**(Instructors could have students do these together in class, assign each to a different group, or assign them as homework. I’ve included answers in bold for your reference.)**

In this activity, you will practice using vocabulary from this section of the course and identifying how medical, charity, and social models of disability are applied to concrete examples and case studies.

1) Read the assigned case study

2) Find examples of how the case study mobilizes medical, charity, and/or social models of disability (each case study could have more than one)

3) Discuss the following questions: Which model do you think is emphasized in this case study? Whose perspectives and experiences do the authors highlight? What questions are left unanswered?

*Case Study 1:* [Ancient Bones Tell A Story of Compassion](https://www.nytimes.com/2012/12/18/science/ancient-bones-that-tell-a-story-of-compassion.html) (link to NYT article, or [Word Doc](https://centreedu-my.sharepoint.com/%3Aw%3A/g/personal/robyn_cutright_centre_edu/EfRs4tSnqg5DliQC_hEXu4wBk30EdaprFa0buvK2RdZKqw?e=uYWHPh))

**(this article really emphasizes a charity model, and foregrounds the perspective of the other people in the society who would have had to take care of the disabled individuals. It does not foreground the experiences/perspectives of individuals with disabilities.)**

*Case Study 2:* [Paralysis and Severe Disability](https://centreedu-my.sharepoint.com/%3Ab%3A/g/personal/robyn_cutright_centre_edu/Ebt0_bNok9hDn89uplpZRoMBlfXKwEEtgLzmwgiXlBo3pA?e=iK4XrC) (pdf)

**(This is a very different perspective on the same case as in Case Study 1, the Neolithic site of Man Bac in Vietnam, so it makes an interesting counterpoint. This is a really technical read—students will struggle and should be advised that they don’t need to understand it fully, just get a sense of the approach. It emphasizes the medical model of disability—it presents the paleopathological evidence for the nature of the individual’s disability and the constraints on the individual’s mobility and activities, without really considering the social experience or impairment or the social construction of disability.)**

*Case Study 3:* [Disability in Ancient Egypt: the Case of Geheset](https://www.youtube.com/watch?v=fMBMdbpE-qM) (link to ~20 minute YouTube video)

**(Because this is a video, it wouldn’t necessarily work for an in-class activity. You could have them listen to the concluding remarks, starting at minute 21, for a quick overview of the perspective. This is a social construction of disability perspective, which considers the life of one women, from 18th Century BCE Egypt, and her possible diagnosis of Cerebral Palsy in a broader social context of her time, space, personhood, and embodiment. The archaeologist giving the presentation is also himself disabled and a disability activist:** [**https://twitter.com/horusofnekhen?lang=en**](https://twitter.com/horusofnekhen?lang=en) **connecting to Objective 3 of the module).**