

Module: Applied Social Sciences

Number of credits: 8 credits

Subjects:

- 1) Educational and Cultural History 1
- 2) Educational and Cultural History 2
- 3) Basics of Minority Studies and Romology
- 4) Introduction to Child Protection

Name of subject: Basics of Minority Studies and Romology	Credits: 2
Subject Classification: Compulsory	
Division of course content in theory and practice: 60% theory and 40% practice	
Types and number of lessons: 10 lectures per semester Language: English Other methods used during the course: <ul style="list-style-type: none">• digital course material provided through electronic learning system• use of online internet resources• course outline available electronically	
Method of assessment: exam Other means of learning evaluation: <ul style="list-style-type: none">• continuous, active participation during lessons• oral assessment of the acquired the linguistic material• preparation of ppt presentations for use in classroom	
Place of subject in the curriculum: 4th semester	
Prerequisites: none	

Course description:

Clarification of the most important terms. The origin of the Roma (Gipsy) minority, migration and its forms in the Hungary of the early Middle Ages. The Roma policy of enlightened absolutism. Roma people in Hungary in the 19th century and in the first half of the 20th century. The history of the Hungarian Roma population since 1945. Institutionalisation of the Hungarian Roma population after the system change. Social problems faced by the Roma in Hungary. The main problems relating to the schooling of Roma children. Segregation at school. Efforts made in education to integrate Roma children. The world of Gipsy music. Gipsy dance arts. Roma creative arts and literature. Legal protection of the Roma. The Roma in the media. Specifics of the Roma languages. European Roma strategic programme.

Required and recommended literature:

Required literature:

1. Stewart, Michael (1997): The time of gypsies. Boulder: Oxford: Westview Press, ISBN 0-8133-3198-6
2. Kertesi Gábor (2004): The employment of the Roma: evidence from Hungary. IE Hungarian

Academy of Sciences, Budapest, ISBN 963-9321-97-4

3. Elekes Györgyi (2013): The Impacts of Microsocial Relationships on School Mobility in the Roma Population. *Review of Sociology*, No.4. pp. 34-52.

4. Fraser, Angus (1995): *The Gypsies*, Oxford, Cambridge: Blackwell Publishers, ISBN 0-631-19605-6

Recommended literature:

1.Kállai Ernő – Kovács László (2009, szerk.): *Megismerés és elfogadás - Pedagógiai kihívások és roma közösségek a 21. század iskolájában*. Nyitott Könyvműhely, Budapest, ISBN: 978-963-9725-91-1

2.Kemény István (2000, szerk.): *A magyarországi romák*. Press Publica, Budapest, ISBN: 9639001473

3.Havas Gábor – Kemény István – Liskó Ilona (2002): *Cigány gyerekek az általános iskolában*. Ú.M.K, Budapest, ISBN 963-9336-94-7

4.Kovalcsik Katalin (2002, szerk.): *Tanulmányok a cigányság társadalmi helyzete és kultúrája köréből*. BTF-IFA-MKM, ISBN 9638323256

5.Szuhay Péter (1999): *A magyarországi cigányok kultúrája; etnikus kultúra vagy a szegénység kultúrája*. Panoráma, Budapest, ISBN 9632438345

Required competencies and competency elements that this subject contributes to and helps to develop

• Knowledge

- Possess the expert knowledge and teaching methodology which help to develop the health and personality of children aged 3-7 in a harmonious and complex way.
- Know the basic documents of preschool education and show awareness of the general aims and responsibilities of preschool education as well as the content of the different activity forms, and the connections between all these.
- Can interpret the socio-culturally embedded nature of children's development and preschool education, and the effect of this on the pedagogical process.
- Can show awareness of the professional, ethical and legal rules and regulations of the preschool teacher profession, its socially approved norms and the characteristics and effects of communication belonging to this job description.
- Are familiar with the digital tools of knowledge acquisition, ICT-techniques, and problem solving methods in their specific field.
- Are aware of the basic principles and practical aspects of health improvement and sustainable development relating to environmental and consumer protection, and work and safety standards in the workplace.

b) Capabilities

- Adapt their pedagogical, psychological, sociological and methodological expertise as well as a holistic approach to preschool education with consideration to the characteristics of the child and the child's age group.
- Understanding the characteristics of the age group, students should be able to identify and select the appropriate educational goals, tasks and content. Students should furthermore be able to manage, analyse, and evaluate the differentiated pedagogical process.
- Can observe, analyse and record the characteristics of the personality and skills of children aged 3-7, and the socio-cultural determinants of the family environment surrounding them.

- Possess knowledge of effective electronic information search, information processing, information research, information transmission; and can use electronic resources.

c)Attitude

- Their personality should be free from prejudice, and characterised by tolerance, social sensitivity, and helping attitude. They have an inclusive and multicultural approach, seek to preserve the cultural identity and support children's integration into their community.
- Accept the idea of child-centred inclusive preschool education and the view that pedagogical strategies used in preschool education should be tailored to the child's personality.
- Show openness to learning about and applying the latest results of educational theory at home and worldwide, methodological innovations, as well as the latest information and communications technologies.
- Make their decisions in electronic communication with the careful consideration of legal, ethical and other relevant norms.

d) Autonomy and Responsibility

- As a reflective preschool teacher and autonomous personality, they are conscious leaders of their own professional development.
- Can responsibly establish and maintain professional co-operations.
- Besides their professional preschool responsibilities, they also assume responsibility for the mission of their own institution, and the protection of the internationally acclaimed values of Hungarian preschool education.
- Have a conscious, critical, self-reflective, and innovative attitude towards the development of digital culture.
- Can take responsibility for their views regarding health improvement and the principles of sustainable development in their special field; can apply their knowledge of environmental and consumer protection, and work and safety standards in the workplace competently and responsibly.

Responsible for course: Dr. Elekes Györgyi, college associate professor, PhD

Other teacher involved in course: