

## COURSE OUTLINE

### COURSE: SOCIAL POLICIES FOR VULNERABLE GROUPS AND THE MEDIA

**Coordinator: Professor Dimitris Charalambis** and Laboratory and Teaching Staff, Dr. Savvatoú Tsolakidou (NKUA)

#### GENERAL

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND POLITICAL SCIENCES, NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF COMMUNICATION AND MASS MEDIA STUDIES		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	Spring
<b>COURSE TITLE</b>	<b>SOCIAL POLICIES FOR VULNERABLE GROUPS</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialised knowledge, competences and skills development		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

#### (1) LEARNING OUTCOMES

##### Learning outcomes

*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.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

On successful completion of the module, students will be able to:

- To understand the European and national policy addressed to vulnerable groups
- To recognize the role of the EUROPE 2020 strategy, how it affects the national policies and the role of Structural Investment funds in strengthening social policies
- To critically analyze the tools and methods for monitoring the implementation of the European and national policies for vulnerable groups

- To understand the European refugee/migration policy and be aware of the new policy measures to implement at Member State level
- To learn European policy measures for specific vulnerable groups such as young people, the elderly, women, long unemployed, the NEETs.
- Get acquainted with European policy measures to combat poverty and social exclusion at national level
- To be aware of the drastic measures taken by the European Union to face the Covid-19 crisis and measures to stimulate the situation of refugees, Roma people, homeless and other vulnerable groups.
- To understand how the social policy issues of vulnerable groups (the LGBT community, women, and children) are covered by the old and new media
- To Understand the impact of the European funds and other grants on the social integration of vulnerable groups.

### 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...*  
 .....

- Search for, analysis and synthesis of EU and national policies information, with the use of the necessary technology
- Decision-making
- Team work
- Project planning and management
- Working in an interdisciplinary environment
- Production of free, creative, and inductive thinking
- Respect for difference and multiculturalism
- Criticism and self-criticism.

## (2) SYLLABUS

This course consists of:

**Week 1.** Introduction to Social policy and European strategies and policy measures for vulnerable groups. Social policy, ways to meet human needs for security, education, work, health, and wellbeing. Need for social policy mainly for unemployed, migrants and ethnic minorities (including Roma), homeless people, isolated older people, and children). European strategies and policy measures for vulnerable groups. Integration and inclusion measures of EU 2020 strategy, main influences, and results on policy design. European pillar for social rights (2021-2027)

**Week 2.** Methods and tools for monitoring the implementation of European policies for vulnerable groups. Main priorities and policy challenges. A. Monitoring of EU policies. Monitoring tools in EU Member States, National Reform Programs (NRP),

European semester B. Legal tools for monitoring of human rights, ECHR - UN treaties on protecting vulnerable groups and monitoring mechanism, Council of Europe monitoring mechanism.

**Week 3.** European policy on asylum and migration. EU Treaties on migration. Defining vulnerable groups by the Common European Asylum System – European Pact 2020. The role of the international organizations and NGOs. Case study (measures for child and unaccompanied children).

**Week 4.** Employment policies: European strategy against unemployment Defining the problem in EU context. Groups affected. Promotion of policies for youth unemployment (19-28). Policies for long term unemployment. Policies for unskilled employees. Policies for women. Policy of minimum wage / income. Policy evaluation (EU 2020, European Pillar of Social Rights, Recovery Plan) and anticipated challenges. Case study: Unemployment Office - Greece (OAED) / Employment Centers.

**Week 5.** Social policy for fighting poverty. Defining the problem in EU context, Groups affected, Policies in European / national / regional / local level, Policy evaluation (EU 2020, European Pillar of Social Rights, Recovery Plan) and anticipated challenges, Case study: Community Centers.

**Week 6.** Social policy for elderly. Defining the demographic problem in the EU (65+). Welfare state and retirement policy. Health insurance and care services. Employment and social policy for elderly nexus. Consistency and coordination of policies throughout the European Union, Case study: Programme “Help at home”.

**Week 7.** Europe and the pandemic crisis. Policy measures. The Covid-19 crisis, “Lockdown” Policy, measures adopting in EU member-states, The impact of pandemic crisis on economy, Particular cases of vulnerable groups: Refugees, homeless and Roma people, Perspectives on the EU - Recovery plan, Case study: The crisis of the tourism sector.

**Week 8.** Europe and the pandemic crisis outside EU countries. Covid 19-Crisis, The Impact of Pandemic Crisis on Vulnerable Groups (The Others): Women, Children, and Senior Citizens, The Social Policy measures for ageism, male violence and child abuse, Media Coverage of ageism, male violence and child abuse during the pandemic, Case Study: How do/must media represent the vulnerable groups: Children.

**Week 9.** Social Policies and the Media, Representation of the crisis (economy and health) in the media, Representation of EU social policies toward vulnerable groups in the media, Conspiracy theories, fake news and science denial in traditional and social media. Confronting misinformation in the media Case study: Vaccination and misinformation.

