



## CIEE Global Institute – Paris

<b>Course name:</b>	Cultural Approaches to Disability
<b>Course number:</b>	ANTH 3001 PAFR / FRST 3001 PAFR
<b>Programs offering course:</b>	Paris Open Campus (Health Sciences Track)
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Spring 2018

### Course Description

Questions related to disability can be analyzed through many different disciplines: medical, social, and historical. This class takes a cultural approach, considering how different contexts invest disability with different meanings; how different policies, social movements, forms of creation, and communities linked to disabilities may emerge; and how ideas about disability interact with social ideals of equality and diversity. The focus will be on the French context and French-American comparisons. Encounters with community groups in the service of the disabled and careful study of accessibility for the disabled in the French context will play a large role in this course.

### Learning Objectives

By the end of the class, students should be able to:

- Have a critical understanding of concepts related to disability studies, including the concept of “the normal,” the social and medical models of disability, and the concept (in French) of “*handicap*” and “*situation de handicap*”
- Understand and contextualize cultural assumptions about disabilities (their own assumptions and those of others)
- Know the history of “disability” in France, including the history of policies, associations and the disability rights movement
- Know how to analyze popular culture representations of disabilities in cinema and other media
- Have an understanding of how attitudes about disability are linked to overall attitudes about diversity
- Have an in-depth understanding of at least one special theme linked to their student presentation and final paper



- Have the ability to compare the French situation with the North American situation in terms of the themes of the class
- Have an understanding of the concept of “stigma” and be able to identify and critique instances of the stigmatization of people with disabilities and have strategies for responding to them.

### Course Prerequisites

None.

### Methods of Instruction

Each class session will be 2 ½ hours. A seminar-style method of instruction will be used in which discussion and group analysis will be privileged rather than lecture. Film viewings and interpretation will be a regular part of the class and will sometimes involve a viewing time outside of regular class hours. Other “cultural texts”—such as songs, TV shows, or ads that reveal cultural concepts concerning disability—will also be shared in class and interpreted. Visits relating to class themes will be arranged and may take place outside of regular class hours. Guest speakers from the disability-rights and disability-studies movements will be integrated into the program.

Four pedagogical approaches will be used:

- 1) **Reading and discussion** of the history of disability, disability-rights and disability studies in France; of case studies concerning particular disabilities and communities associated with them; of personal testimonials. Each class will involve a discussion of required readings, and a short presentation and guided discussion by a student concerning an additional reading.
- 2) **Analysis and interpretation** of cultural texts such as movies, poems, songs and ads.
- 3) **Participant observation** in events related to disabilities. This may include art exhibits, sensitivity training, and other activities related to disability and perception.
- 4) In-class and out-of-class activities and **workshop-style guided reflection** related to the body, perception, and societal perception of people with disabilities.

### Assessment and Final Grade

Class Participation	25%
Midterm Exam	25%
Final Exam	25%
Final Paper & Student presentation	25%



## **Course Requirements**

### **Midterm Exam**

The midterm exam will be based on the readings, discussion and outings of the first half of the class. It will include definitions, factual questions about disability in general and disability policy in France, analytical questions testing the students' ability to interpret cultural texts about disability, and essay questions designed to evaluate the students' ability to formulate positions concerning contrasting approaches to disability and ways to respond to stigmatization.

### **Final Exam**

The final exam will be similar to the midterm in form but will be based on the readings, discussion and outings of the second half of the class.

### **Final Paper and student presentation**

The final project will consist of an oral presentation and a final paper on the same theme. The paper's length will range from 8 to 12 pages. The oral presentation will be 20-30 minutes long. The student will analyze a French movie or other cultural text concerning disabilities, or will compare two movies or cultural texts, one American and one French, or will address another theme of their own choice with professor's approval.

### **Class Participation**

As part of their work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon participation.

Participation is valued as meaningful contribution in the digital and tangible classroom, utilising the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course.

Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed.

This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.



More specifically, and besides regular class attendance and punctuality (see below), students will be expected to do the required readings, participate in outings, lead class discussions on selected themes, and participate actively in discussions.. Some classes will involve workshop-style participatory activities or exchanges. The participation grade will evaluate students' involvement in all these activities as well as focus and engagement during class time and during outings.

### **Class Attendance and Punctuality**

Regular class attendance is required throughout the program, and *all unexcused absences will result in a lower participation grade for any affected CIEE course.*

Due to the intensive schedules for Open Campus and Short Term programs, *unexcused absences that constitute more than 10% of the total course sessions will also result in a lower final grade.*

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. *Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement.* Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:



<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	No academic penalty
10 – 20%	2	Reduction of final grade
More than 20%	3 content classes, or 4 language classes	Automatic course failure, and possible expulsion

### Weekly Schedule

The class will look at four kinds of questions:

1) Disabilities and the human condition.

How does the study of disabilities help us understand... culture? What it means to be human?... The senses? Creativity? The body? Learning? The use of mechanical devices to normalize / help / improve the body?

2) French particularities.

The French health care system is widely recognized as one of the best in the world, and yet in terms of accessibility and accommodations for disability, France is considered to lag behind. This contrasts with the U.S. situation. What explains this? Also, what are the contributions of French thinkers to the study of disabilities?

