

Social Work & Education and Learning in Childhood

- Courses in English -

- Community Work and Community Research for Social Justice
- Discrimination against our future selves: Ageism as a global challenge
- Diversity Training for Education, Social Work and Health Care
- Education & social system – a comparison of Belgium and Germany
- Global Social Policy
- Philosophical Storytelling
- Strengths-based interventions with children and families

Faculty exchange classes (summer semester only):

- Intercultural Learning in Theory & Practice
- Exploring the Hamburg Metropolitan Region*

* not for English native speakers.

Course Name: Community Work and Community Research for Social Justice

Degree programmes:

Social Work / Education & Learning in Childhood (Bachelor)

Responsible Lecturer: Prof. Dr. Silke Betscher

Work load: 58 (90 in total)

Lecture hours per week: 2 SWS (32)

ECTS Credits: 3

Course objectives: To learn about the history, current developments of community work and community based research in the context of social justice, to learn about theoretical framework of Social Justice as underlying principles for the practice of transformative social work. Specific focus on community health & social determinants of health, health in all policies-approach (WHO).

Contents: According to the Global Social Work Statement of Ethical Principles "Social workers work against institutionalized discrimination and oppression in all its forms (...), Social workers actively work in communities and with their colleagues, within and outside of the profession, to build networks of solidarity to work towards transformational change and inclusive and responsible societies" (IASW 2018). But: How do we do it? And isn't this too much to ask from social workers who usually have too much on their plates anyway? This course examines the theories, analytical tools and practice methods that social workers utilize(d) to challenge injustice and privilege, and to support liberation and social change. Main references are theoretical concepts of macro and structural social work, and the practice of community work/organizing. The course considers approaches, concepts, and definitions of oppression and privilege, of community, collective efficacy and the roles of social work in change efforts, especially those in diverse, low-income urban communities. Included are discussions of historic and modern examples of community action practice in Hamburg, our Sister City Chicago and Los Angeles.

About didactics and work load distribution:

guided discussion, team activities, lectures and field visit

Requirements for participation:

Students are expected to attend and participate in all class meetings and do the required readings

Course language:

English

Type of exam:

Presentation and facilitating a group discussion

Requirements for credit point allocation:

- prepare a 15- 20 minutes presentation and a hand-out (team work), to develop discussion questions and facilitate/lead a 15-20 minute discussion of the assigned topic/ text
or - written reflection on a selected issue, 5 pages (summary and discussion). Hand out: outline, abstract, discussion questions and literature

Literature:

- Jane Addams. Twenty years at Hull House. <https://digital.library.upenn.edu/women/addams/hullhouse/hullhouse.html>
- Saul Alinsky. 1945. Reveille for Radicals. University of Chicago Press. Chicago Illinois https://historyofsocialwork.org/1946_Alinsky/1946%20-%20Saul%20Alinsky%20-%20Reveille%20for%20Radicals.pdf
- Saul Alinsky. Rules for Radicals. 1971. https://archive.org/stream/RulesForRadicals/RulesForRadicals_djvu.txt
- Dave Beckwith, with Cristina Lopez. Community Organizing People Power from the Grassroots, <https://comm-org.wisc.edu/papers97/beckwith.htm>
- Steve Burghardt. 2014. Macro Practice in Social Work for the 21st Century : Bridging the Macro-Micro Divide. 2nd edition. Thousand Oaks. Sage.
- Minkler, Meredith and Wallerstein, Nina. "3. Improving Health through Community Organization and Community Building: Perspectives from Health Education and Social Work". Community Organizing and Community Building for Health and Welfare, edited by Meredith Minkler, Ithaca, NY: Rutgers University Press, 2012.
- Shannon R. Lane, Suzanne Pritzker. 2018. Political Social Work : Using Power to Create Social Change. Cham; Springer
- Bob Mullaly and Juliana West. 2017. Challenging Oppression and Confronting Privilege. A Critical Approach to Anti-Oppressive and Anti-Privilege Theory and Practice. Third Edition. Oxford University Press
- Bob Mullaly. 2019. The new structural social work : Ideology, theory, and practice. 4th ed. Don Mills, Ont: Oxford University Press
- Alan Twelvetrees. 2017. Community Development, Social Action and Social Planning (Practical Social Work Series) 5 th edition. Palgrave
- Marie Weil, Editor, Michael Reisch, Mary L. Ohmer, Associate Editors. 2013. The handbook of community practice. 2nd ed. Thousand Oaks. Sage.
- Use-It!: Community based Participatory Research: <https://useitua.co.uk/>
- The Community Toolbox, <https://ctb.ku.edu/en/table-of-contents>
- University of Denver.2014. CCESL Community Organizing Handbook. 3rd ed. Denver. <https://www.iacdglobel.org/practice-insights-magazine/>

Course Name: Discrimination against our future selves: ageism as a global challenge

Degree programme:
Social Work (Bachelor)

Responsible Lecturer: Prof. Dr. Dörte Naumann

Work load: 90

Lecture hours per week: 2 SWS (32)

ECTS Credits: 3

Course objectives:

Enable students to identify ageism in different institutions and sectors of society and evaluate critically current strategies to tackle this largely underestimated global phenomenon and its intersections with other forms of discrimination.

