

ERASMUS

SOCIOLOGY

1	Name of the course	Social exclusion and inclusion in sociology and social policy
2	Name and surname of the lecturer, title / academic degree	Andrzej Juros (dr Michał Nowakowski, mgr Anna Sadowska) assistant professor / PhD in humanities
3	Language	English
4	Strona WWW	
5	Semestr	Winter and summer
6	ECTS and number of hours	<p>Hours with the participation of an academic teacher:</p> <p>Lecture 30h, 5 ECTS Consultations 5h Total number of hours with the participation of an academic teacher 35h Number of ECTS credits with the participation of an academic teacher 2</p> <p>Non-contact hours (student's own work): Studying literature 50h Preparation to the exam 25h Total number of non-contact hours 75h Number of ECTS points for non-contact hours 3</p> <p>Total number of ECTS points 5</p>
7	Prerequisites	Brak
8	Description of the course	<p>The aim of the course is to provide students with a general overview of the basic themes and issues in theories of exclusion, types of exclusion, groups at the risks of being excluded, exclusionary processes, measuring social exclusion and contemporary studies of exclusion and inclusion. The pandemic and the current Russian-induced war in Ukraine are affecting people all over the world, causing exclusion and the associated poverty. These processes require systemic solutions going beyond the area of a specific region or state.</p> <p>Key challenges</p> <p>In 2017, there were 4.4 million fewer people living at risk of poverty or social exclusion in the EU, compared to pre-crisis levels in 2008. This represents a decline of more than 10 million since this number peaked in 2012.</p> <p>This is still above the target set out in the Europe 2020 strategy, but several indicators have improved, as shown by 2017 statistics:</p> <ul style="list-style-type: none"> • 22.4% of the EU population are at risk of poverty or social exclusion – this includes 24.9% of all children in Europe, 23.3% of women, 18.2% of those over 65 • 6.7% of all Europeans still live in severe material deprivation, though their number has significantly decreased • 17% of Europeans live on less than 60% of their country's median household income • 9.3% of Europeans live in households where no one has a job

		<p>However, EU citizens have not benefitted from the economic recovery equally.</p> <ul style="list-style-type: none"> • On average, the richest 20% EU households earn five times more than the poorest 20% households • Fewer people live in jobless households, but their poverty level remains high or is increasing, reaching around 60% in the EU • The share of working poor is increasing in a number of Member States, reaching 9.6% in the EU • 30.1% of people with disabilities in the EU were at risk of poverty or social exclusion, compared to 20.9% of people without disabilities • Welfare systems in different EU countries are not equally effective. The best system reduced the risk of poverty by 57%, the least effective by 16% (the EU average is 34%)
9	Topics	<ol style="list-style-type: none"> 1. Before modern concept of social exclusion – Poverty 2. Marginalisation, social Exclusion: dimensions, forms, causes 3. Unemployment and the Rise of Exclusion 4. Tackling social exclusion in US: The inclusion paradigm (Government Assistance and Inclusion Programs) 5. Social inclusion and the fight against poverty in UE (Assistance and Inclusion Programs) 6. The contribution of the (new) social economy: Tackling social exclusion in Europe. 7. European Platform against Poverty and Social Exclusion 8. Co-operative and voluntary initiatives 9. Measuring poverty and social exclusion index 10. Explaining poverty: The sociological debate 11. The dynamics of poverty 12. The feminization of poverty 13. United Nations assistance and inclusion programs (Leaving no one behind) 14. Non-governmental organizations as a partners of the Department of Public Information (DPI - UN) since its creation in 1947. 15. Government Assistance and Inclusion Programs in Poland
10	Literature	<p>Compulsory literature:</p> <p>Defourny, J., Favreau L., Laville, J.-L., (2001), Introduction to an International Evaluation”,in: Spear, R., Defourny, J., Favreau, L. and Laville, J.-L. (eds), Tackling social exclusion in Europe.The contribution of the social economy. Aldershot: Ashgate Publishing Ltd, pp.3-28. http://base.socioeco.org/docs/ang2.pdf</p> <p>Giddens A. (2004). Sociology 6th Edition (Poverty, social welfare and social exclusion)</p> <p>Spear, R., Defourny, J. Laville J.-L., Local Community Involvement A Handbook for Good Practice https://courses.lumenlearning.com/boundless-sociology/chapter/poverty/</p> <p>Supplementary literature:</p> <p>Poverty and Social Exclusion. Report, Special Eurobarometer 355, BrusselsDecember 2010 (Directorate-General for Employment, Social Affairs and Equal Opportunities - DG EMPL)</p> <p>Szarfenberg, R. (2019), <i>EU Social Inclusion Policy Implementation in Poland 1989?2018</i>, w: Ingrid Fylling, Elena Loreni Baci, Janne Irén Paulsen Breimo (eds.), EU Social Inclusion</p>

