



Course syllabus

Faculty Board of Health, Social Work and Behavioural Sciences
School of Social Work

4SA372 Mångkulturellt perspektiv på funktionshinder, 15
högskolepoäng

Multicultural Perspectives on Disability, 15 credits

Main field of study

Social Work

Subject Group

Social Work and Social Welfare

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved by the Board of the School of Social Sciences 2009-09-15

Revised 2011-10-24. The course is a part of the international master's programme.

Revision of required reading and additional study material. Clarification of examination.

The course syllabus is valid from spring semester 2012

Prerequisites

Admission to the programme requires basic eligibility for second-level studies and special eligibility in:

- minimum of 90 higher education credits in Social Work or their equivalent
- English B.

Objectives

The purpose of the course are for the student to increase the knowledge and understanding of multicultural perspectives of disability. The students will be exposed to disability studies and social theories and aspects that impact people who have disabilities. Students who successfully complete the course will have awareness of important international debates in the field of disability, awareness of ethical issues, knowledge and skills to identify and analyse similarities and differences between cultures. The aims for student are also to analyse different systems for support and service and develop material for publications in order to enhance students writing skills.

Content

- Introduction /overview
- History of disability, national and international perspectives
- Laws and legislation, political aims and reforms
- Ethics

- International Classification systems of Disability, Functioning and Health
- Systems of Service and Support on individual, group and community levels in different countries
- Multicultural perspectives of living in a global village
- Social theories
- Disability studies
- Actual research

Type of Instruction

The teaching methods can vary in the course such as lectures, seminars and field studies.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

Individual oral and/or written examination

The students are demanded to do one oral seminar presentation (5 credits). The oral assignment is assessed with the grades Fail (U) or Pass (G).

The students are demanded to write one individual written assignment (10 credits). The written assignment is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG). To fulfill the requirements for the grade Pass with Distinction (VG) on the course as a whole, students must have passed with distinction on the individual written assignment.

Possibility to retake is offered within six weeks (in the framework of the ordinary semester periods). The number of examination is restricted to five opportunities (Higher Education Ordinance 6 Ch.2).

Course Evaluation

Course evaluation will be conducted throughout the course and at the end of the course a written evaluation in the form of a web questionnaire is to be completed by the students. The students' views will be compiled and commented on by the course coordinator and discussed with the students. The evaluation will be registered in accordance with the departments' regulations.

Required Reading and Additional Study Material

Required reading

Barnes, C & Sheldon, A. (2010). *Disability, politics and poverty in a majority world context* i Disability & Society, vol 25, no 7, December 2010, pp 771-782, (11 p.).

Barron, K. (2002). "Who am I? Women with learning difficulties (re)constructing their self-identity", i Scandinavian Journal of disability Research, vol. 4, No. 1, 2002, Pp. 58–79, (21 p).

Beresford, P. (2002). *User involvement in research and evaluation: Liberation or Regulation?* Social Policy and Society. Vol. 1, no. 2, pp. 95–105, (10 p).

Burke, P and Parker J, (eds) (2007). *Social work and disadvantage addressing the roots of stigma through association*. (150p) e-book

Davis, Lennard J. (ed) (2006). *The disability studies reader*, (451 p). London, Routledge.

Höglin, E. (2008). *Inequality in the labour market: insurance, unions and discrimination*. (140p). Economic Research Institute, Stockholm School of Economics

Ingstad B and Reynolds Whyte, S. (2007). *Disability in local and global worlds* (324

p); University of California Press

Lewin, B. n(2007). “*Who Cares About Disabled Victims of Crime? Barriers and Faciliators for Redress*”, i Journal of Policy and Practice in Intellectual Disabilities, vol. 4, no. 3, pp 170–176, Sept 2007, (6 p.).

Morris, J (2004). *Independent living and community care; a disempowering framework* in Disability and Society vol 19, nr 5 august 2004 pp 427-442, (15 p.).

Priestley, M. (2007). *Disability, a life course approach*. Polity press, UK/USA, (248 p.).

Rabiee, P & Glendinning, B (2010). *Choice: What, when and why? Exploring the importance of choice to disabled people* in Disability and Society vol 25, no 7, December 210, pp 827-839, (12p.).

Reinikainen, M-R. (2008). “*Disablistic Practices of Womanhood*”, i NORA – Nordic Journal of Feminist and Gender Research, Vol. 16, No. 1, s. 19–32, March 2008, (13 p.).

Straimer, C. (2011). *Between protection and assistance: is there refuge for asylum seekers with disabilities in Europe?* i Disability and Society, vol 26, no 5, august 2011, pp 537-551, (14 p.).

Swain J and French S, (eds). (2008) *Disability on equal terms* (206p)

Zavirsek, D. (2009). *Social work with Adults with disabilities: an international Perspective* i British Journal of Social Work (2009) 39, pp 1393-1405, (12 p).

UN *Convention on the Rights of Persons with Disabilities*, (2008).
www.un.org/disabilities/convention/conventionfull.shtml