



The Hebrew University of Jerusalem

Syllabus

Disability and the limits of inclusion - 3054

Last update 13-10-2024

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Social Work

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. nili Broyer

Coordinator Email: nili.broyer@mail.huji.ac.il

Coordinator Office Hours: Thursday at 12:00. You can also schedule a call or meeting with me at other times.

Teaching Staff:

Dr. Nili Broyer

Course/Module description:

Disability is a social, cultural and political phenomenon that takes shape within context. Throughout history, disability played a decisive role in the construction of the "other" as biologically inferior, problematic and undesirable. As such, disability has been used as a means to set social boundaries between "us" and "them" and provided cultural legitimacy for exclusion. For example, racist ideologies identified black people as primitive who are at an earlier evolutionary stage than the white person; Misogynistic attitudes saw women as vulnerable and weak on a physical and mental level, as emotional and not rational and therefore not competent; And anti-Semitic concepts defined the Jews as a degenerate, deformed, weak and sickly sub-race. Since the middle of the 20th century, new, more tolerant and humanistic concepts regarding disability began to take shape. With the development of disabled people's movements, the demand arose to recognize people with disabilities as part of human diversity, guarantee them equal rights and promote their full participation in the general fabric of life.

As part of the course, a comprehensive introduction to disability studies will be given, while critically examining these new trends. The emerging dilemmas, challenges and opportunities will be examined in light of the paradigm of inclusion of people with disabilities in society. The course will enable an introduction to theories and approaches about disability that go beyond the medical model and will promote critical and complex discussions about the limitations of the recognized integration and inclusion practices.

Course/Module aims:

- 1. Get to know basic concepts and theories in disability studies and different approaches to inclusion.*
- 2. Cultivate critical thinking and reflexive thinking about personal and social attitudes towards disability and inclusion.*

Learning outcomes - On successful completion of this module, students should be able to:

- 1. Define and explain key concepts in critical theory about disability and inclusion.*
- 2. Critically discuss the pros and cons of different approaches to the inclusion of people with disabilities.*

Attendance requirements(%):

100%

Teaching arrangement and method of instruction: Face-to-face teaching, films, guest lectures, discussions and peer learning.

Course/Module Content:

Part one: Introduction to disability studies

1. What is disability? What is a border?
2. Models of disability: religious, individual and social
3. Ableism, stigma and intersectionality

Part two: changing trends and an examination of the limits of inclusion

4. From eugenic to the right to life
5. Case study - Bioethics: A new eugenic? Genetic tests and prenatal diagnoses
6. From segregated institutions back to the community
7. Case study - Education: From special education to integration and inclusion
8. Another case study - Relationships: sexuality and parenting of people with disabilities
9. From normality to diversity
10. Case study - Design: From assistive technology to accessibility and universal design
11. From shame to pride: the affirmative model of disability
12. Case study - Art: from art therapy to integration and disability art
13. A radical inclusion? Imagining a crip space-time

Required Reading:

Adams, R., Reiss, B., & Serlin, D. (2015). "1. Disability." In *Keywords for disability studies* (pp. 173-176). New York University Press.

Davis, L. (2013). "1. The end of normal." In *The end of normal: Identity in a biocultural era* (pp. 1-14). University of Michigan Press.

Evans, E. (2019). *Disability and intersectionality: Patterns of ableism in the women's movement 1*. In *Intersectionality in feminist and queer movements* (pp. 143-161). Routledge.

Hammer, G. (2021). *A pirouette with the twist of a wheelchair: embodied translation and the creation of kinesthetic commensurability*. *American Anthropologist*, 123(2), 292-304.

Hamraie, A. (2017). "2. Flexible users: from the average body to a range of users." In *Building access: Universal design and the politics of disability*. University of Minnesota Press.

Mitchell, D., & Snyder, S. (2003). *The eugenic Atlantic: Race, disability, and the making of an international eugenic science, 1800-1945*. *Disability & Society*, 18(7),

843-864.

Price, M. (2024). "Introduction. Crip spacetime." In *Crip spacetime: Access, failure, and accountability in academic life* (pp. 1-16). Duke University Press.

Shakespeare, Tom. "The social model of disability." *The disability studies reader 2* (2006): 197-204.

Swain, John, and Sally French. "Towards an affirmation model of disability." *Disability & Society* 15.4 (2000): 569-582.

Additional Reading Material:

Grading Scheme:

Written / Oral / Practical Exam 70 %
Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 30 %

Additional information: