

Social Marginalization and Deprivation

Course code: MSP1109

Number of lessons per week: 3

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Course Description

This course explores the complex dynamics of social marginalization and deprivation across different social, economic, cultural, and political contexts. Students will examine the processes through which individuals and groups are excluded from full participation in society, focusing on issues such as poverty, education, labor market precarity, health inequalities, ethnicity, gender, disability, housing, generational exclusion, and criminalization. By engaging with both classical theories and contemporary perspectives, students will develop a critical understanding of structural inequalities and their reproduction. The course combines theoretical insights with case studies, encouraging reflection on policy responses, social interventions, and the role of civil society in fostering inclusion.

Course Objectives

By the end of this course, students will be able to:

1. Define and critically analyze the concepts of marginalization, exclusion, segregation, and deprivation.
2. Understand and apply classical and contemporary theories of social inequality to real-world contexts.
3. Identify the structural, cultural, and institutional mechanisms that produce and sustain social marginalization.
4. Examine the impact of marginalization across various domains, including poverty, education, health, labor, housing, and justice systems.
5. Critically assess the intersection of marginalization with ethnicity, gender, disability, and other social categories.
6. Evaluate policy approaches and interventions aimed at reducing social deprivation and fostering inclusion.
7. Develop analytical and presentation skills through the study of case studies and independent research.
8. Reflect on ethical and practical pathways to promote social justice and reduce inequality.

Course Outline & Weekly Topics

Week 1: Introduction to Social Marginalization and Deprivation (defining key concepts: marginalization, exclusion, segregation, deprivation; theoretical frameworks and research approaches)

Week 2: Theories of Social Inequality (classical sociological theories: Marx, Weber, Durkheim; contemporary perspectives: structuralism, postcolonial theories, intersectionality)

Week 3: Poverty and Economic Deprivation (absolute vs. relative poverty; barriers to social mobility; political and economic consequences)

Week 4: Education and Marginalization (educational inequalities; the role of schools in reproducing social inequality)

Week 5: Labor Market and Precarity (labor market exclusion; precarious work, informal economy, unemployment)

Week 6: Health Inequalities (access to healthcare and social marginalization; mental health and social stigma)

Week 7: Ethnicity, Race and Migration (marginalization of ethnic minorities; migrants, refugees, and asylum seekers)

Week 8: Gender and Sexual Orientation (women and economic/social deprivation; exclusion and discrimination of LGBTQ+ communities)

Week 9: Disability and Social Inclusion (marginalization of people with disabilities; accessibility and inclusive policies)

Week 10: Homelessness and Housing Inequalities (housing crises and homelessness; urban segregation and ghettoization)

Week 11: Youth and Elderly Marginalization (intergenerational inequalities; social exclusion of young and older populations)

Week 12: Criminalization and the Justice System (criminalization and overrepresentation of marginalized groups in prisons; justice system and structural inequalities)

Week 13: Social Policy and Intervention (welfare systems and social policies; NGOs, governmental and international programs)

Week 14: Student Presentations and Course Synthesis (case study presentations; final reflection: pathways to reduce marginalization and deprivation)

Recommended literature

Silver, H. (1994). *Social Exclusion and Social Solidarity: Three Paradigms*. International Labour Review, 133(5–6), 531–578.

- Grusky, D. (2018). *Social Stratification: Class, Race, and Gender in Sociological Perspective*. Routledge.
- Sen, A. (1999). *Development as Freedom*. Oxford University Press. (Chapters on poverty and capabilities)
- Bourdieu, P., & Passeron, J. C. (1990). *Reproduction in Education, Society and Culture*. Sage.
- Standing, G. (2011). *The Precariat: The New Dangerous Class*. Bloomsbury Academic.
- Marmot, M. (2015). *The Health Gap: The Challenge of an Unequal World*. Bloomsbury.
- Gilroy, P. (2004). *After Empire: Melancholia or Convivial Culture?* Routledge.
- Butler, J. (2006). *Gender Trouble: Feminism and the Subversion of Identity*. Routledge.
- Oliver, M. (1996). *Understanding Disability: From Theory to Practice*. Macmillan.
- Wacquant, L. (2008). *Urban Outcasts: A Comparative Sociology of Advanced Marginality*. Polity.
- Furlong, A. (2013). *Youth Studies: An Introduction*. Routledge.
- Wacquant, L. (2009). *Punishing the Poor: The Neoliberal Government of Social Insecurity*. Duke University Press.
- Esping-Andersen, G. (1990). *The Three Worlds of Welfare Capitalism*. Princeton University Press.

Course Design: Lectures, class discussions will be the procedures employed to cover the topics of this course.

Students are regularly expected to read class material before coming to class.

Attendance at classes: The permissible degree of absence during the semester in full-time education is three times the number of contact lessons per week of the subject. If this is exceeded, the course cannot be evaluated.

Requirement: exam

Evaluation method and schedule, the way the grade is formed: oral exam during the exam period

The exam topics are the weekly topics above.