



# FREDERICK UNIVERSITY

## SCHOOL OF EDUCATIONAL SCIENCES AND SOCIAL SCIENCES DEPARTMENT OF PSYCHOLOGY AND SOCIAL SCIENCES

(CIP file- Classification of instructional programs)

Course Title	<b>Diversity and Vulnerable Social Groups</b>			
Course Code	<b>DLSPS515</b>			
Course Type	Elective			
Level	Master (2 <sup>nd</sup> Cycle)			
Year / Semester	2 <sup>th</sup> /3 <sup>th</sup>			
Teacher's Name	Dr Stylianos Erodou, Dr Nansia Kyriacou			
ECTS	10	Lectures / week		Laboratories / week
Course Purpose and Objectives	<p>The course will include an analysis of a number of contemporary social problems that are strongly present and that affect society, despite the enormous scientific and technological progress of the last decades.</p> <p>The course therefore also focuses on forms of diversity, risks of poverty or social exclusion, and identifying vulnerable groups, particularly in Europe and Cyprus. In addition, the aim is to develop skills and awareness to support vulnerable groups and families (such as the poor, unemployed, low-income groups, refugees, migrants, etc.).</p>			
Learning Outcomes	<p>By the end of the course students must be able to:</p> <ul style="list-style-type: none"><li>• Describe the current social processes</li><li>• Explain the dimensions of multiculturalism in the context of modern societies.</li><li>• Explain of forms of diversity, risks of poverty and social exclusion and identify vulnerable groups.</li><li>• Implement of critical approach to the effectiveness of policies and programs to prevent and tackle social exclusion.</li><li>• Distinguish the specificities of Cyprus in relation to multiculturalism, ethnic and minority groups.</li></ul>			

	<ul style="list-style-type: none"> <li>• Implement dexterity and awareness for the co-operation and support of vulnerable groups and families (such as the poor, unemployed, low-income strata, immigrants, etc.).</li> <li>• Organise and develop intervention programs in education and the community, to promote social cohesion.</li> <li>• Act as mediators between different groups.</li> <li>• Contribute to the implementation of intercultural policies (in school and beyond)</li> </ul>		
Prerequisites	None	Required	None
Course Content	<ul style="list-style-type: none"> <li>• Identity, diversity and community in contemporary societies</li> <li>• Modern social processes and crises, social problems</li> <li>• Basic approaches and policies for socio-economic policy and effects on the phenomenon of social exclusion.</li> <li>• Interpretations on social cohesion. The processes of social inclusion, social integration and social exclusion.</li> <li>• Analysis of factors and causes that “create” diversity.</li> <li>• Modern forms of diversity. The "political construction" of vulnerable groups.</li> <li>• Modern economic, social and political developments, inequality, poverty and social exclusion, and multilevel effects, particularly in vulnerable groups.</li> <li>• Migration, the refugee problem and its modern dimensions.</li> <li>• Interpretation of cultural diversity. Theories of cultural dominance. Forms of intolerance of cultural differences and modern interpretation of racist behaviour.</li> <li>• The consequences for society - cultural differences in tolerance and coping with diversity. The Cypriot and international experience.</li> <li>• The peculiarities of Cyprus in relation to multiculturalism, ethnicity and minority groups.</li> <li>• Programs to tackle social exclusion, inclusion, integration and reintegration programs for vulnerable and / or dormant groups.</li> <li>• Vulnerable groups and the Church. Modern forms of intervention.</li> <li>• Social inequality at school and its treatment.</li> <li>• • The institutional and legal framework for the protection, employment and integration of migrants in CyprusThe development of intercultural competence and the interconnection with the Council’s Reference Framework of Competences for Democratic Culture (RFCDC)</li> </ul>		
Teaching Methodology	<p>The course is taught by distance learning. Through lectures, study and homework, it encourages and facilitates the understanding and exploration of</p>		

