

<b>Course code:</b> <b>ERA-872</b>	<b>Title of the course:</b> <b>Introduction to Special Education in Hungary</b>
<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"> <li>• This course is <u>obligatory</u> for all exchange students who don't speak Hungarian!</li> <li>• The credits represent the rate of attendance.</li> <li>• 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.</li> </ul>	
<i>Instructor – given name and SURNAME:</i> Academic responsibility: Péter ZÁSZKALICZKY, Ph.D. Organiser and contact person: Vanda KATONA, Faculty Erasmus Coordinator	
<i>E-mail address:</i> <a href="mailto:erasmus@barczy.elte.hu">erasmus@barczy.elte.hu</a>	
<i>Faculty:</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.	

3 moduls:

<b>New trends in the education of and support for people with SEN modul</b>
<b>Beyond special education modul</b>
<b>Disability studies modul</b>

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

<b>Course code:</b> <b>ERA-1048</b>		<b>Title of the course:</b> <b>Deafblindness: education and rehabilitation aspects</b>	
<i>Type of the course:</i> lecture+practice	<i>Level of the course:</i> BA English	<i>ECTS credits:</i> 2-4	
<i>How to apply:</i> include this course in your Learning Agreement Psychology or Social Work;		<i>Prerequisites:</i> 30 credits in Special Education or Education or 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, Institute for the Psychology of Special Needs			
<i>The course is offered within the following programme:</i> Erasmus study 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. <a href="http://www.spannj.org/resources/Deaf_Blindness_Ed_Service_Guidelines.pdf">http://www.spannj.org/resources/Deaf_Blindness_Ed_Service_Guidelines.pdf</a>			
<i>Recommended reading:</i> <a href="http://nichey.org/disability/specific/deafblindness">http://nichey.org/disability/specific/deafblindness</a>			
<i>Assessment:</i> Assignment tasks: learning log, written essay, observation diary.			

<b>Course code:</b> <b>ERA-1100</b>	<b>Title of the course:</b> <b>International Perspectives on Inclusive Education</b>
Type of the course: lecture / <u>seminar</u>	Level of the course: <u>BA / MA</u>
ECTS credits: 2-4 credits	Language of instruction: <u>English / German</u>
How to apply: Learning Agreement	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructors: Academic responsibility: Eszter Márkus, Ph.D Organiser and contact persons: Anita Adrienn Tóth, Ph.D student; Nikolett Rékasi, Ph.D student Nikolett Rékasi	
E-mail address: <a href="mailto:anita.adrienn.toth@gmail.com">anita.adrienn.toth@gmail.com</a> ; <a href="mailto:rekasinikolett90@gmail.com">rekasinikolett90@gmail.com</a>	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education,  The course is offered within the following programme: international exchange study programme	
Course contents and learning outcome: <u>The main Topics:</u> <ul style="list-style-type: none"> <li>• Definitions of inclusion in Education</li> <li>• Creating inclusive cultures</li> <li>• Producing inclusive policies</li> <li>• Evolving inclusive practices</li> <li>• Education systems and services</li> <li>• Experts roles in the inclusion</li> <li>• Teamwork</li> </ul> <u>Aims:</u> During the course we come round the topic of inclusion in Education together to explore different perspectives, education systems, historical background, the roles of the stake holders.	

<b>Course code:</b> <b>ERA-1043</b>	<b>Title of the course:</b> <b>Education and Support of Persons with Hearing Impairment</b>
<b>Type of the course:</b> seminar	<b>Level of the course:</b> BA and MA
<b>ECTS credits:</b> 3-4	<b>Language of instruction:</b> English
<b>How to apply:</b> include this course in your Learning Agreement	
<b>Prerequisites:</b> 30 credits in Special Education or Education or Psychology or Social Work; good command of English	
<b>Instructors – given name and SURNAME:</b> Ms. Andrea PERLUSZ, Ph.D.; Ms. Tünde NÉMETH-BODOR, Ph.D.; Ms. Éva KERESZTESSY, Ms. Melinda Báder, Ms. Mónika Dukic, Ms Eszter Marton.	
<b>E-mail address:</b> <a href="mailto:perlusz@barczy.elte.hu">perlusz@barczy.elte.hu</a>	
<b>Faculty and department:</b> ELTE Bárczi Gusztáv Faculty of Special Education, Department of Hearing Impairment	
<b>The course is offered within the following programme:</b> Erasmus study programme	
<b>Course contents and learning outcome:</b> 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.	
<b>Teaching and learning methods:</b> lecture, co-operative teaching methods	
<b>Assessment:</b> seminar paper	

