

HONG KONG BAPTIST UNIVERSITY

COURSE OUTLINE

1. COURSE TITLE

Disability, Culture and Technology

2. COURSE CODE

HUMN4066

3. NO. OF UNITS

3 Units

4. OFFERING DEPARTMENT

Department of Humanities and Creative Writing

5. PREREQUISITES

N/A

6. MEDIUM OF INSTRUCTION

English

7. AIMS & OBJECTIVES

- To introduce students to the field of Critical Disability Studies as an area of interdisciplinary and cross-cultural analyses;
- To look at different dimensions of disability and acquaint students with a range of issues addressed by critical disability studies;
- To prepare students with opportunities to understand and engage with the complex nature of the relationship between disabilities and their social, cultural, economic and political dimensions.

8. COURSE CONTENT

This course explores the intersections of disability and cultural and media studies in order to rethink our basic concepts of the media, technology and culture, as well as to advance our understandings of various forms of disability and the techno-cultural environments in which they exist. The course will consider critical accounts of disability against theories of culture and technology. Using a variety of examples pertaining to the creative practices - music, film, visual art, etc. - as well as architecture, design, and diverse social contexts, the course will encourage students to think about disability not as a medical pathology,

but rather as social and cultural practice that is part of the diversity of human morphology, capability, and behaviour. Assignments will involve academic reflection and writing, as well as practical projects.

Indicative Course Topics:

- Historicizing Disability
- Disability: From the Medical to the Social
- Disability and the Media
- Architecture, Design and Disability
- Disability and Sports
- Re-evaluating Disability: Disabled Affordances in the Arts
- Borders of Disability: Ageing
- Borders of Disability: Gender Troubles
- Technologies of Disability
- Pain and Disability
- Disability and Covid-19
- The Social Model of Disability 30 Years On

Indicative Course Readings:

Sterne, J. 2022. "Degrees of Muteness". *Diminished Faculties - A Political Phenomenology of Impairment*. Duke University Press, pp 1-40.

Stiker, H-J. 2019. "The Bible and Disability: The Cult of God". *A History of Disability*. Ann Arbor: The University of Michigan Press.

Titchkosky, T. 2020. "Disability Imaginaries in the News". *The Routledge Companion to Disability and Media*.

Oliver, M. 2013. "The social model of disability: thirty years on". *Disability & Society*, 28:7, 1024-1026, DOI: 10.1080/09687599.2013.818773

Goodley, D., Liddiard, K. & Runswick-Cole, K. 2018. "Feeling disability: theories of affect and critical disability studies". *Disability & Society*, 33:2, 197-217, DOI: 10.1080/09687599.2017.1402752

Barnes, C. 2020. "Understanding the Social Model of Disability: Past, Present and Future". *Routledge Handbook of Critical Disability Studies*, pp. 14-31.

Shew, Ashley "Let Covid-19 Expand Awareness of Disability Tech". *Nature* 581 (7 May 2020): 9: <https://media.nature.com/original/magazine-assets/d41586-020-01312-w/d41586-020-01312-w.pdf>

Miles, A. L., Mishida, A. and Forber-Pratt, A. J. 2017 "An Open Letter to White

disability studies and ableist institutions of higher education." *Disability Studies Quarterly* 37:3.: <https://dsq-sds.org/article/view/5997/4686>

Rose, S. F. 2017. "Introduction." *No Right to Be Idle: The Invention of Disability, 1840s-1930s*, 1-13. Chapel Hill: University of North Carolina Press.

Siebers, T. 2008. "Introduction." *Disability Theory*, 1-33. Ann Arbor: University of Michigan Press.

Puar, J. 2017. "Introduction: The Cost of Getting Better" *The Right to Maim: Debility | Capacity | Disability*. Durham: Duke University Press.

Misri, D. 2020. "Dark Ages and Bright Futures: Youth, Disability, and Time in Kashmir." *Public Culture* 32:3, ppl 539-565.

Piepzna-Samarasinha, L. L. 2018. "Care Webs: Experiments in Creating Collective Access," *Care Work: Dreaming Disability Justice*, 32-68. Vancouver: Arsenal Pulp Press, 2018.

Wong, A. 2019. "The Rise and Fall of the Plastic Straw: Sucking in Crip Defiance." *Catalyst: Feminism, Theory, Technoscience* 5:1, pp. 1-12.

