the main topics in developmental psychology, and to look at some specific issues deeper (perceptual and conceptual development; the development of social understanding) | |
| Teaching and learning methods: Lecturing and discussion in class; help in writing a term paper (choosing topic; suggesting readings; reviewing drafts). | |
| Compulsory reading: Carey, S. (2009). The Origin of Concepts, Oxford University Press, Chs 4, 8. | |

Mitchell, P., Teucher, U., Bemmelt, M., Ziegler, F., Wyton, R. (2009). Do Children Start Out Thinking They Don't Know Their Own Minds? *Mind and Language*, **24** (3) 328-346.

Kovács I. (ed.): Visual integration: development and impairments, Akadémiai Kiadó, 2004, 59-84

Peter Carruthers (2011). The opacity of mind, Oxford University Press, Chs 1-3

David R. Shaffer (2009). Developmental Psychology: *Childhood and Adolescence*, Cengage Learning; chapters to be specified later

Recommended reading:

Knut Nordby: What Is This Thing You Call Color: Can a Totally Color-Blind Person Know about Color? In Torin Alter & Sven Walter (eds.) (2007): *Phenomenal concepts and Phenomenal Knowledge* Oxford University Press

Cosmides L., Tooby, J. (2000). Consider the Source: The Evolution of Adaptations for Decoupling and Metarepresentation, in Dan Sperber (ed.): *Metarepresentations – A Multidisciplinary Perspective*, Oxford University Press, Oxford

DeVilliers, J., G, DeVilliers, P., A. (2003). Language for Thought: Coming to Understand False Beliefs, in: Dedre Gentner and Susan Goldin-Meadow (ed.) *Language in Mind*, Cambridge Mass. MIT Press

Flavell, J., Green, F., L., Flavell, E., R., Lin, N., T. (1999). Development of Children's Knowledge about Unconsciousness, *Child Development*, **70** (2) 396-412.

Hulme, S., Mitchell, P., Wood, D. (2003). Six-year-olds' difficulties handling handling intensional contexts, *Cognition*, **87**, 73-99

Gergely, G. (2002). The development of understanding self and agency. (pp. 26-46) In U. Goshwami (Ed.) *Blackwell Handbook of Childhood Cognitive Development*, Oxford: Blackwell.

Leslie, A. (1994). Pretending and believing: issues in the theory of ToMM, *Cognition*, **50**, 211-238

Leslie, A. (2000). How to Acquire a Representational Theory of Mind, in Dan Sperber (ed.): *Metarepresentations – A Multidisciplinary Perspective*, Oxford University Press, Oxford

Leslie, A. (2000). "Theory of Mind" as a Mechanism of Selective Attention. In Michael S. Gazzaniga (ed.), *The New Cognitive Neurosciences*, Cambridge Mass. MIT Press

Leslie, A. (2002). Pretense and Representaion Revisited, in Nancy L. Stein, Patricia J. Bauer, Mitchell Rabinowitz (ed.): *Representation, Memory and Development – Essays in Honor of Jean Mandler*, Lawrence Erlbaum Associates, Mahwah, NJ, London

Assessment:

Term paper on a topic related to the course material

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| 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/MA |
| <i>ECTS credits:</i> 2-4 | <i>Language of instruction:</i> English |
| <i>How to apply:</i> Add this course to your Online Learning Agreement <i>Prerequisites:</i> 30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of English | |
| <i>Instructor:</i> Ms. Judit GOMBÁS Ph.D. | |
| <i>E-mail address:</i> gombas.judit@gmail.com | |
| <i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Needs Education <i>The course is offered within the following programme:</i> Erasmus+ study exchange programme | |
| 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. Topics: <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> Peniston L. C. (1998): Developing Recreation Skills in Persons with Learning Disabilities. Selected excerpts, Sagamore Publishing 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>Assessment:</i> Active participation in the seminars Oral presentation | |

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| Course code: ERA-1101 | Title of the course: Introduction to motor control and learning |
| <i>Type of the course:</i> seminar | <i>Level of the course:</i> BA / MA |
| <i>ECTS credits:</i> 3 | <i>Language of instruction:</i> English |
| <i>How to apply:</i> Add this course to your Online Learning Agreement <i>Prerequisites:</i> 30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of English | |
| <i>Instructors:</i> Andrea BERENCSI PhD and Tibor VÁMOS PhDc | |
| <i>E-mail address:</i> berencsi.andrea@barczi.elte.hu | |
| <i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Needs Education, Institute for the Methodology of Special Needs Education and Rehabilitation The course is offered within the following programme: Erasmus+ study exchange programme | |
| <i>Course contents and learning outcome:</i> <u>Topics:</u> 1. Models of motor control (90 minutes) 2. Neuroscience and cognitive aspects of motor performance (90 minutes) 3. Postural control and locomotion (90 minutes) 4. Fine motor control and hand movements (90 minutes) 5. Motor learning: processes and theories that underpin motor learning (90 minutes) 6. Motor learning in typical and atypical development (90 minutes) 7. Motor learning-field study (135 minutes) <u>Aims:</u> The seminar introduces the basic principles of motor control and learning. The different aspects of motor performance are discussed in the context of typical and atypical development. Foundations of motor skill learning including influencing factors such as age, feedback, and schedule are covered in the course. Students participate in a field study in a motor learning lab setting. Participants will gain both theoretical and practical knowledge about motor control and learning. | |
| <i>Teaching and learning methods:</i> Lecture held by the teachers. Analysis and discussion of selected research papers, video material and self-experience in various motor tasks both in the class and on the e-learning platform. | |
| <i>Compulsory reading:</i> Richard Schmidt and Tim Lee (2013) Motor Learning and Performance: From Principles to Application (5th Ed.) Human Kinetics. | |
| <i>Recommended reading:</i> Karen E. Adolph and John M. Franchak. The development of motor behavior. WIREs Cogn Sci 2016. doi: 10.1002/wcs.1430 https://www.psych.nyu.edu/adolph/publications/AdolphFranchak-2016-WIREsDevMotorBehavior.pdf | |
| Assessment: | |

