

| | |
|---|---|
| Course code (filled in by the Office for Education) | |
| Course title | Diversity, Equity, Inclusion |
| Module title | Public Governance and Political Science |
| Level of the Course | MA |
| Institute/Department responsible for course | Institution of State Governance and Public Policy |
| Course director | Dr. Lilla Bauer PhD. |
| Name of the Lecturer(s) | Dr. Lilla Bauer PhD. |
| Number of the ECTS credits | 5 ECTS |
| Teaching methodology | lecture, presentation, case studies, debate |
| Language of instruction | English |
| Prerequisite(s) for the course | There are no formal prerequisites for this course. That said, this course is most appropriate for either first-year MA students in their second semester of study, or second-year MA students. - Fluency in English |
| Semester | all semesters |
| Course description | In the European Union the Treaty of European Rights and the corresponding legal documents declare the prohibition of discrimination, provide equal treatment and determine the validity of the guidelines and the protected traits. The Law of Equal Treatment as a fundamental legal document was created and accepted in Hungary following the principles of this document. The law defines in detail the basic criteria of providing the equal opportunities declared by the Constitution. Based on these laws the legal regulations and strategies concerning different areas identify the groups in danger of exclusion (people belonging to minorities who could be excluded from local services and information). Inclusion is interpreted not only as an educational policy but a policy on the level of the society (social inclusion), thus replacing the approach characterized by the notion of integration. (Percy-Smith 2000, Atkinson 2002, Kalocsainé-Varga 2005, Giambona-Vassallo 2012) This was further enhanced by the step that the European Union officially uses the term 'social inclusion' in its legal and strategic documents since the commencement of the Lisbon Strategy (2000). In the background of the inclusive approach there is an increasingly democratic shift of mindset that might be best characterized by the notion of mutuality. This course is intended to prepare students to be fluent the complex meaning of definitions of diversity, equity and inclusion. The aim of the course is to make the students sensitive to social situations that affect disadvantaged groups, both in everyday life and in education. When studying international and Hungarian literature and cases, they can learn about government responsibilities, social policies and education policy as well as social and educational management opportunities and forms on the issue. |
| Learning outcomes and course competences | Students should be able to identify social problems, to accurately use the related terms, for the complex interpretation of statistics, and to evaluate government interventions and programs. |
| Weekly content of course | <ol style="list-style-type: none"> 1. Introduction. 2. The interpretational framework of equal opportunities. 3. The notion of inclusion in its historical and international context. 4. Attempt at providing a descriptive model of inclusion. Detailed system of input, process and output based on other research models of inclusion. 5. International programs against segregation. I. 6. International programs against segregation. II. 7. Case studies. I. 8. Case Studies II. 9. Case Studies III. 10. Case Studies IV. 11. Hungarian programs against segregation. 12. Indicators of the effectiveness of the programs for diversity, equity and inclusion in the international governmental policies. |

| | |
|--|--|
| | <p>13. Indicators of the effectiveness of the programs for diversity, equity and inclusion in the Hungarian governmental policies.</p> <p>14. Evaluation of our program and result of the understanding of equity and inclusion.</p> <p>15. Exam and grading.</p> |
| Compulsory and recommended reading materials | <p>Compulsory reading materials:</p> <p>1. Zautra, Alex J. – Hall, John Stuart – Murray, Kate E. (2010): Resilience: A new definition of health for people and communities. In: Reich, John W. – Zautra, Alex J. – Hall, John Stuart (szerk.): Handbook of adult resilience. Guilford, New York, USA, 3–34.</p> <p>2. Young, Iris Marion (2014): Five Faces of Oppression. In: Asumah, Seth N. – Nagel, Mechthild (szerk.): Diversity, Social Justice, and Inclusive Excellence – Transdisciplinary and Global Perspectives. State University of New York Press, Albany, New York, USA, 3–32.</p> <p>3. Robila, Mihaela (2006): Economic pressure and social exclusion in Europe. Social Science Journal, 2006/43, 1. sz. 85–97.</p> <p>4. Rutkowski, David – Rutkowski, Leslie – Engel, Laura C. (2014): Inclusive schooling: fostering citizenship among immigrant student in Europe. Intercultural Education, 2014/25, 4. sz. 269–282.</p> <p>5. Lumby, Jacky (2013): Leading for Equality in a Changing Europe. Keynote article for discussion. http://www.schoolleadership.eu/sites/default/files/leading-for-equality-in-changingeurope-2013.pdf [2015. 02. 03.]</p> |
| Assessment methods and criteria | A three-page evaluation critique to conduct a rigorous evaluation of an optional choosed social or educational current policy or program. |
| Grading | Five scale grading |
| office hours/contact details | bauer.lilla@uni-nke.hu |