The course: "Disorders, Abnormalities, and Disabilities in Education: Building a Social or Scientific Reality" in the Faculty of Humanities and Social Sciences at Ben-Gurion University of the Negev in 2016-2017.

Faculty: Humanities and Social Sciences

Degree: MA

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Semester A: 12920247
Semester B: 12920257

Day: 12-14

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Course Objectives:

How are human traits such as autism, learning disabilities, anorexia, etc. "born"? Are they a result of genetic traits, changes in the environment, or the interests of various social agents? What is the significance of these categories in the educational space? How do they shape the life stories of its subjects. The proposed course seeks to address these questions through the study of cultural, historical, and political characteristics of experts in the fields of mental health and education, and policy designers. It is based on the assumption that professional knowledge is created and interpreted within its cultural context. We examine the complex interaction between professional discourse and cultural, linguistic, memory, norm, and pathology, mental health, crime, identity, beauty, and so on. Through sociological and anthropological studies of categories such as emotional growth, autism, learning disabilities, trauma, anorexia, disabilities, homosexuality, and so on, we gain an understanding of how these categories are "born" and how they affect the identities of their subjects.

Topics to be discussed within the course:

Categories: Product or Scientific Reality? Presentation of the theoretical framework of the course

Cultural and medicalization of mental health

The birth of categories: A historical perspective

Professional narratives in social and political contexts: The case of trauma and sexual assault

Medicalization and deviation: The development of professional discourse on homosexuality as a case study

Knowledge and cultural narratives: Anorexia in the Israeli educational system

Ethno-psychology and the educational system in Israel: Emotional growth as a case study

"Autism Epidemic": On the causes of the epidemic and the role of parents of autistic children

Learning disabilities: A multiplicity of definitions

People with disabilities: Otherness and the distortion of definitions between biological and social, clinical and cultural, psychological and anthropological: Is it possible to achieve integration for what end?

Do the categories affect human beings? Between stigma and "moral career".

References:

דרישות והרכב הקורס

1. נוכחות וקריאה שוטפת של חומרי הקורס - 10%

2. במחולק סמסטר א: ה将士ר והזמנת בכיתה (הפרטים יימדדו בחקר תחילה והיווצרות של אetag הקטגוריות המנוגרות) - 20%.

3. במחולק סמסטר ב: ביצוע ראיון עומק עם האנשים המוגדרים באמצעות הקטגוריות הולמות,егистור סיכום רפלקטיבי לאר הسفرór הורולוגית - 20%.

4. כתיבת עבודה מסכמת. העבדה תשלב את חקר הורמונים החברתיים וליפותת הקטגוריות והחית גוף הפעילות של שלה מועדים ממגודות ב.sun.taste - 50%.

רשימה ביבליוגרפית לפי נושאי הקורס:

קטגוריות: תוצר תרבותי או מציאות מדעית? הצגת המסגרת התיאורטית של הקורס


תרבות "קטגוריות" מודיקלייזייז של הנפש


הולדתן של הקטגוריות: מבט היסטורי

Plotkin-Amtami, G. (2008) "From 'Russianness' to 'Israeliness' through the Landscape of the Soul: Therapeutic Discourse in the Practice of Immigrant Absorption in Israel with 'Russian' Adolescents". *Social Identities*, 14(6), 739-761.

Kirmayer, L (1996) *Landscapes of Memory: Trauma, Narrative, and Dissociation*. Tense past: cultural essays in trauma and memory. Antze & Lambek (Eds), Routledge, New York


Kirmayer, L (1996) *Landscapes of Memory: Trauma, Narrative, and Dissociation*. Tense past: cultural essays in trauma and memory. Antze & Lambek (Eds), Routledge, New York


Watson, N. (2002). Well, I Know this is Going to Sound Very Strange to You, but I Don't See Myself as a Disabled Person: Identity and disability, 17(5): 509-527.