Active participation in the seminars is expected (maximum 2 seminars to be missed, field study is compulsory).

Completion of assessment tasks during the semester (e-learning). Writing a term paper related to the course topics based on individual interest.

Disability studies modul

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| 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/MA |
| ECTS credits: 4 | <i>Language of instruction:</i> English |
| <i>How to apply:</i> Add this course to your Online Learning Agreement | |
| <i>Prerequisites:</i> 30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of English | |
| <i>Instructor:</i> Agnes Sarolta FAZEKAS Ph.D. | |
| <i>E-mail address:</i> fazekas.agnes.sarolta@barczi.elte.hu | |
| <i>Faculty, institute and/or department:</i> ELTE Bárczi Gusztáv Faculty for Special Needs Education; Institute for Disability and Social Participation | |
| <i>The course is offered within the following program:</i> Erasmus+ study exchange programme | |
| <i>Course contents and learning outcome:</i> Through participation in this course, students will be able to: <ul style="list-style-type: none"> • 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 | |
| <i>Topics:</i> <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) | |
| <i>Aims:</i> 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 | |

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| 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. |
| <i>Teaching and learning methods, timeline:</i> |
| 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. |
| Reading list: <ul style="list-style-type: none"> • 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. • Goodley, D. (2010): Disability Studies: An Interdisciplinary Introduction. Newcastle upon Tyne, United Kingdom: SAGE • Lawson, A., Gooding, C. (2005) Disability Rights in Europe: From Theory to Practice. Oxford: Hart Publishing. World Health Organization/World Bank (2011) World Report on Disability, Geneva: World Health Organization. |
| <i>Assessment:</i> <ul style="list-style-type: none"> • Final grades are based on the summary of 2 components: Individual (open to any creative/innovative format) presentation during semester (30%) & a short (5-8 page) essay (70%). |

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| Course code: ERA-1103 | Title of the course: Frauen, Kinder und Menschen mit Behinderungen in den Weltreligionen |
| <i>Type of the course:</i> lecture | <i>Level of the course:</i> BA / MA |
| <i>ECTS credits:</i> 5-7 | <i>Language of instruction:</i> German |
| <i>How to apply:</i> Add this course to your Online Learning Agreement | |
| <i>Prerequisites:</i> 30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of English | |
| Instructor – given name and SURNAME: Emese BERZSENYI Ph.D | |
| <i>E-mail address:</i> emese@berzsenyi.com | |
| <i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Needs Education; Institute for Disability and Social Participation | |
| <i>The course is offered within the following programme:</i> Erasmus+ study exchange programme | |
| <i>Course contents and learning outcome:</i> Topics: 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.

Aims:

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.

Compulsory reading:

Szgun, 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.

Recommended reading :

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: Referat; aktive Teilnahme

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| Course code: ERA-1107 | Title of the course: Law, Policy and Disability in Comparative Perspective |
| <i>Type of the course:</i> seminar | <i>Level of the course:</i> BA / MA |
| <i>ECTS credits:</i> 2-3 | <i>Language of instruction:</i> English |
| <i>How to apply:</i> Add this course to your Online Learning Agreement <i>Prerequisites:</i> 30 credits in Special Needs Education or Education or Psychology or Social Work; Students do not need prior knowledge of law or policy, this course is designed to introduce you to these topics Good command of English | |
| <i>Instructor:</i> Ruth CANDLISH | |
| <i>E-mail address:</i> ruthcandlishphd@gmail.com | |
| Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Needs Education, Institute for Disability and Social Participation | |
| <i>The course is offered within the following programme:</i> Erasmus+ study exchange programme | |
| Course contents and learning outcome: Introductory course to policy and disability comparing how different countries approach policies that matter for disabled people. If public policy is “whatever government choose to do or chooses not to do”, then this course is about understanding what do governments’ choose to do, why do they choose this or that, who gains or loses from their choices, and most importantly, how might we influence those choices. The aim of this course is to provide an introduction to disability policy as a phenomenon, discipline, object of study, focus of dispute, form of state control etc. and to give you the skills to read, critique and amend policy . This course is designed to: <ul style="list-style-type: none"> • Introduce you to critical policy studies – What is the difference between law and policy? How is policy made? Who are the main policy actors? What does it mean to study policy critically? How is policy (de)politicised? • Think about how to critically study policy – How to read and analyse policy, how to assess and evidence policy, what methods are used to develop policies and why methodology is a political choice. • Learn about what policy domains that matter for disabled people – Are some policy areas more important for disabled people? Or is there a disability perspective on all policy? Is welfare more important than war? • Compare different policy approaches – What is the law on disabled hate crime in the UK? What does equal opportunity for disabled people mean in Canada? Does the German approach to accessible education differ from that in Denmark? What is the Hungarian approach to disability-related welfare benefits? How does US military policy impact on disabled people? How are the political rights of disabled people in Uganda protected? • Discuss how socio-political concepts and theories apply to disability policy – (in)equality, identity politics, in/exclusion, intersectionality, policy transfer and translation, policy entrepreneurs etc. | |

