

**Course Description**  
**SOCM17-118 Human and minority rights – discussion seminar**  
**Leading lecturer: Mónika Kovács**

**Aim of the course**

**Aim of the course is:** to enable students to facilitate discussions on current social questions and problems taking into account different points of view. The course discusses the concept of active citizenship in an educational context and analysis international and Hungarian good practices. Students can get acquainted with the concept of debate culture and learn how to argue starting from different premises, how to form pro- and counter-arguments as well as how to mediate a democratic discussion.

**Learning outcome, competences**

knowledge:

- is acquainted with the concept of active citizenship
- is familiar with the methods of active citizenship education
- is familiar with the basic criteria of facilitating democratic debates

attitude:

- respects human and minority rights
- respects other people's human dignity and their opinions

skills:

- is able to apply the rules of democratic debate in practice
- is able to listen to others' arguments and to indicate understanding of their opinion
- is able to apply human and minority rights standards when discussing current affairs

**Content of the course**

**Topics of the course**

- Introduction
- The concept of active citizenship
- The criteria of democratic debate
- Methods of democratic debate facilitation
- How to present a problem from different points of views
- How to formulate an argument
- Leading a discussion
- Mediation
- Practice

**Learning activities, learning methods**

- interactive lectures
- presentation of and experiencing with good practices
- leading and participating at group discussions

## Evaluation of outcomes

### Learning requirements, mode of evaluation, criteria of evaluation:

requirements

- active class participation
- short essays
- oral presentation of a chosen topic from multiple points of view
- final essay

mode of evaluation: complex (written and oral)

criteria of evaluation:

- adequate knowledge and application of the concept of active citizenship
- application of the criteria of democratic debate
- application of multiple perspectives when presenting a problem
- ability to reflect at own debate facilitation skills

## Reading list

### Compulsory reading list

- Johnson, L. – Morris, P. (2010): Towards a framework for critical citizenship education. In *The Curriculum Journal*, Vol.21.No.1., 77-96.
- Veugelers, W. (2007): Creating critical-democratic citizenship education: empowering humanity and democracy in Dutch education. In *Compare: A Journal of Comparative and International Education*. Vol.37.No.1.,105-119.
- The Association for Conflict Resolution: *Recommended Standards for School-Based Peer Mediation*. 2nd ed. 2007. <http://www.acrnet.org>

### Recommended reading list

- Compass. Manual for Human Rights Education. Council of Europe: [https://www.coe.int/t/dg4/eycb/Source/Compass\\_2012\\_FINAL.pdf](https://www.coe.int/t/dg4/eycb/Source/Compass_2012_FINAL.pdf)
- International Debate Education Association: <http://idebate.org/>