

<b>Study program: Special education and rehabilitation</b>
<b>Type and level of studies:</b> Master academic studies
<b>Title of the subject:</b> Deaf culture
<b>Lecturer:</b> Радић Шестић Н. Марина, Шешум М. Миа
<b>Course status:</b> Elective course of module Hearing disability
<b>ECTS:</b> 6
<b>Prerequisites:</b> No
<b>Aim:</b> The aims of this course is to enable students to become familiar with the culture of the Deaf, the foreign and domestic history of the Deaf community, values and traditions of the Deaf, their humor, creativity, sports, artistic expression (theater, pantomime, painting, poetry, etc.).
<b>Outcomes:</b> tudents of master studies make contact with the culture of the Deaf through theoretical and practical experiences which enable them to improve knowledge about community of Deaf and their educational work.
<b>Content</b> <i>Lectures:</i> The definition of culture; Components of culture; Cultural changes; Cultural studies; Cultural model of deafness; The deaf community in Republic of Serbia and in the world; World history of the deaf community; History of the deaf community in Serbia; The values and traditions of the deaf community; Association of the deaf and organizations in Serbia and in the world; Models od communication of deaf persons; Deaf culture, language, sign language; The art of the deaf; Leisure; Recreation; Sport; Famous persons in the history of the deaf; Modern technology and communication of the deaf persons; Barriers in communication and social integration of deaf persons; European program of deaf culture. <i>Practical work:</i> Recognition of the deaf community; Visits associations, organizations and education institutions of the deaf; Developing communication with deaf people, and learning about cultural specificities.
<b>Literature:</b> Radić Šestić, M, Šešum, M. & Milanović Dobrota, B. (2016). Determening the factors that affect deaf and hard of hearing persons identity. In Nikolić, S., Nikić, R. & Ilanković, V. (Ed.) <i>Early Intervention in Special Education and Rehabilitation</i> (pp. 361-375). University of Belgrade – Faculty of Special Education and Rehabilitastion, Publishing Center of the Faculty, Serbia. ISBN 978-86-6203-086-3 Marina RADIĆ ŠESTIĆ, Sanja OSTOJIĆ, Sanja ĐOKOVIĆ, (2015). Odnos pripadnika kulture gluvih prema kohlearnoj implantaciji. <i>Specijalna edukacija i rehabilitacija</i> , Vol. 14, br. 1. 101-124 Radić Šestić, M., Dimić, N., Šešum, M., (2012). The Beginnings of Education of the Deaf Persons: Renaissance Europe XIV-XVI century. Fakultet za specijalnu edukaciju i rehabilitaciju, <i>Specijalna edukacija i rehabilitacija</i> , 11, 1. 147-165. Марина Радић Шестић, Јасмина Ковачевић, Биљана Милановић Доброта (2014). Akademska samoefikasnost kod gluvih i nagluvih učenika školskog uzrasta, U J. Karović, S. Ostojić, M. Radić-Šestić (Ur.) Zbornik radova Specifičnost oštećenja sluha, 193-213. Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-6203-057-3 Сања Ђоковић, Марина Радић Шестић, Сања Остојић (2014). Seksualno ponašanje i informisanost o seksu gluvih i nagluvih srednjoškolaca, U J. Karović, S. Ostojić, M. Radić-Šestić (Ur.) Zbornik radova Specifičnost oštećenja sluha, 231-249. Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-6203-057-3 Radić Šestić, M. (2013). Teškoće u obrazovanju, zapošljavanju i socijalnoj integraciji nagluvih umetnika. Fakultet za specijalnu edukaciju i rehabilitaciju, <i>Specijalna edukacija i rehabilitacija</i> , 12, 4, 501-521. doi:10.5937/specedreh12-4499

Radić Šestić, M., Milanović Dobrota, B., Kaljača, S., Dučić, B. (2012). Socio-emocionalno funkcionisanje gluvih i nagluvih srednjoškolaca u inkluzivnom okruženju. Društvo defektologa Srbije i Fakultet za specijalnu edukaciju i rehabilitaciju, *Beogradska defektološka škola*, 18(3), 54, 429-446.

Carol, P., Humphries, T. (2005): Inside Deaf Culture. Cambridge, Massachusetts: Harvard University Press.53-78.

Carol, P., Humphries, T. (1998): Deaf in America: Voices from a Culture. Cambridge, Massachusetts: Harvard University Press, 31- 47.

<b>Number of active classes per week</b>	<b>Lecture: 2</b>	<b>Practical work: 2</b>	
<b>Teaching methods:</b>			
Lectures, practical excercises, interactive teaching			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activites during the lectures	15	written exam	
practical teaching	15	oral exam	50
midterm(s)		.....	
seminars	20		