

COURSE OUTLINE

COURSE: VULNERABLE GROUPS AND CULTURAL TRAUMA

Coordinator: Laboratory and Teaching Staff Dr. Savvatou Tsolakidou (NKUA)

GENERAL

SCHOOL	SCHOOL OF ECONOMICS AND POLITICAL SCIENCES, NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS		
ACADEMIC UNIT	DEPARTMENT OF COMMUNICATION AND MASS MEDIA STUDIES		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE		SEMESTER	Spring
COURSE TITLE	VULNERABLE GROUPS AND CULTURAL TRAUMA		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	8
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised knowledge, competences and skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)			

(1) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Following the successful completion of the module, students shall:</p> <ul style="list-style-type: none"> • Understand the definition of vulnerability, including key perceptions, values and heresies which result to prejudicial behavior towards different vulnerable groups • Recognize the multidimensional aspect of cultural identities and how traumatic experiences impact cultural and collective identities • Demonstrate a basic ability to distinguish between traumatic experiences, based on their nature and content, e.g. personal and collective trauma, intergenerational trauma, as well as trauma in the age of risk society. • Critically analyze how traumatic experiences are presented in media.

- Define the characteristics, limitations, and challenges of applying Inclusive Business Models to support vulnerable groups and alleviate poverty
- Evaluate cases and best practices of projects implemented (successfully or not) for the integration of vulnerable groups, including case studies on social enterprises, circular economy, and other sectors
- Recognize phenomena of acculturation process and the host society's role on the integration of vulnerable groups through culture, entrepreneurship, and other measures.
- Identify the role of journalism in advocating for vulnerable groups, in addition to recognizing fake news and disinformation spread through social media
- Understand the role and impact of cultural mediation for the integration of vulnerable groups, as well as comprehend cultural mediators' profession, their contribution to integration and the communication models used.
- Contextualize and develop professional skills and an ethical approach to trauma.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

Others...

- Research and analysis of data and information regarding different vulnerable groups
- Production of innovative research ideas
- Respect of different social groups and multiculturalism
- Ethical approach when targeting vulnerable groups
- Criticism and self-criticism on traumatic experiences
- Work in an interdisciplinary environment
- Free, creative, and inductive thinking,

(2) SYLLABUS

This course consists of:

1. Vulnerability definition and classification of vulnerable groups. Key definitions, perceptions, values and heresies which lead to prejudice against different vulnerable groups are examined. Then, a classification of vulnerable groups is provided e.g., by ethnic origin, sexual orientation, disability, religion, age and gender, as well as the barriers faced for inclusion.
2. Cultural identities and the media.
3. Theorizing trauma and its cultural dimension, collective consciousness, the relationship between personal and collective traumas, intergenerational trauma and trauma in the age of risk society.
4. Mediatization of trauma and Mediatization theory. This session focus on how traumatic experiences are depicted through media, the representation of trauma through cinema and news stories, as well as media's effect on trauma.
5. Base of the pyramid (BoP). This session analyzes the evolution of the concept, its characteristics, limitations, and the challenges faced by BoP population, including case studies.

6. Inclusive Business Models. This session focuses on Vulnerable groups in businesses, poverty alleviation, community learning services and case studies.
7. Sustainable Business Models, Development Goals, Circular Economy, Social Enterprises and Case studies
8. Social integration of culturally different groups. This includes the acculturation process, host society's role, as well as building supporting mechanisms and frameworks via culture, entrepreneurship, etc.
9. Media coverage of vulnerability. This session examines digital journalism and population flows, the role of journalism in covering vulnerable groups and case studies
10. Media coverage and fake news on vulnerable groups, based on examples from the refugee context and disinformation on social media, e.g. on Uyghur Turks and Rohingya.
11. Cultural mediation I - Mediators and careers. Introduction to cultural mediation as a profession, support of vulnerable groups and cultural mediation strategies to support refugees.
12. Cultural mediation II – Communication skills, aspects and models for approaching vulnerable groups, migrants, and refugees in an intercultural context, in addition to cultural mediators' role as communication experts.
13. Ethical approach to trauma. This session explores the meaning of confidentiality, neutrality, objectivity, transparency, adoption of a holistic approach and intelligibility when approaching vulnerable groups, as well as practical and ethical issues. Moreover, it presents the code of ethics applicable in various contexts, in addition to experiences and current practices in Europe.

(3) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Use of lectures and group working sessions	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Lecture notes, tutorial material and case studies	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures	39 hours
	Seminars	-
	Study and analysis of Bibliography	38 hours
	Laboratory fieldwork analysis of EU policies and funds	10 hours
	Laboratory practice	23 hours
	Essays writing	30 hours
	Tutorials	26 hours
	Study visits	24 hours
	Course total	190 hours
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically, defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>An essay will count for 50% of the grade and the rest will be based on class participation (50%).</p> <p>All students will have to turn in their final essays by a given date, via email. Each essay should be a maximum of 3,000 words (exclusive of cover page, references, tables, and figures). The essay should rely on at least 20 different sources (academic/scholarly journal articles, books and book chapters, research institute reports, news items). Essays based solely or mostly on popular press articles and online sources will not be eligible for a grade over 7 out of a maximum of 10 points. Such sources could however be used for their value as case studies (news items to be analysed / compared in the essay).</p>	

(4) ATTACHED BIBLIOGRAPHY

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