

PS399 – Inclusion

(Equality and Inclusion Policies in Europe)

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Office Hours: by appointment

Course Schedule: Tuesdays and Thursdays, 15:45pm

Course location: Seminar room TBC/ Link: <https://bard.zoom.us/j/83972942199>

1. Course description

Liberty, equality, and justice have been numbered among the core values of democracies, and are upheld as fundamentals of the project of European transnational cooperation and integration. The European Union has developed a number of legal regulations, standards, and frameworks aiming at furthering equality within its member states. Among these are standards for fostering the empowerment of women, ending discrimination on the grounds of race and ethnic origin, and facilitating access to public life and opportunities for people with physical disabilities. Despite these efforts, we are witnessing in some European countries not only an uneven implementation of such protections, but also a backsliding of the democratic system, with political rights and civil liberties deteriorating. The impact of inequality is manifested in different ways, the most visible being instances of direct exclusion from public goods and services, as well as harassment and discriminatory behavior. Inclusion policies have generated controversies both at the European and national level, some of which have centered on concerns about fair distribution of resources or reverse discrimination.

2. Course objectives

The course aims to provide students with a broad understanding of contemporary equality, social justice, and inclusion policies and challenges in Europe. One of its main aims is to familiarize students with principles and claims for equality and explore how these are translated into policies at EU level and implemented by national governments. Students will gain insights into the practical functioning of existing equality bodies (i.e., Equinet) and international non-governmental organizations (i.e., ILGA Europe) working in the field, and will get a deeper understanding of the processes and structures that determine the character and outcome of policy-making aimed at improving equality, justice and inclusion. The course uses an interdisciplinary approach and draws on scholarly literature from and beyond Europe, ranging from legal studies to critiques from the perspective of gender and race.

The course will (learning outcomes):

- Familiarize students with some of the core concepts, policy issues and debates in the field
- Prepare students to analyze different policy processes from an equality lens

- Teach the students critical reading and to encourage them to think in theoretical and analytical terms
- Enable students synthesize different pieces of knowledge and to review social inclusion policies in Europe
- Enhance students' writing and presentation skills on equality and inclusion topics

3. Course format

The course combines lectures with in-class discussions, group work, short written assignments and student-led presentations. The aim of the lectures is to introduce students to the main concepts, theories and debates in the field, whereas the in-class discussions aim to enhance students' analytical skills and critical thinking. The student led presentations aim to enhance students' understanding of the covered material through argumentation and presentation skills.

The course uses an interdisciplinary approach to understand the proposed topics and utilizes literatures from and beyond Europe ranging from legal and political texts to feminists and critical scholars.

4. Academic Integrity

All assignments should be students' original work, plagiarism is not accepted nor tolerated. Instances in which students fail to meet the expected standards of academic integrity will be dealt with under the Code of Student Conduct, Section 14.3 (Academic Misconduct) in the Student Handbook.

Students are encouraged to make use of the instructors' office hours and have weekly individual meetings with the course instructor and discuss issues related to their academic performance in the course (presentations, assignments, etc.), and if relevant in the program.

5. Readings

All readings are mandatory and to be completed before class, as they will be the base for the class discussions. There is a possibility of some changes to the scheduled class readings. You will be notified of any changes made if the case.

6. Use of Laptops and Other Electronic Devices in Class

Use of laptops for taking notes in class is allowed, and we will occasionally rely on technology to assist us in class. However, mobile phones are not allowed, and the use of other electronic devices (laptop, tablet) for purposes unrelated to the coursework will result in a 0-points participation grade for that particular session.

7. COVID-19 related policies

Due to the current pandemic bringing small groups together can put in risk our health. In-person seminars will allow for physical distancing this term. Classrooms will be ventilated (i.e., open windows for 5 minutes) every 45 minutes. In order to ensure a safe space, students and the instructor are expected to use masks during the class. If you have any symptoms it is

recommended to call the Berlin info-hotline at: 03090282828. In addition, all students and instructors must refrain from in-person attendance if they are feeling ill.

Policy on Late Submission of Papers

According to BCB's policy, assignments/essays that are up to 24 hours late can be downgraded up to one full grade (from B+ to C+, for example). Instructors are not obliged to accept essays that are more than 24 hours late. Where an instructor agrees to accept a late essay, it must be submitted within four weeks of the deadline. Thereafter, the student will receive a failing grade for the assignment. Grades and comments will be returned to students in a timely fashion. Students are also entitled to make an appointment to discuss essay assignments and feedback during instructors' office hours. Students are entitled to make an appointment with an instructor to discuss seminar participation, or may be asked to meet with the instructor at any stage in the semester regarding class progress.