## Beyond special education modul

<b>Course code:</b> <b>ERA-1049</b>	<b>Title of the course:</b> <b>Cognitive Development</b>
Type of the course: Lecture	Level of the course: MA
ECTS credits: 5-7	Language of instruction: English
How to apply: Learning Agreement	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructor – given name and SURNAME: Zoltán Jakab	
E-mail address: jakab.zoltan@barczi.elte.hu	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Institute for Psychology of Special Needs	
The course is offered within the following programme: international exchange study programme	
Course contents and learning outcome: <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). <i>The Origin of Concepts</i> , Oxford University Press, Chs 4, 8.	

<p>Mitchell, P., Teucher, U., Bemmett, M., Ziegler, F., Wyton, R. (2009). Do Children Start Out Thinking They Don't Know Their Own Minds? <i>Mind and Language</i>, <b>24</b> (3) 328-346.</p> <p>Kovács I. (ed.): Visual integration: development and impairments, Akadémiai Kiadó, 2004, 59-84</p> <p>Peter Carruthers (2011). The opacity of mind, Oxford University Press, Chs 1-3</p> <p>David R. Shaffer (2009). Developmental Psychology: <i>Childhood and Adolescence</i>, Cengage Learning; chapters to be specified later</p>
<p>Recommended reading:</p> <p>Knut Nordby: What Is This Thing You Call Color: Can a Totally Color-Blind Person Know about Color? In Torin Alter &amp; Sven Walter (eds.) (2007): <i>Phenomenal concepts and Phenomenal Knowledge</i> Oxford University Press</p> <p>Cosmides L., Tooby, J. (2000). Consider the Source: The Evolution of Adaptations for Decoupling and Metarepresentation, in Dan Sperber (ed.): <i>Metarepresentations – A Multidisciplinary Perspective</i>, Oxford University Press, Oxford</p> <p>DeVilliers, J., G, DeVilliers, P., A. (2003). Language for Thought: Coming to Understand False Beliefs, in: Dedre Gentner and Susan Goldin-Meadow (ed.) <i>Language in Mind</i>, Cambridge Mass. MIT Press</p> <p>Flavell, J., Green, F., L., Flavell, E., R., Lin, N., T. (1999). Development of Children's Knowledge about Unconsciousness, <i>Child Development</i>, <b>70</b> (2) 396-412.</p> <p>Hulme, S., Mitchell, P., Wood, D. (2003). Six-year-olds' difficulties handling handling intensional contexts, <i>Cognition</i>, <b>87</b>, 73-99</p> <p>Gergely, G. (2002). The development of understanding self and agency. (pp. 26-46) In U. Goshwami (Ed.) <i>Blackwell Handbook of Childhood Cognitive Development</i>, Oxford: Blackwell.</p> <p>Leslie, A. (1994). Pretending and believing: issues in the theory of ToMM, <i>Cognition</i>, <b>50</b>, 211-238</p> <p>Leslie, A. (2000). How to Acquire a Representational Theory of Mind, in Dan Sperber (ed.): <i>Metarepresentations – A Multidisciplinary Perspective</i>, Oxford University Press, Oxford</p> <p>Leslie, A. (2000). "Theory of Mind" as a Mechanism of Selective Attention. In Michael S. Gazzaniga (ed.), <i>The New Cognitive Neurosciences</i>, Cambridge Mass. MIT Press</p> <p>Leslie, A. (2002). Pretense and Representaion Revisited, in Nancy L. Stein, Patricia J. Bauer, Mitchell Rabinowitz (ed.): <i>Representation, Memory and Development – Essays in Honor of Jean Mandler</i>, Lawrence Erlbaum Associates, Mahwah, NJ, London</p>
<p>Assessment:</p> <p>Term paper on a topic related to the course material</p>

<b>Course code:</b>	<b>Title of the course:</b>
<b>ERA-1064</b>	<b>Introduction to Rehabilitation Medicine</b>
Type of the course:	Level of the course:
seminar	MA
ECTS credits:	Language of instruction:
2-4	English
How to apply:	
Learning Agreement: Erasmus Coordinator of the Faculty Neptun Registration	
Prerequisites:	