We will see how policy is political and imbued with power – and the **act of studying policy is political**. You will gain skills in navigating the politics of policy, what to study and how, and how to be confident and justify your choices. The course also has a practical component – we will develop practical skills related to public policy, including decision-making, policy writing, giving feedback etc

Each session will be student-focused as we will examine on the policy contexts and policy domains that interest you. We'll compare countries we know and countries we don't and look at good and bad practice to see what we can learn. We'll also think about the big ideas and challenges behind policies – what does education policy tell us about equality models? Why do 'bad policies' get transferred around?

Topics:

- The first part of the course will cover the **basics of public policy** (the policy cycle, key policy actors) and provide an introduction to critical policy studies (linking this to critical disability studies). We will also consider the connections between identity and policy and what this means for disabled people.
- The main part of the course will consist of **topical sessions on different policy domains** (equality and discrimination, crime, education, employment, welfare, war, justice, social work / care*) where students will be introduced to different policies, bring their own examples, and be able to critically engage with the merits and limitations of different approaches. We will discuss different ideas of equality, domestic institutions, the relative importance of policy actors.
- The last part of the course will examine **global policy on disability**, in particular reflecting on the impact of international law on national policy. We will look at the policy notions of compliance

*It is planned that 5 different domains can be discussed, the exact domains for discussion will be decided in tandem with students depending on their areas of interest at the start of the class.

Aims:

To introduce students to i) policy studies and ii) a range of policies important for disabled people.

- Gain the skills to access, read and evaluate law and policy related to disability;
- Develop an awareness of a range of policy approaches to disability;

Recognition of the disability perspective in 'non-traditional' policy domains, e.g. war, crime.

Assessment:

- In-class presentations. Students will **present empirical examples** of real policies relevant to disabled people 1 – 2 policies during the course (20%).
- Policy advice and peer feedback. Students will **complete a policy brief** (background, set out the options, recommend an option and justify their choice). Students will be divided into pairs, each pair will chose their preferred policy domain covered in class and be tasked with a policy 'ask' from an imagined Minister, their task is to provide policy advice on that issue. The pairs of students will have the same 'ask'. The other part of the task is to give each other written feedback and verbally discuss / feedback in class. (40%).

Individual paper. Students will **compile a short reflection paper**, analysing the impact of UNHCR on a chosen policy domain in their home / chosen country and relating this to policy studies (40%).

Accessibility

I am committed to organising a course that is inclusive in its design. You can contact me directly or [the ELTE Disability Center](#) if you need adjustments or accommodations.

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| Course code: ERA-1095 | Title of the course: Disability in Fiction, Disability in Music and Disability as Lived Experience |
| <i>Type of the course:</i> seminar | <i>Level of the course:</i> BA / MA |
| <i>ECTS credits:</i> 2-4 | <i>Language of instruction:</i> English |
| <i>How to apply:</i> Add this course to your Online Learning Agreement <i>Prerequisites:</i> 30 credits in Special Education or Education or Social Work or Psychology; good command of English | |
| <i>Instructors:</i> Maria FLAMICH, Rita HOFFMANN | |
| <i>E-mail address:</i> flamich.maria@gmail.com hoffmann.mariarita@gmail.com | |
| <i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Needs Education, Institute for Disability and Social Participation <i>The course is offered within the following programme:</i> Erasmus+ study exchange programme | |
| <i>Course contents and learning outcome:</i> <u>Topics:</u> <ol style="list-style-type: none"> 1. Introducing disability studies, critical disability studies, cultural disability studies: the theoretical background 2. Mis/understanding, mis/interpreting disability: disability in various cultures: models and submodels of disability 3. Disability-related stereotypes 4. Disability in fairy tales 5. Disability in fiction 6. Disability in music 7. Disability memoir and disability memoir in music 8. Ethics of life-writing 9. Performing disability versus performing and disability 10. Disability and Theater 11. Accessible Arts 12. Disability in the Media 13. Humor and disability 14. A course-ending conference: students oral presentations <p><u>Aims:</u> 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.</p> | |
| <i>Teaching and learning methods:</i> Lecture, seminar: discussion, project work, video | |
| <i>Compulsory reading:</i> 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.