8. Course overview

- a. The first 2 weeks will be dedicated to setting the grounds for the upcoming class discussions. Students will be introduced to the core concepts we will be using in the class, among which inclusion, equality-equity, social justice, oppression and exclusion, etc. Students will have to submit a minimum amount of reaction papers (of about 500 words each) in which they reflect on the topic of a specific session.
- b. Weeks 3 and 4 will focus on equality frameworks across Europe and beyond. This block aims to provide insights into existing equality frameworks as an illustration of potential tools to address injustices and inequalities. It also seeks to explore the different policy-making processes and weight (in terms of compliance) these frameworks and tools have in tackling injustices and inequalities. The block starts by reflecting upon the role of supranational organizations and bodies in setting the agenda, with a specific focus on equality policy-making in the European Union and its bodies, and how these frameworks are reflected at the national level (i.e., OHCHR - Convention on the Elimination of All Forms of Discrimination against Women, EU - Gender Equality Strategy 2020-2025, Council of Europe – The Framework Convention for the Protection of National Minorities, Council Directive 2000/43/EC of 29 June 2000 implementing the principle of equal treatment between persons irrespective of racial or ethnic origin, Romanian Ordinance 137)
- c. The next block of the course, weeks 5-8, will be focusing on two main aspects. In the first session of the week it will look, from an academic point of view, at various grounds of inequality including gender, race and ethnicity, disability, etc. In the second session of the week students will be asked to work in groups and review existing equality bodies across Europe. This aims to help students gain insights into the practical functioning of these bodies and get a deeper understanding of the processes and structures that determine the character and outcome of policy-making aimed at improving equality. justice and inclusion.

- d. The last block reflects upon the role of knowledge production and policy analysis on the covered topics. In this block students will be introduced to the broader policy-making knowledge production scene. It will touch upon issues on epistemic marginalization and positionality, but also on the different types of policy analyses and how research feeds into specific stages of the policy-making process. We will touch upon the role of policy analysts and scientists in providing methodological guidance and evidence to policy-makers and equality.

9. Assessment and Requirements

Attendance at all classes is a crucial part of the education offered by Bard College Berlin. To account for minor circumstances, two absences from twice-per-week courses or the equivalent (e.g., one absence from a once-per-week course) should not affect the participation grade. In case of missing classes, the student will be asked to write a make-up assignment as decided by the instructor. Late arrivals should be avoided. If students are not able to attend a class, they should let the instructor know in advance. Bard College Berlin does not offer credit for any course in which a student has missed more than 30% of classes, regardless of the reasons for the absences, whether excused or unexcused. The full Bard College Berlin attendance policy can be found in the Student Handbook, Section 2.8.

Participation – 30%

Students are expected to attend all classes, prepare the required reading for each session as well as take active part in class discussions. Participation will be assessed both qualitatively and quantitatively (i.e., frequency, appropriateness, building on class material, etc.). Students are expected to prepare short presentations of specific cases, conduct some background research, prepare questions for class discussion, etc. Students whose performance in respect to participation has not been satisfactory should receive a warning in writing. Temporary remote participation for those needing to miss classes for COVID-19 related reasons will be agreed upon individually on a case-by-case basis.

Factsheets – 15%

For this block students will be working in groups and will produce a factsheet on a selected equality body (keeping in mind the topic of the week) based on which they will deliver a group presentation for the class. The factsheet (about 1500 words) should contain basic info about the respective body (i.e., general facts and figures, type and mission, size, etc.); contemporary equality policy work; key challenges; criticisms; recent public discussions or some prominent issues relevant to the course; a list background literature and further sources about the respective body.

Presentation – 25%

Every student is expected to give an oral presentation on a preferred session topic. The presentations are based on the required reading for that specific class and they are intended to provide an introductory input (no longer than 20 minutes) to a session which includes: the context of the research (where it was published, authorship, main aim and research question, methods, analysis and findings). Students should assume that colleagues have read the “required reading” in advance, therefore more emphasis should be given in providing some added value the points made by the author (i.e., critical assessment of the reading, examples, other related contributions) and conclude the presentation with some discussion points for the class.

Students are expected to send in advance (at least two working days before the presentation is taking place) an outline of the presentation, so that feedback and suggestions can be provided. Failing to send an outline will result in lowering the grade by 40% of that presentation grade.