30 credits in Special Education or Education or Social Work or Psychology; good command of English
Instructor – given name and SURNAME: Lajos, KULLMANN Dr. habil.
E-mail address: lajos.kullmann@barczy.elte.hu
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Department of Physical Disabilities
The course is offered within the following programme: international exchange study programme
Course contents and learning outcome: <u>Topics:</u> <ul style="list-style-type: none"> <li>• Characteristics of PRM, the PRM team, competences of team members</li> <li>• Assessment in PRM: 1) body functions and structures – 2) activities and participation – 3) environmental factors – 4) quality of life</li> <li>• Problem oriented rehabilitation plan</li> <li>• Selected therapeutic methods in PRM: 1) Physiotherapy – 2) Occupational therapy – 3) Provision with assistive products – 4) Brief introduction to additional therapeutic interventions</li> <li>• Legal aspects, financing and services provision in PRM</li> <li>• International trends; quality and efficiency</li> </ul> <u>Aims:</u> <ul style="list-style-type: none"> <li>• 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.</li> <li>• To get acquainted with the concept of quality of life and develop attitudes recognising its importance.</li> <li>• 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.</li> <li>• To get familiar with the institutional background of PRM, with its legal environment, and with the international trends of development.</li> </ul>
Teaching and learning methods: presentations, own reading, case histories,
Compulsory reading: Barnes MP, Ward AB. Textbook of rehabilitation medicine. Oxford University Press, Oxford, 2000.
Recommended reading: International Classification of Functioning, Disability and Health, WHO, Geneva, 2001 - <a href="http://www.who.int/classifications/icf/en">www.who.int/classifications/icf/en</a>
Assessment: 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 <sup>th</sup> December)

**Course code ERA-1079 : Title of the course: Recreation, Leisure and free time Activities in the Lives of Persons with Disabilities**

Type of the course:  
seminar

Level of the course:  
BA/MA

ECTS credits:  
2-4

Language of instruction:  
English

How to apply:

Learning Agreement: Erasmus Coordinator of the Faculty Neptun Registration

Prerequisites:

30 credits in Special Education or Education or Social Work or Psychology;  
good command of English

Instructor – given name and SURNAME:  
Judit Gombás

E-mail address:  
gombas.judit@gmail.com

Faculty and department:  
ELTE Bárczi Gusztáv Faculty of Special Education

The course is offered within the following programme:  
international exchange study 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:

- 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

Teaching and learning methods:  
theory, 'own experience' via simulation, observation.

Compulsory reading:

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.



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Recommended reading:
Assessment: active participation in the seminars oral presentation

<b>Course code:</b> <b>ERA-1059</b>	<b>Title of the course:</b> Cognitive development in children with neurocognitive disorders.
Type of the course: seminar	Level of the course: BA / MA
ECTS credits: 2-4	Language of instruction ( <i>oktatás nyelve</i> ): English
How to apply: Learning Agreement	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructor – given name and SURNAME: Klara Marton	
E-mail address: klaramarton@gmail.com	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Needs Education, Institute of Psychology, Illyes Sandor Research Laboratory	
The course is offered within the following programme: international exchange study programme	
Course contents and learning outcome: <u>Topics:</u> <ol style="list-style-type: none"> <li>1. Cognitive models of learning and development</li> <li>2. Attention, memory, and language in different populations with neurodevelopmental disorders, such as specific language impairment, autism, ADHD, and dyslexia</li> <li>3. Assessment and intervention of cognitive functions in these populations</li> </ol> <u>Aims:</u> Upon successful completion of this course students will be able to: <ul style="list-style-type: none"> <li>• 1. Synthesize and critically analyze a body of literature on the relationship among various cognitive functions;</li> <li>• 2. Compare and contrast different theoretical models of cognitive development in populations with neurodevelopmental disorders;</li> <li>• 3. Evaluate the potential impacts of specific cognitive functions on language comprehension and language production in neurodevelopmental disorders;</li> <li>• 4. Identify intervention methods for selected populations.</li> </ul>	
Teaching and learning methods: Readings, in-class discussions, videos with observation points, written assignments	
Compulsory reading:	

Selected research articles
Recommended reading: Research articles
Assessment: Grades will be based on a portfolio assessment (60%), participation in class discussions (15%), annotated bibliography (25%)