Virdi, J. 2020. "Material Traces of Disability: Andrew Gawley's Steel Hands." *Nuncius* 35, pp. 606-631

Fleet, C. 2019 "Accessibility, Augmented" *Urban Omnibus*, <https://urbanomnibus.net/2019/11/accessibility-augmented/>

Hamraie, A. 2017. "Introduction: Critical Access Studies" and "Normate Template: Knowing-Making the Architectural Inhabitant". *Building Access: Universal Design and the Politics of Disability*. Minneapolis: University of Minnesota Press.

Thomas A. and D. A. 2020 "Disability, Deadly Discourse, and Collectivity amid Coronavirus," *Scandinavian Journal of Disability Research* 22:1, pp.168-74.

Spencer, D. 2021. "Diagnosis" *Metagnosis* 3-11. Oxford: Oxford University Press.

Wendell, S. 2001. "Unhealthy Disabled: Treating Chronic Illnesses as Disabilities." *Hypatia* 16:4, pp. 17-33.

Gilson, C. L., & Dymond, S. K. 2011. "Constructions of disability at a university in Hong Kong: Perspectives of disabled students, staff members, and instructors". *Disability Studies Quarterly*, 31(2).

Kielian-Gilbert, M. 2016. "Disabled Moves: Multidimensional Music Listener, Disturbing/Activating Differences of Identity". *The Oxford Handbook of Music and*

Disability Studies. Oxford: Oxford University Press, pp. 371-402.

Bê, A. 2020. "Feminism and Disability: A Cartography of Multiplicity". The Routledge Handbook of Disability Studies, pp. 421-435.

Maus, F. E. 2016. "Sexuality, Trauma and Dissociated Expression". The Oxford Handbook of Music and Disability Studies. Oxford: Oxford University Press, pp. 345-356.

Iverson, J. 2016. "Mechanized Bodies: Technologies and Supplements in Björk's Electronica". The Oxford Handbook of Music and Disability Studies. Oxford: Oxford University Press, pp. 155-176.

Holmes, J. A. (2019). "The "Manic Pixie Dream Girl of the Synth-Pop World" and Her "Baby Doll Lisp": Grimes and the Disabling Logics of the Feminization and Infantilization of Lipping" Journal of Popular Music Studies, 31 (1), pp. 131-156.

9. COURSE INTENDED LEARNING OUTCOMES (CILOs)

CILO	By the end of the course, students should be able to:
CILO 1	Understand the specific concerns and the general intellectual climate leading to the formation of critical disability studies as a field of inquiry
CILO 2	Explain the intricate relationship between disability, the self, and social, economic, and political aspects of everyday life
CILO 3	Examine with examples a range of theoretical perspectives raised in critical disability studies
CILO 4	Engage with contemporary social issues and cultural practices through the lens of disability

10. TEACHING & LEARNING ACTIVITIES (TLAs)

CILO alignment	Type of TLA
1	The weekly lectures will deliver the relevant concepts and issues concerning the indicative learning content
2	Lectures regarding different themes in Critical Disability Studies will be provided by the instructor and various guests
3	The lecture-tutorial mode of teaching will be used to facilitate learning through discussion and presentation of materials students receive during lectures
4	Students' active class participation based on attendance, short written descriptions, group presentations and in-class discussion is required

11. ASSESSMENT METHODS (AMs)

Type of Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Tasks
The Accessibility Assignment	20 %	1,2,3	In the Accessibility Assignment, students - groups - will have to plan an accessible outing in Hong Kong (or elsewhere), from start to finish, thinking through accessibility in terms of getting around the city and engaging with its cultural life. Results from the plan will be presented and discussed in class.
Bi-Weekly Written Responses	25 %	2-4	In the response assignment, students will write short 1-2 page written responses to one of the assigned readings every two weeks during the semester. Students' ability to understand, summarize and evaluate an idea or example from a reading will be tested.
Term paper	35 %	1-4	The term paper is an extended writing exercise to test students' ability to demonstrate their achievement in learning CILOs 1-4. Students' ability to present arguments critically and fluently in written form will be tested.
Participation & Attendance	20 %	1-4	Students' understanding of CLOI 1-4 and their participation and ability to present their ideas and arguments verbally will be tested.

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