3) Symbols and metaphors.

How is the disabled body or the disabled person used as a symbol, a metaphor, in the media? What can we learn from the transformation of these images over time?

4) Stigma and prejudice.

How are people with disabilities stigmatized, excluded? What strategies can overcome prejudice and stigma? What do we mean by access? By inclusion?

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.



## WEEK 1

**session I:** Introductions to each other and to course themes. Definitions: Disability, handicap, situation de handicap, impairment, mobility, accessibility, universal design. The medical model and the social model of disabilities. Different kinds of impairments and differences—sensory, motor, cognitive, intellectual, psychological—and how they are classified and understood.

Introduction to the interpretation and analysis of cultural texts.

**Cultural text:** Grand Corps Malade, “6<sup>e</sup> sens,”

<https://www.youtube.com/watch?v=a8YsdDJQfpM>.

## WEEK 2

**session II:** Art and disability. OUTING to the art exhibition *Singulières libertés*. Galerie de Montparnasse. 55 rue du Montparnasse.

**Reading:** tbd.

**session III:** Ways of judging, ways of looking. What does it mean to be “normal”? What does it mean to look at ourselves and one another?

**Reading:** Lennard J. Davis, “Constructing Normalcy.” In Davis reader, 3-19. See full reference to Davis reader, below.

Rosemarie Garland-Thomson. “Beholding.” From Davis Reader, 199-208.

**session IV:** Images of the disabled in popular cinema.

**Cultural texts:** French and American film clips, tbd.

**Reading:** Michael T. Hayes. “Troubling Signs.” Full reference below.

Disability culture in Children’s Literature. Disability Studies Quarterly. Full reference below.

## WEEK 3

**session V:** Ways of thinking: a case study. Autism and its portrayals.

The idea of neurodiversity.

**Cultural texts:** Clips by and about people with autism.

“The world needs all kinds of minds.” Temple Grandin.

([https://www.youtube.com/watch?v=fn\\_9f5x0f1Q](https://www.youtube.com/watch?v=fn_9f5x0f1Q))

**Readings:** tbd.



**session VI:** Deaf people and Deaf culture in France.  
**Handouts:** Students will receive a study sheet for the midterm.  
**Cultural text:** J'ai avancé vers toi avec les yeux d'un sourd.  
**MIDTERM.**

#### WEEK 4

**session VII. Guest speaker: “disability” and ways of being in the world.**  
Guest speaker: Anne-Lyse Chabert.  
**Assignment:** Students will be given information necessary for an experiential learning assignment.  
**Assignment:** Students will receive a list of options for their final papers/presentations.

**session VIII. Stigma.**  
Julia Kristeva, “Liberty, Equality, Fraternity and... Vulnerability.” In *Hatred and Forgiveness*, 27-56, see reference below.  
Lerita M. Coleman Brown. “Stigma: An enigma demystified.” From Davis reader, 179-192.  
**Report back on experiential learning assignment.**

**session IX. OUTING:** Musée de l’Homme, disability and accessibility in the museum context; Trocadero plaza, memorial for disabled victims of Nazism.  
<https://informations.handicap.fr/art-personnes-handicapees-vichy-853-7523.php>  
<https://informations.handicap.fr/art-gardou-memorial-trocadero-1001-9357.php>  
<https://www.youtube.com/watch?v=3TultVBds4Y>

#### WEEK 5

**session X.** Accessibility and living in France.  
Guest speaker to be confirmed.  
**Reading:** Giami, Korpes and Lavigne, “Representations, Metaphors and Meanings of the Term ‘Handicap’ in France.” In *SJDR*, see reference below.  
**session XI.** Disability policies, disability rights: the French context.  
**Reading:** Barral, Catherine. “Disabled Person’s Associations in France.” *SJDR*.  
Winance, Ville and Ravaud. “Disability Policies in France; Changes and Tensions between the Category-based, Universalist and Personalized Approaches.” *SJDR*.



Ville and Ravaud. "French Disability Studies." *SJDR*.

## WEEK 6

**session XII.** Images of disability in popular cinema.

**Cultural text:** *The Intouchables* or another recent French film on disability.  
Student presentations.

**session XIII.** Final exam.

## Course Materials

### **Bibliography**

Davis, Lennard. *The Disability Studies Reader*. London: Taylor & Francis, 2006.

*Disability Culture in Children's Literature*. *Disability Studies Quarterly* Volume 24, Number 1 (2004). <http://dx.doi.org/10.18061/dsq.v24i1>

Hayes, Michael T, and Rhonda S. Black. "Troubling Signs: Disability, Hollywood Movies, and the Construction of a Discourse of Pity." *Disability Studies Quarterly* Spring 2003, Volume 23, No. 2, pages 114-132 <[www.dsq-sds.org](http://www.dsq-sds.org)>.

Kristeva, Julia. *Hatred and Forgiveness*. New York: Columbia University Press. 2011.

Scandinavian Journal of Disability Research (SJDR), vol. 9, Nos. 3-4, 2007. Special issue on France.