<b>Course code:</b> <b>ERA-1101</b>	<b>Title of the course:</b> <b>Introduction to motor control and learning</b>
Type of the course: seminar	Level of the course: BA / MA
ECTS credits: 3 credits	Language of instruction: <b>English</b>
How to apply: Learning Agreement	
Prerequisites: 30 credits in Special Education or Education or Psychology; good command of English	
Instructor – given name and SURNAME: Andrea BERENCSI PhD and Tibor VÁMOS PhDc	
E-mail address: berencsi.andrea@barczi.elte.hu	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Institute for the Methodology of Special Needs Education and Rehabilitation	
The course is offered within the following programme: international exchange study programme	
Course contents and learning outcome: <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.	

Teaching and learning methods:

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.

Compulsory reading:

Richard Schmidt and Tim Lee (2013) Motor Learning and Performance: From Principles to Application (5th Ed.) Human Kinetics.

Recommended reading :

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

<b>Course code:</b> ERA-1054		<b>Title of the course:</b> Fundamentals of Disability Studies		
<b>Type of the course:</b> Lecture/seminar ECTS credits: 5-7		Level of the course: BA/MA Language of instruction: English		
<b>How to apply:</b> Learning Agreement Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English				
<b>Instructor – given name and SURNAME:</b> György KÖNCZEI, PhD and the Members of Disability Studies Doctoral Workshop				
E-mail address: <a href="mailto:Konczei.elte.ds@gmail.com">Konczei.elte.ds@gmail.com</a>				
<b>Faculty and department:</b> ELTE Bárczi Gusztáv Faculty of Special Education, Institute for Disability and Social Participation The course is offered within the following program: International exchange study program				
<b>Course contents and learning outcome:</b>				
Date	Day	Time	Place	Lecturer, topic
3 October	Thursday	15. 00 -18. 00	Ecseri street 3. A202	Introduction; The Question of Power: the History of Disability; György Könczei, Ph.D.
17 October	Thursday	15. 00 -18. 00	Ecseri street 3. A10	Zsuzsanna Kunt, Anthropology of Disability + Development of your projects or research papers kunt.zsuzsanna@gmail.com
7 November	Thursday	15. 00 -18. 00	Ecseri street 3. A10	Vanda Katona, Ph.D. Sociology of Disability vandakatona87@gmail.com Katalin Heiszer, Ph.D. AND András Futár The Practice of Participative Teaching
12 November	Tuesday	14. 30 -17. 30	ELTE Legal Faculty Egyetem Square A/8. gyakorló	Hoffmann István, Ph.D. hoffman.istvan@ajk.elte.hu

<b>28 November</b>	Thursday	15. 00 -18. 00	Ecseri street 3. A10	Ilona Hernádi, Ph.D., Feminism, Disability and Embodiment <a href="mailto:ilonahernadi@yahoo.com">ilonahernadi@yahoo.com</a> G. Konczei: Development of your projects or research papers
<b>12 December</b>	Thursday	15. 00 -18. 00	Ecseri street 3. A10	Student's & Tutor's Conference: Presentations on behalf of the students (Ilona Hernádi and Gyorgy Konczei)

#### Aims:

#### Seeing and Experiencing Disability

“Once you involve yourself in disability-related issues in any field of life, you are given the possibility, the power and responsibility to promote a paradigm shift. The way you act is a kind of contribution to what thoughts are formed about the group of people who, with all their visible and invisible values, struggle hard to be considered humane.”

(Flamich, M. and Hoffmann, R. 2013)

The aim of the course is to get acquainted with a relatively new, but still rapidly growing academic field. As Disability Studies covers a broad area, our primary focus is on the components, which reveal how disability is present e.g. in literature and music, but at the same time, we tend to take a quick look at other sources. Therefore, we approach the focus from two significant aspects, one is representations of disability, the other is lived experience.

One of the reasons that explains our two-sided approach is that due to inherited stereotypes, people tend to produce various, often less realistic, ideas about disability which are depicted in various literary and music masterpieces, i.e. representations of disability. The second reason is that “Everyone has a story to tell, and everyone is telling it.” (Adams, 2002) Consequently, the quotation implies that lived experience, i.e. disability memoir oftentimes highlights details without which understanding disability seems, moreover proves impossible.