	<p>the topics covered. In addition, through self-assessment exercises, it stimulates and encourages homework, provides motivation for further study and contributes to the development of critical thinking. Interactive activities are carried out, as well as assignments based on the elaboration of theoretical issues and their connection with social reality, and also on the basis of students' work experience.</p>
Bibliography	<ul style="list-style-type: none"> <li>• Pierson, J,H, (2024). Tackling Poverty and Social Exclusion Promoting Social Justice in Social Work. Routledge.</li> <li>• Arucaj, B. (2023). Social Cohesion in European Societies Conceptualising and Assessing Togetherness. Routledge</li> <li>• Maguire-Jack, K., Yoon, S., &amp; Hong, S. (2022). Social cohesion and informal social control as mediators between neighborhood poverty and child maltreatment. <i>Child maltreatment</i>, 27(3), 334-343.</li> <li>• Aranguiz, A. (2022). Combating Poverty and Social Exclusion in European Union Law. Routledge</li> <li>• Johansson, T. R. (2022). In defence of multiculturalism—theoretical challenges. <i>International Review of Sociology</i>, 1-15.</li> <li>• Gobillon, L., &amp; Selod, H. (2021). Spatial mismatch, poverty, and vulnerable populations. <i>Handbook of regional science</i>, 573-588.</li> <li>• Mouratidis, K., &amp; Poortinga, W. (2020). Built environment, urban vitality and social cohesion: Do vibrant neighborhoods foster strong communities?. <i>Landscape and Urban Planning</i>, 204, 103951.</li> <li>• Παπαδοπούλου, Δ.(2012). <i>Η Κοινωνιολογία του Αποκλεισμού στην εποχή της Παγκοσμιοποίησης</i>.Αθήνα:Τόπος.</li> <li>• Αλμπάνης,Ε.(2003). <i>Παγκοσμιοποίηση</i>. Αθήνα: Libro.</li> <li>• BRICS Information Portal.(n.d). What is BRICS? Ανακτήθηκε από <a href="https://infobricts.org/documents/">https://infobricts.org/documents/</a></li> <li>• European Commission. (n.d). Κοινωνική Ένταξη. Ανακτήθηκε από <a href="https://ec.europa.eu/info/sites/default/files/file_import/european_semester_thematic-factsheet_social_inclusion_el.pdf">https://ec.europa.eu/info/sites/default/files/file_import/european_semester_thematic-factsheet_social_inclusion_el.pdf</a></li> <li>• Κοτζιάς, Ν.(2003). <i>Παγκοσμιοποίηση - Η ιστορική θέση, το μέλλον και η πολιτική σημασία</i>.</li> <li>• Μπεκ, Ου.(2002). <i>Τι είναι Παγκοσμιοποίηση</i>; Αθήνα: Καστανιώτη.</li> <li>• Πουλόπουλος, Χ.(2014). <i>Κρίση, Φόβος και Διάρρηξη της Κοινωνικής Συνοχής</i>.Αθήνα:Τόπος.</li> <li>• Οικονόμου, Χ. και Φερώνας,Α.(Επιμ.).(2006). <i>Οι εκτός των τειχών.Φτώχεια και κοινωνικός αποκλεισμός στις σύγχρονες κοινωνίες</i>. Αθήνα : Διόνικος.</li> <li>• Χρυσοχόου,Ξ.(2011).<i>Πολυπολιτισμική πραγματικότητα</i>. Αθήνα: Πεδίο.</li> <li>• Ζαϊμάκης, Γ. και Κανδυλάκη Α. (2005). <i>Δίκτυα κοινωνικής προστασίας: Μορφές παρέμβασης σε ευπαθείς ομάδες</i>. Κριτική.</li> <li>• Jones Finer C. (ed.) (2006). <i>Migration, Immigration and Social Policy</i>. Oxford: Blackwell.</li> <li>• Πλάντζος,Δ.(2009).<i>Παγκοσμιοποίηση και Εθνική κουλτούρα</i>. Αθήνα: Αλεξάνδρεια.</li> </ul>