Contents:

Demographic change and ageing societies are a global phenomenon and the WHO and UN have just called out for global action against ageism, discrimination based on age. Ageism refers to the stereotypes (how we think), prejudice (how we feel) and discrimination (how we act) directed towards people on the basis of their age. It can be institutional, interpersonal or self-directed. Institutional ageism refers to the laws, rules, social norms, policies and practices of institutions that unfairly restrict opportunities and systematically disadvantage individuals because of their age. Interpersonal ageism arises in interactions and communication language between two or more individuals, while self-directed ageism occurs when ageism is internalized and turned against oneself.

Ageism pervades many institutions and sectors of society, including those providing health and social care, the workplace, the media and the legal system. Ageism often intersects with other forms of stereotypes, prejudice and discrimination such as classism, ableism, sexism and racism which aggravates the effects of ageism on individuals' health and well-being even more.

In this seminar we will use theoretical and empirical literature to explore this complex phenomenon and current strategies to deal with ageism on different levels and challenge common prejudices and stereotypes on ageing and older people.

Key themes of the seminar will be chosen together by the start of the term.

About didactics and work load distribution:

guided discussion, team activities, lectures and field visit

Requirements for participation:

Students are expected to attend and participate in all class meetings and do the required readings.

Course language:

English

Type of exam:

Presentation and facilitating a group discussion (team work) or short paper (5 pages)

Requirements for credit point allocation:

- prepare a 15-20 minute presentation and a hand-out (team work), to develop discussion questions and facilitate/lead a 15-20 minute discussion of the assigned topic/ text (Hand out: outline, abstract, discussion questions and literature) or

- written reflection on a selected issue, 5 pages (summary and discussion)

Literature:

- Bytheway, B. (1995): Ageism. Bristol: Open University Press.
- Nelson, T. (ed.) (2017): Ageism. Stereotyping and prejudice against older persons. Cambridge: MA: MIT Press. 2nd Revision.
- Ayalon, L.; Tesch-Römer, C. (eds.) (2017): Contemporary Perspectives on Ageism. Springer Open.
- Further literature will be provided in the seminar.

Course Name: Diversity Training for Education, Social Work and Health Care

Degree programme:

Social work/Education and Learning in Childhood/Health care (Bachelor)

Responsible Lecturer: Anna Franze

Work load: 90 h**Lecture hours per week: 3****ECTS Credits: 3****Course objectives:**

The main course objective is to get to know and discuss some effective diversity exercises.

Other important objectives are to gain (or consolidate) some basic knowledge on diversity, to get to know each other, share experiences and thoughts, discuss questions and theories, to get better at diversity sensitive interaction and to help each other with communication in English and with understanding the course contents.

Contents:

Basic knowledge on diversity plus experiencing, discussing and assessing diversity exercises and other aspects of diversity trainings.

About didactics and work load distribution:

In Class: inputs, films, group tasks and exercises, discussions, excursions and others

At home: small tasks of reading or researching, watching films, self-reflection, journaling and others

Requirements for participation:

Interest in diversity trainings and willingness to actively participate in group exercises, self-reflection, discussions and homework.

Course language:

English

Type of exam:

Portfolio/Learning diary

Requirements for credit point allocation:

Active participation in class, doing homework and writing a learning diary at home.

Literature:

There won't be much course literature, as the focus is on experiencing and discussing exercises.

But I will provide literature on different aspects of diversity, diversity training and diversity exercises for everyone who wants to deepen their knowledge on certain aspects simultaneously or later on.

Course Name: Education in Germany and Belgium – an International Comparison

Degree programmes:

Social work/Education and Learning in Childhood (Bachelor)

Responsible Lecturer: Prof. Dr. Daniela Ulber

Workload: 90 hours

Lecture hours per week: 2

ECTS Credits: 3

Course objectives:

Reflection about different contexts of early education, mindsets about successful education and advantages and disadvantages of different systems.

Content:

Structure and practice of early education, organizations of early education, comparison and analysis with focus on child welfare and education:

- Flemish/German Children's and Youth policy & of the pedagogical program 0-6 years
- research about specific topics
- Preparation of study-visits scripts for the study-visit to Belgium which is planned for 3. – 7. June 2024 but the scheduling still needs to be confirmed.

About didactics and workload distribution: mainly teamwork in intercultural groups

Requirements for participation:

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Course language:

English

Type of exam:

Presentation/plan of field trips

Requirements for credit point allocation:

Literature:

- tba

Course Name: Global Social Policy

Degree programmes:

Social work/ Education and Learning in Childhood (Bachelor)

Responsible Lecturer: Prof. Dr. Simon Güntner

Workload: 75 hours**Lecture hours per week:** 2**ECTS Credits:** 3**Course objectives:**

The course aims at providing an overview of social policy institutions and measures at global and international levels. Students will also get a basic understanding of national and local social policies through comparison.