We strongly believe that our two-sided approach plays a significant role in developing critical (re)thinking concerning our own attitude towards disability on one hand, and as a result, promoting a positive paradigm shift in the social constructs of disability, eliminating the Medical Model for the benefit of the Diversity Model.

#### *References*

Adams, Lorraine (2002): Almost Famous: The Rise of the ‘Nobody’ Memoir. *Washington Monthly*. <http://www.washingtonmonthly.com/features/2001/0204.adams.html>.  
Flamich Maria and Hoffmann Rita (2013) Epigraph to the Első Magyar Fogytékosságtudományi Konferencia (First Hungarian Conference on Disability Studies).

#### **Teaching and learning methods:**

The course embraces a variety of teaching and offers 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. Since different instructors hold the course these methods are altered

and extended by the choice of the actual instructor and by the preference of students. These teaching and learning manners aim to initiate the permanent discourse among the participants of the class.

**Expectations:**

Students shall choose a topic and a supervisor before the 2<sup>nd</sup> class. This topic needs to be discussed by the supervisor to have a proper guide for the research. The results of the research must be presented on the last common course. Research must be following the general rules of the academic work, not only in its reference, but also in its quality. The best works are going to be published.

**Course requirements:**

Assessment in the course is based primarily on a *research paper* **and** on an *oral presentation*. 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 or a project (will be presented later):

Students are requested to choose a ‘question’, a ‘problem’ or a ‘theme’ introduced and discussed in the class and encouraged to consult with the responsible instructor to gain access to further resources regarding their chosen field. The paper should be 5 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. (team of two students have to write 10 pages).

...and an oral presentation (in both cases):

All students need to present their research paper’s ‘question’, ‘problem’ or ‘theme’ on the last common class in not 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 followed by a short (4-5 min.) critical reflection.

**Preliminary reading list** (all or almost all items of this list will be available in an electronic format):

**Disability History Touring Exhibit**  
(Students will visit it in person)

**3**

**Feminism, Disability and Embodiment & Theology and Disability Studies**

Wendell, S. (1996) *The Rejected Body: Feminist Philosophical Reflections on Disability*. Routledge, London. 85-117.

Thomas E. Reynolds (2012) Theology and Disability: Changing the Conversation, *Journal of Religion, Disability & Health*, 16:1, 33-48, DOI: 10.1080/15228967.2012.645612.

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**Law:**

Dhanda, Amita (2007): Legal Capacity in the Disability Rights Convention: Stranglehold of the past or Lodestar for the future? *Syracuse J. Int’l L. & Com.*, (34), 429-462.

Hoffman, István – Konczi, Gyorgy (2010) Legal Regulations relating to the Passive and Active Legal Capacity of Persons with Intellectual and Psychosocial Disabilities in Light of the Convention on the Rights of Persons with Disabilities and the Impending Reform of the Hungarian Civil code *LA Int’l & Comp. L. Rev.*, 143  
<http://scholar.google.hu/scholar?oi=bibs&hl=hu&cluster=10999592718653697582&btnI=Lucky>

**6**

**Anthropology, Sociology and Disability Studies**

Goodley, Dan (2011): *Society: Sociological Disability Studies*. In: *Goodley, Dan: Disability Studies. An Interdisciplinary Introduction*. Sage, London. 48-65. (you may download the book from [libgen.ie](http://libgen.ie))

Janus, L. Alexander (2009): Disability and the transition to adulthood. *Social Forces* 88 (1) 99-120.  
**Kasnitz, Devva and Shuttleworth Russell. P. (2001) Introduction: Anthropology in Disability Studies. *Disability Studies Quarterly* Vol.21 No.3. <http://dsq-sds.org/article/view/289/327>**

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**Students' presentation...**

We are looking forward to your enthusiastic, active and thought-provoking participation!

<b>Course code: ERA-1096</b>	<b>Title of the course: Die Darstellung der historischen Entwicklung der Behinderung in den großen Religionen</b>
Type of the course: <b>lecture</b> / seminar	Level of the course: BA / MA
ECTS credits: 5-7	Language of instruction: <b><u>German</u></b>
How to apply: Learning Agreement	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English (German)	
Instructor – given name and SURNAME: Dr. Berzsenyi Emese (Ph.D.)	
E-mail address: emese@berzsenyi.com	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education,	
The course is offered within the following programme: international exchange study programme	
Course contents and learning outcome: <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.

Teaching and learning methods:

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