**Week 10.** Gender Equality and the media. Defining the concept of gender equality Groups affected (e.g. Women, LGBT community). Gender-based violence in the media (e.g. human trafficking, domestic violence, forced marriages). Promoting gender equality in traditional and social media. Case study.

**Week 11.** Children and Media in the context of Social Policies. Children’s rights and the media. Presentation of children in television and commercials, Child abuse and the media, Children with disabilities and the media, Child labor and the media, Children living on the street and the media. Refugee children and the media.

**Week 12.** Social policies for Romani people in the media. The challenge of Roma integration in European societies. Portrait of Roma in the media. European integration policy focused on Roma. Case study: e.g. Addressing Roma inclusion in Bulgaria.

**Week 13.** The impact of EU funds on social policy and methodologies for the evaluation of their use. Methodologies for the evaluation of the use of EU funds. How effectively the funds are supporting the respective EU policy goals. What is the key EU added value provided by their implementation, if their use is cost-efficient and coherent?

### (3) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Use of lectures and group working sessions																							
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Lecture notes, tutorial material and case studies																							
<p style="text-align: center;"><b>TEACHING METHODS</b> <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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39 hours</td> </tr> <tr> <td>Seminars</td> <td style="text-align: center;">12 hours</td> </tr> <tr> <td>Study and analysis of Bibliography</td> <td style="text-align: center;">34 hours</td> </tr> <tr> <td>Laboratory fieldwork analysis of EU policies and funds</td> <td style="text-align: center;">10 hours</td> </tr> <tr> <td>Laboratory practice</td> <td style="text-align: center;">23 hours</td> </tr> <tr> <td>Essays writing</td> <td style="text-align: center;">30 hours</td> </tr> <tr> <td>Tutorials</td> <td style="text-align: center;">26 hours</td> </tr> <tr> <td>Study visits</td> <td style="text-align: center;">16 hours</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Course total</b></td> <td style="text-align: center;"><b>190 hours</b></td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	39 hours	Seminars	12 hours	Study and analysis of Bibliography	34 hours	Laboratory fieldwork analysis of EU policies and funds	10 hours	Laboratory practice	23 hours	Essays writing	30 hours	Tutorials	26 hours	Study visits	16 hours			<b>Course total</b>	<b>190 hours</b>
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<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b> <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</i></p>	<p>An essay will count for 50% of the grade and the rest will be based on class participation (20%).</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</p>																							

<p><i>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>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> <p>The essays are expected to use the APA.6 citation model.</p> <p>An intermediate assignment related with a selected subject will count for 30% of the total grade.</p>
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#### (4) ATTACHED BIBLIOGRAPHY

##### **- Suggested bibliography:**

- Ahonen, P., Hyyryläinen, E., & Salminen, A. (2006). Looking for governance configurations of European welfare states. *Journal of European Social Policy*, 16(2), 173–184. <https://dx.doi.org/10.1177/0958928706062505>
- Andreou, G. (2009). The added value of EU cohesion policy in the Greek periphery: the case of Epirus. *Southeast European and Black Sea Studies*, 9(1-2), 59–75. [http:// dx.doi.org/10.1080/14683850902723413](http://dx.doi.org/10.1080/14683850902723413)
- Annesley, C. (2007). Lisbon and social Europe: towards a European “adult worker model” welfare system. *Journal of European Social Policy*, 17(3), 195–205. <http://dx.doi.org/10.1177/0958928707078363>
- Bachtler, J., & McMaster, I. (2008). EU Cohesion policy and the role of the regions: investigating the influence of Structural Funds in the new member states. *Environment and Planning C: Government and Policy*, 26(2), 398–427. <http://dx.doi.org/10.1068/c0662>
- Bachtler, J., & Mendez, C. (2007). Who governs EU cohesion policy? Deconstructing the reforms of the structural funds. *JCMS: Journal of Common Market Studies*, 45(3), 535–564. <http://dx.doi.org/10.1111/j.1468-5965.2007.00724.x>
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- Daly, M. (2012). Paradigms in EU social policy: a critical account of Europe 2020. *Transfer: European Review of Labour and Research*, 18(3), 273–284. [http:// dx.doi.org/10.1177/1024258912448598](http://dx.doi.org/10.1177/1024258912448598)
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- Ευρωπαϊκή Επιτροπή. (2009b). Links between migration and discrimination. Λουξεμβούργο. <http://dx.doi.org/10.2767/77495>

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Λιαργκόβας Π., Παπαγεωργίου Χ. (2019). Το Ευρωπαϊκό φαινόμενο. Η ενοποίηση και οι προσπάθειες υλοποίησης της ιδέας. Εκδ. Τζιόλας.

Μαραβέγιας Ν. (2016). *Ευρωπαϊκή Ένωση. Δημιουργία, εξέλιξη, προοπτικές*, Εκδ. Κριτική

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