Final paper - 30%

The final paper should be an essay of around 2000 words (excluding bibliography). The topic for the final paper is up to the students. Students can also ask the instructor for topic suggestions. To ensure students understand what is required from them (including feasibility, relevance to the course content), an outline of the paper is required in advance. Students can choose one of the formats below:

- A comparative case study on the work of different equality bodies (students can use their group work resources)
- An essay pointing out to an existing policy problem with regards to equity, inclusion, social justice
- A policy on a preferred topic pointing out specific measures policy-makers/stakeholders can take on board to address specific equality issues
- An op-ed which addresses a contemporary equality policy issue

10. Course structure

| Week | Dates | 1 st session | 2 nd session | Assessment |
|------|-----------|--|---|--------------------------|
| 1 | 1-5 Feb | Introduction | Inclusion and social justice | Discussion points |
| 2 | 8-12 Feb | Equality and equity | Oppression and exclusion | |
| 3 | 15-19 Feb | International equality frameworks | Equality policy-making in the EU | Individual desk research |
| 4 | 22-26 Feb | European equality frameworks | National equality frameworks | |
| 5 | 1-5 Mar | Gender issues in Europe | National equality body (I) | Factsheets |
| 6 | 8-12 Mar | Race and ethnicity in Europe | National equality body (II) | |
| 7 | 15-19 Mar | LGBTIQ+ policies and issues | National equality body (III) | |
| 8 | 22-26 Mar | Disability policy | National equality body (IV) | |
| 9 | 29-2 Apr | Spring term break | | |
| 10 | 5-9 Apr | Constructing European Union Identity through LGBT Equality Promotion | European Union's Commitment to Gender Equality | Presentations |
| 11 | 12-16 Apr | Gender equality policy in Central Eastern Europe | Societal implications of antidiscrimination policy | |
| 12 | 19-23 Apr | Islamophobia in the Visegrád Four | EU Roma policy and the challenges of Roma inclusion | |
| 13 | 26-30 Apr | Measures for Enhancing Access to Higher Education in Europe | Persons with disabilities in mainstream employment | |
| 14 | 3-7 May | Public Attitudes towards Refugees in Germany | Immigrant social inclusion in Europe | |
| 15 | 10-14 May | Course Wrap-up | <i>Federal holiday- no class</i> | |
| 16 | 17-21 May | Completion week | | Final essay |

Week 1 Session 1 – Introduction

Required reading: Jonathan Wolff, Social justice and public policy: a view from political philosophy, in Gary Craig, Tania Burchardt and David Gordon (Eds.) Social Justice and Public Policy: Seeking fairness in diverse societies, Bristol: The Policy Press, pp. 17-32.

Week 1 Session 2 – Inclusion and social justice

John Rawls, Justice as Fairness: A Restatement, Cambridge, Harvard University Press; 2nd edition, 2001 Chapter 12 (and 13 recommended), pp. 39-58.

Week 2 Session 1 – Equality and equity

Required reading: Sandra Fredman (2002) “Equality: Concepts and Controversies” in Discrimination Law. Oxford University Press, pp. 1-26.

Week 2 Session 2 - Oppression and exclusion

Required reading: Iris Marion Young (1990) “Five faces of oppression” in Justice and the Politics of Difference. pp. 39-66.

Week 3 Session 1 – International equality frameworks

Required readings:

- The international Human Rights Framework
<https://www.ohchr.org/EN/Issues/Migration/Pages/HumanRightsFramework.aspx>
- OHCHR - Convention on the Elimination of All Forms of Discrimination against Women:
<https://www.ohchr.org/en/professionalinterest/pages/cedaw.aspx>
- International Norms And Standards Relating To Disability:
<https://www.un.org/esa/socdev/enable/discom31.htm>

Week 3 Session 2 – Equality policy making in the EU

Required readings:

- How EU decisions are made? Available at: [https://europa.eu/european-union/law/decision-making/procedures_en#:~:text=The%20EU's%20standard%20decision%20making,of%20the%2027%20EU%20countries\).](https://europa.eu/european-union/law/decision-making/procedures_en#:~:text=The%20EU's%20standard%20decision%20making,of%20the%2027%20EU%20countries).)
- EU institutions and bodies in brief. Available at: https://europa.eu/european-union/about-eu/institutions-bodies_en
- Support for policy making. Available at: https://ec.europa.eu/info/research-and-innovation/strategy/support-policy-making_en
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Week 4 Session 1 – European equality frameworks

Required readings:

- Council of Europe – The Framework Convention for the Protection of National Minorities
- Council Directive 2000/43/EC of 29 June 2000 implementing the principle of equal treatment between persons irrespective of racial or ethnic origins.
- Istanbul Convention: Available at: <https://rm.coe.int/istanbul-convention-factsheet/168078ec5c>
- The Race Equality Directive. Available at: https://ec.europa.eu/commission/presscorner/detail/en/MEMO_07_257
- Charter of Fundamental Rights of the European Union. Available at: <https://fra.europa.eu/en/eu-charter>

Week 4 Session 2 – National Equality frameworks

Required readings:

- The Dutch Equal Treatment Act. Available at: <https://www.icj.org/wp-content/uploads/2013/05/Netherlands-Equal-Treatment-Act-2004-eng.pdf>
- Lithuanian Law on Equal Treatment. Available at: https://www.lygybe.lt/data/public/uploads/2016/10/law-on-equal-treatment_no.-ix-1826.pdf