		<p>Policies in Post-Socialist Countries: Top-Down and Bottom-Up Perspectives on Implementation, Routledge, 2019.</p> <p>Szarfenberg, R. (2019), <i>ESPN Thematic Report on National strategies to fight homelessness and housing exclusion. Poland</i>, European Commission, 2019.</p> <p>ESPN First Response to the European Flagship Platform against Poverty and Social Exclusion: A European Framework for social and territorial cohesion, EUROPEAN ANTI-POVERTY NETWORK, January 2011 - https://www.eapn.eu/eapn-first-response-to-the-european-flagship-platform-against-poverty/</p> <p>Ramón Peña-Casas, Dalila Ghailani, Slavina Spasova and Bart Vanhercke (Eds)(2019), <i>In-work poverty in Europe: A study of national policies</i>, Brussels: European Commission (European Social Policy Network - ESPN) - https://ec.europa.eu/social/BlobServlet?docId=21240&langId=en</p>
11	Learning outcomes	<p>Knows and understands at an advanced level selected facts, objects and phenomena in the field of sociological sub-disciplines as well as other detailed social issues (K_W02) P6U_W P6S_WG</p> <p>Student can use his/her sociological knowledge in predictable conditions and in conditions requiring non-standard solutions (K_U01) P6U_U P6S_UW</p> <p>Can discuss social issues and critically evaluate the positions of other debaters (K_U06) P6U_U P6S_UK</p>
12	Method of verification of learning outcomes (separately for each effect)	<p>K_W02: exercises and tasks - Knows and understands at an advanced level selected processes, phenomena in the field of poverty, social exclusion and inclusion, their relation to social issues (K_W02 P6, U_W P6S_WG)</p> <p>K_U01: study of the issue - Can use the possessed sociological knowledge on social exclusion and inclusion in predictable conditions and requiring non-standard solutions (K_U01, P6U_U P6S_UW)</p> <p>K_U06: participation in the discussion, activity - Can discuss topics related to poverty, social exclusion and inclusion and critically evaluate the positions of other participants (K_U06, P6U_U P6S_UK)</p>
13	Teaching methods	<p>Knowledge Effects didactic method - informative lecture, multimedia presentation, individual reading of the subject literature verification: written work, active participation in classes</p> <p>Skill Effects didactic methods - seminar lecture, discussion verification - written work, observation of student activity</p> <p>Effects of social competences didactic methods - discussion, case studies verification - observation of the work and activity of students during classes, current feedback</p>
14	<ol style="list-style-type: none"> 1 Assessment methods 2 Assessment criteria 	<p>(1) Assessment methods</p> <ol style="list-style-type: none"> 1) Assessment in the form of a written paper. 2) Answer to 3 questions (full answer - very good, significant correct answer - good, satisfactory answer - satisfactory). The student must answer all three questions.

(2) Assessment criteria:

Knowledge

Grade 2 - the student is not able to name and describe the basic mechanisms regulating social attitudes and behaviors, does not know the sociological concepts explaining them, does not know the most important concepts and perspectives specific to the discipline

Grade 3 - the student to a limited extent (not fully) names and describes the basic mechanisms regulating social exclusion and inclusion, knows selected sociological concepts explaining them, knows selected concepts and perspectives specific to the discipline (at least 50%)

Grade 4 - the student correctly names and describes the basic mechanisms regulating social exclusion and inclusion, knows most of the sociological concepts explaining them, knows most of the concepts and perspectives specific to the discipline (min. 65%)

Grade 5 (very good) - the student accurately names and comprehensively describes the basic mechanisms regulating social exclusion and inclusion, knows most of the sociological concepts explaining them, knows most of the concepts and perspectives specific to the discipline (min. 75%).

Skills

Grade 2 - the student does not have elementary skills of observation and interpretation of social phenomena and situations, cannot relate them to family issues, cannot see psychological mechanisms in the behavior and attitudes of others and in social situations

Grade 3 - the student has a limited ability to observe and interpret social phenomena and situations, can hardly relate them to family issues, can see selected psychological mechanisms in the behavior and attitudes of others and in social situations.

Grade 4 - the student has the ability to observe and interpret social phenomena and situations, can correctly relate them to the problem of poverty, can correctly perceive the sociological mechanisms responsible for the processes of social exclusion and inclusion.

Grade 5 (very good) - the student is fully skilled in observing and interpreting social phenomena and situations, is able to correctly relate them to family issues, and is able to see sociological mechanisms responsible for the processes of social exclusion and inclusion. He is able to reflect the actions of himself and others in social situations.