

Subject card

Subject name and code	Art and (dis)Ability, PG_00149993						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2027/2028		
Education level	uniform Master's studies		Subject group		Obligatory subject group in the field of study Optional subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	3		Language of instruction		English		
Semester of study	6		ECTS credits		2.0		
Learning profile	academic		Assessment form				
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Jolanta Rzeźnicka-Krupa				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	20.0	0.0	0.0	0.0	20
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	20		0.0		30.0	50
Subject objectives	The aims of the course is: - to learn about different ways of representing people with disabilities in culture and art - 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, - to develop skills of cooperation with others, organization of work, responsibility for assigned tasks..						
Learning outcomes	Course outcome		Subject outcome		Method of verification		
	[C.1.K.2] is ready to actively participate in groups, organizations and institutions carrying out pedagogical activities; is ready to communicate with people who are and are not specialists in a given field		[15718] [C.1.K.2] is ready to actively participate in groups, organisations and institutions implementing educational activities through art; is ready to communicate with people who are and are not specialists in the given field		[SK5] implementation of a problem task [SK8] observation of student's independent or team work		
	[C.1.W.8] knows and understands in-depth theories regarding the cultural determinants of educational processes of people with disabilities		[15483] [C.1.W.8] has an in-depth knowledge and understanding of theories concerning the cultural determinants of educational processes for people with disabilities in the context of art		[SW1] oral statement/ conversation/discussion		

Subject contents	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)		
	Art as a tool of social change - critical engagement of contemporary art for emancipation and inclusion of socially marginalized groups.		
	Art and disability - analysis of mutual connections and determinants on the basis of selected works and artistic activities of people with disabilities.		
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	J. Eisenhower (2007). Just Looking and Staring Back: Challenging Ableism through Disability Performance Art. Studies in Art Education. A Journal of Issues and Research, 49:1, pp. 7-22.	
		B. Hadley, D. McDonald (2019). The Routledge Handbook of Disability Arts, Culture, and Media, London-New York: Routledge. Part III.	
		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. Niepełnosprawność, No. 32, pp. 208-224.	
		D. Krzemińska & J. Rzeźnicka (2020). Therapy and Art: Borderline Space in Polish Theatre of People with Intellectual (Dis)Ability. In: K. Ojrzyńska, M. Wieczorek (Ed.). Disability and Dissensus: Strategies of Disability Representation and Inclusion in Contemporary Culture. Leiden-Boston: Brill.	
		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). Ars Educandi, No. 9, pp. 191-205.	
		P. Koppers (2014). Studying Disability Arts and Culture. An Introduction. London: Palgrave Macmillan.	
	Supplementary literature	1. A. Waldschmidt, H. Berressem, M. Ingwersen (Eds.)(2017). Culture, Theory, Disability. Encounters between Disability Studies and Cultural Studies. Bielefeld: Verlag (selected articles).	
	eResources addresses	Adresy na platformie eNauczanie:	
Example issues/ example questions/ tasks being completed	Nie dotyczy		
Work placement	Not applicable		

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