- Γκύρβιτς, Ζ.(1995). *Μελέτες για τις κοινωνικές τάξεις. Από τον Μαρξ, μέχρι σήμερα*. Αθήνα: Gutenberg.
- Ζαϊμάκης Γ. και Καλλινικάκη Θ. (2005). *Τοπικός Χώρος και Πολυπολιτισμικότητα: Το παράδειγμα των Σαπών*. Αθήνα: Ελληνικά Γράμματα.
- Φραγκουδάκη,Α.(1985).*Κοινωνιολογία της Εκπαίδευσης*. Αθήνα:Παπαζήση.
- Τσόμσκι, Ν.(2017).*Ποιος κυβερνά τον κόσμο*. Αθήνα : Πατάκης.
- Τρίλιβα, Σ., Αναγνωστοπούλου, Τ., Χατζηνικολάου, Σ. (2008). *Ούτε Καλύτερος, Ούτε Χειρότερος... Απλά Διαφορετικός!* Αθήνα: Gutenberg.
- Χάντιγκτον, Σ.(1999). *Η σύγκρουση των πολιτισμών και ο ανασχηματισμός της παγκόσμιας τάξης*. Αθήνα: Terzo Books.
- Τμήμα Εργασίας Υπουργείου Εργασίας, Πρόνοιας και Κοινωνικών Ασφαλίσεων. (n.d). Όροι και συνθήκες απασχόλησης. Ανακτήθηκε από [https://www.mlsi.gov.cy/mlsi/dl/dl.nsf/page5d\\_gr/page5d\\_gr?OpenDocument](https://www.mlsi.gov.cy/mlsi/dl/dl.nsf/page5d_gr/page5d_gr?OpenDocument)
- Τμήμα Εργασίας Υπουργείου Εργασίας, Πρόνοιας και Κοινωνικών Ασφαλίσεων. (n.d).Κριτήρια Απασχόλησης, Πολιτική Απασχόλησης. Ανακτήθηκε από [https://www.mlsi.gov.cy/mlsi/dl/dl.nsf/page5b\\_gr/page5b\\_gr](https://www.mlsi.gov.cy/mlsi/dl/dl.nsf/page5b_gr/page5b_gr)
- Τμήμα Εργασίας Υπουργείου Εργασίας, Πρόνοιας και Κοινωνικών Ασφαλίσεων. (n.d).Διαδικασία για την απασχόληση ευρωπαϊών πολιτών. Ανακτήθηκε από [https://www.mlsi.gov.cy/mlsi/dl/dl.nsf/page4b\\_gr/page4b\\_gr?OpenDocument](https://www.mlsi.gov.cy/mlsi/dl/dl.nsf/page4b_gr/page4b_gr?OpenDocument)
- Υπηρεσία Ασύλου(n.d). Ανακτήθηκε από [http://www.moi.gov.cy/moi/asylum/asylumservice.nsf/index\\_gr/index\\_gr?opendocument](http://www.moi.gov.cy/moi/asylum/asylumservice.nsf/index_gr/index_gr?opendocument)
- Τμήμα Εργασίας Υπουργείου Εργασίας, Πρόνοιας και Κοινωνικών Ασφαλίσεων.(n.d). Απασχόληση Δικαιούχων Διεθνούς Προστασίας (Αναγνωρισμένοι Πρόσφυγες/ Άτομα με καθεστώς Συμπληρωματικής Προστασίας)Απασχόληση Αιτητών Ασύλου. Ανακτήθηκε από [https://www.mlsi.gov.cy/mlsi/dl/dl.nsf/page5j\\_gr/page5j\\_gr?OpenDocument](https://www.mlsi.gov.cy/mlsi/dl/dl.nsf/page5j_gr/page5j_gr?OpenDocument)
- Deardorff, D. K. (2004). The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States. <https://repository.lib.ncsu.edu/bitstream/handle/1840.16/5733/etd.pdf?sequence=1&isAllowed=y>
- Deardorff, D. K. (2006). Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization. *Journal of Studies*

	<p>in International Education, 10(3), 241–266.  <a href="https://doi.org/10.1177/1028315306287002">https://doi.org/10.1177/1028315306287002</a></p> <ul style="list-style-type: none"> <li>• Europarat. (2018). Descriptors of competences for democratic culture. Council of Europe.</li> <li>• Europarat (Ed.). (2020). Common European framework of reference for languages: Learning, teaching, assessment; companion volume. Council of Europe Publishing.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Weekly Educational Activities (20 %)</li> <li>• Individual Assignment 1 (10 %)</li> <li>• Individual Assignment 2 (20%)</li> <li>• Final Examination (50 %)</li> </ul>
Language	Greek