Week 5 Session 1 – Gender issues in Europe

Required reading: The gender inequalities in the European Union. Available at: <https://www.europarl.europa.eu/at-your-service/en/be-heard/eurobarometer/the-gender-inequalities-in-the-european-union>

Week 5 Session 2 – National equality body (I)

Required reading: Kádár T. Equality bodies: A European phenomenon. *International Journal of Discrimination and the Law*. 2018;18(2-3):144-162. doi:10.1177/1358229118799231

Week 6 Session 1 – Race and ethnicity in Europe

Required reading: Racist crime & institutional racism In Europe: https://www.enar-eu.org/IMG/pdf/shadowreport2018_final.pdf

Week 6 Session 2 - National equality body (II)

Required reading: TBD

Week 7 Session 1 – LGBTIQ+

Required readings:

- ILGA-Europe’s 2020 Annual Review of the Human Rights Situation of Lesbian, Gay, Bisexual, Trans and Intersex People covering events that occurred in Europe and Central Asia between January-December 2019 (pp. 1-21). Available at: <https://www.ilga-europe.org/annualreview/2020>

- Union of Equality: The Commission presents its first-ever strategy on LGBTIQ equality in the EU. Available at:
https://ec.europa.eu/commission/presscorner/detail/en/ip_20_2068

Week 7 Session 2 - National equality body (III)

Required reading: TBD

Week 8 Session 1- Disability policy

Required readings:

- European Human Rights report PP. 15-30. Available at: <https://www.edf-feph.org/publications/european-human-rights-report-2/>
- Evaluation of the European Disability Strategy 2010-2020. Available at: <https://ec.europa.eu/social/BlobServlet?docId=23191&langId=en>

Week 8 Session 2 - National equality body (IV)

Required reading: TBD

Week 9 – Spring term break

Week 10 Session 1 - Constructing European Union Identity through LGBT Equality Promotion

Required reading: Slootmaeckers, K. (2020). Constructing European Union Identity through LGBT Equality Promotion: Crises and Shifting Othering Processes in the European Union Enlargement. *Political Studies Review*, 18(3), 346–361. <https://doi.org/10.1177/1478929919877624>

Week 10 Session 2 - European Union’s Commitment to Gender Equality

Required reading: Sharma, S. (2015). The European union's commitment to gender equality and empowerment of women: An analysis. *IUP Journal of Soft Skills*, 9(3), 19-33.

Week 11 Session 1 - Gender equality policy in Central Eastern Europe

Required reading: Krizsan, A., & Roggeband, C. (2018). Towards a conceptual framework for struggles over democracy in backsliding states: gender equality policy in central Eastern Europe. *Politics and Governance*, 6(3), 90-100.

Week 11 Session 2 - Societal implications of antidiscrimination policy

Required reading: Ziller, C. (2014). Societal implications of antidiscrimination policy in Europe. *Research & Politics*. <https://doi.org/10.1177/2053168014559537>

Week 12 Session 1 - Islamophobia in the Visegrád Four

Required reading: van Kalmar (2018) 'The battlefield is in Brussels': Islamophobia in the Visegrád Four in its global context, *Patterns of Prejudice*, 52:5, 406-419, DOI:10.1080/0031322X.2018.1512473

Week 12 Session 2 - EU Roma policy and the challenges of Roma inclusion

Required reading: Ingi Iusmen (2018) 'Non multa, sed multum': EU Roma policy and the challenges of Roma inclusion, *Journal of European Integration*, 40:4, 427-441.

Week 13 Session 1 - Measures for Enhancing Access to Higher Education in Europe

Required reading: Torotcoi, S., Gologan, D., & Kurysheva, A. (2020). What Works for Underrepresented Groups? Identifying Effective Measures for Enhancing Access to Higher Education in Europe. In *European Higher Education Area: Challenges for a New Decade* (pp. 177-196). Springer, Cham.

Week 13 Session 2 - Persons with disabilities in mainstream employment

Required reading: Yuliya Kuznetsova & Betul Yalcin (2017) Inclusion of persons with disabilities in mainstream employment: is it really all about the money? A case study of four large companies in Norway and Sweden, *Disability & Society*, 32:2, 233-253.

Week 14 Session 1 - Public Attitudes towards Refugees in Germany

Required reading: Meidert, N., & Rapp, C. (2019). Public Attitudes towards Refugees in Germany: What Drives Attitudes towards Refugees in Comparison with Immigrant Workers from European Union Countries?. *Journal of Refugee Studies*, 32(Special_Issue_1), i209-i218.

Week 14 Session 2 - Immigrant social inclusion in Europe

Required reading: Balourdos, D., & Petraki, M. (2019). Immigrant social inclusion in Europe: A descriptive investigation. *Europa XXI*, 37, 105-124.

Week 15 Session 1- Course Wrap-up

No required reading.

Week 15 Session 2 – Federal holiday