

**Subject card**

<b>Subject name and code</b>	Art and (dis)Ability, PG_00149993						
<b>Field of study</b>	Special Pedagogy						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2026/2027		
<b>Education level</b>	uniform Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	3	<b>Language of instruction</b>			English English		
<b>Semester of study</b>	6	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>					
<b>Conducting unit</b>							
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr hab. Jolanta Rzeźnicka-Krupa				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	20.0	0.0	0.0	0.0	20
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	20		0.0		30.0	50
<b>Subject objectives</b>	<p>The aims of the course is:</p> <ul style="list-style-type: none"> <li>- to learn about different ways of representing people with disabilities in culture and art</li> <li>- to learn and develop the ability to critically analyze the art of artists with disabilities as a voice of people with disabilities for social change,</li> <li>- to develop skills of cooperation with others, organization of work, responsibility for assigned tasks..</li> </ul>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDSPECJ5_K05] The graduate is ready, to a deeper extent, to undertake actions for the autonomy and subjectivity of a disabled person; understands the essence and need of integration of a disabled person; is ready to present pro-inclusion attitudes; appreciates the importance of normalisation processes in the environment of disabled people.	Students are able to plan some activities connected with art and empowering the emancipation of people with disabilities	[SK2] presentation/project/paper/report
	[PEDSPECJ5_U01] The graduate can observe and interpret social phenomena in an in-depth way; analyse their connections with various areas of pedagogical activity	Students can link the knowledge about discrimination and social exclusion in some performative and artistic practices (concept mapping and visualization, discourse analysis (choice of topic and ability to pose a problem, searching for materials and sources, ability to analyze and interpret them critically, relating to knowledge of the field)	[SU2] presentation/project/paper/report
	[PEDSPECJ5_U03] He/she can use theoretical approaches in an in-depth way in order to analyse motives and patterns of human behaviour, he/she can diagnose situations excluding and integrating a disabled person, he/she can analyse normalisation and integration activities in the environment	Students can analyze literature and other sources, ask questions and use the knowledge to understand and define some concepts, etc.	[SU1] oral statement/conversation/discussion
	[PEDSPECJ5_W10] He/she has in-depth knowledge and understanding of the types of social structures and institutions of social life (political, social, educational, cultural and assistive) and relations between them and changes; he/she has a structured and theoretically based knowledge in the field of disability counseling	Students can analyze literature and other cultural texts and discuss them	[SW1] oral statement/conversation/discussion
	[PEDSPECJ5_K06] The graduate is ready to formulate moral problems and ethical dilemmas related to his/her own and other people's work as a special educator;	Students are aware of social and cultural oppression of people with disabilities	[SK8] observation of student's independent or team work
	[PEDSPECJ5_U16] The graduate can work in a team playing different roles; knows how to accept and assign tasks, has elementary organisational skills allowing for the achievement of goals related to designing and undertaking professional activities	Students can cooperate in a team, share with tasks and feel responsible for the work results; can find the relevant information and sources	[SU5] implementation of a problem task
	[PEDSPECJ5_U02] The graduate can use in-depth theoretical knowledge of special pedagogy and related disciplines to analyse and interpret problems of life of persons with disabilities, including educational, upbringing, caring, cultural and support problems, as well as motives and patterns of human behaviour.	Students understand the role of art in social functioning of people with disabilities	[SU1] oral statement/conversation/discussion
	[PEDSPECJ5_W18] He/she knows and understands in depth the theories concerning cultural conditions of educational processes	Students understand the role of art and cultural representations of disability in social life	[SW1] oral statement/conversation/discussion

Subject contents	<p>Culture and disability - analysis of cultural representations of disability exemplified by selected past and contemporary art (painting, sculpture, film, literature, theatre and other performing arts)</p> <p>Art as a tool of social change - critical engagement of contemporary art for emancipation and inclusion of socially marginalized groups.</p> <p>Art and disability - analysis of mutual connections and determinants on the basis of selected works and artistic activities of people with disabilities.</p>		
Prerequisites and co-requisites	Nie dotyczy		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Analysis and designing of artistic activities for people with disabilities	50.0%	50.0%
	observation of individual and team work	50.0%	50.0%
Recommended reading	Basic literature		<p>J. Eisenhower (2007). Just Looking and Staring Back: Challenging Ableism through Disability Performance Art. <i>Studies in Art Education. A Journal of Issues and Research</i>, 49:1, pp. 7-22.</p> <p>B. Hadley, D. McDonald (2019). <i>The Routledge Handbook of Disability Arts, Culture, and Media</i>. London-New York: Routledge. Part III.</p> <p>D. Krzemińska (2018). My business experimental performance about love, being a couple and pregnancy of people with Down Syndrome. The artistic work of theatre company of adults with intellectual disabilities as the right to (co-creating) culture a sketch. <i>Niepełnosprawność</i>, No. 32, pp. 208-224.</p> <p>D. Krzemińska &amp; J. Rzeźnicka (2020). Therapy and Art: Borderline Space in Polish Theatre of People with Intellectual (Dis)Ability. In: K. Ojrzyńska, M. Wieczorek (Ed.). <i>Disability and Dissensus: Strategies of Disability Representation and Inclusion in Contemporary Culture</i>. Leiden-Boston: Brill.</p> <p>J. Rzeźnicka-Krupa (2012). Critical Contexts of the Creation of Knowledge at the border area between radical pedagogy and the contemporary engaged art (or what the analysis of modern art discourse and research into the category of disability may have in common). <i>Ars Educandi</i>, No. 9, pp. 191-205.</p> <p>P. Koppers (2014). <i>Studying Disability Arts and Culture. An Introduction</i>. London: Palgrave Macmillan.</p>
	Supplementary literature		1. A. Waldschmidt, H. Berresem, M. Ingwersen (Eds.)(2017). <i>Culture, Theory, Disability. Encounters between Disability Studies and Cultural Studies</i> . Bielefeld: Verlag (selected articles).
	eResources addresses		Uzupełniające Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed	Nie dotyczy		
Work placement	Not applicable		

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