Contents:

- a) basic foundations of social policy
- b) global and international frameworks and institutions relevant for social policy
- b) national and local social policies in a comparative perspective, based on the experiences of participants

About didactics and workload distribution:

Lectures and discussion, self-study phases and work in groups.

Requirements for participation:

Willingness to actively participate in the seminar, independent research of sources

Course language:

English

Type of exam:

term paper

Requirements for credit point allocation:

Credit points are allocated on basis of active participation, presentation and/or term paper

Literature:

Martens, Kerstin, Dennis Niemann, and Alexandra Kaasch (eds.) (2021). International Organizations in Global Social Governance. Springer Nature. Open Access: <https://doi.org/10.1007/978-3-030-65439-9>

Course Name: Philosophical Storytelling		
Degree programmes: Social work/ Education and Learning in Childhood (Bachelor)		Responsible Lecturer: Prof. Dr. Katrin Alt
Work load: 60 hours	Lecture hours per week: 2 (Block week and further dates during the semester)	ECTS Credits: 2
Course objectives: <ul style="list-style-type: none"> • Learn about the concept of storytelling and what it means for children's narrative skills. • To get to know "Philosophizing with Children" as a didactic approach • Development and testing of an own philosophical story with the Japanese Kamishibai 		
Contents: <p>In the first step, we will learn how narrative skills of children aged 0-10 develop and how these can be supported in practice by the "Storytelling" approach. In the next step, the didactic principle of "philosophizing with children" is presented and possibilities for supporting children in the area of language through philosophical discussions are clarified. In the third step, the participants are introduced with the Japanese narrative theatre (Kamishibai) and then, in the final step, we develop our own philosophical stories together in small groups, evaluate them in practice and reflect on the results in the seminar. Lecturers and students from the GJU (German Jordanian University, Amman, Jordan) will take part in the seminar online as guest lectures and will enrich the seminar's content.</p>		
About didactics and workload distribution: <p>Guided discussions, team activities, lectures and field visit</p>		
Requirements for participation: <p>Students are expected to attend and participate in all class meetings.</p>		Course language: <p>English</p> <p>English skills can be practised and developed in the seminar, there is sufficient time to translate content.</p>
Type of exam: <p>Presentation of a self-developed Kamishibai story, evaluation and reflection with regard to the narrative and philosophical impulses (referring to theoretical background).</p> <p>As part of the completion of the module M 19, a small paper on reflection of the working process is expected to be integrated into the portfolio.</p>		
Requirements for credit point allocation: <p>See above</p>		
Literature: <ul style="list-style-type: none"> • Alt (2019): Philosophizing with Children as language promoting principle. In: Childhood and Philosophy. DOI:10.12957/CHILDPHILO.2019.42556, pp. 01 – 20 • Conrad/Winter/Michalak (2021): A Case Study on Interactive Wordless Picturebooks and their Potentials within a Multilingual Classroom. In: Journal of Literary Education n. 5, DOI: 10.7203/JLE.5.20811 • Chen& Chen (2022): An Innovative Practice of Storytelling with Kamishibai: A Preschool Teacher's Educational Journey around Taiwan, P 353-356 		

Course Name: Strengths-based interventions with children and families**Degree programmes: Social work/ Education and Learning in Childhood (Bachelor)**Responsible Lecturer: Dr. Nancy Meyer-Adams
(Guest lecturer California State U. Long Beach)**Work load: 50****Lecture hours per week:** 2 days (block seminar)**ECTS Credits: 3****Course objectives:**

Students will be able to identify terminology, methods, ethical principles, values and skills consistent with an ecological systems perspective with an emphasis on strengths-based and empowering approaches in working with children and families. Students will be able to integrate interventions effective as strength-based interventions including group work practice with children and families.

Contents:

This course provides skills for intervention with children and families. Emphasis is on evidenced-based interventions in a variety of social work settings. Social work roles, ethics, and values will be explored.

About didactics and work load distribution:

2-day block seminar. Sessions will include interactive lectures with exercises, small group activities, and role play simulations.

Requirements for participation:

English Language skills; willingness to participate in active discussions and simulations

Course language:

English

Type of exam:

Combination of activities, role plays and reflective essay

Requirements for credit point allocation:

Students are expected to attend and engage with the course sessions and prepare for set tasks as appropriate. Examples of activities and tasks include: active group discussions, mock group interventions, and role play simulations.

Literature:

- Fong, R. Lubben, J.E. & Barth, R.P. (Eds.) (2018). *Grand challenges for social work and society*. New York, NY: Oxford University Press.
- International Association of Social Work with Groups. (2010). *Standards for Social Work Practice with Groups*, (2nd ed.) Retrieved from <https://aaswg.org>.
- Miley, K.K., O'Melia, M.W. & DuBois, B.L. (2016). *Generalist social work practice*, (8th ed.) Boston, MA: Pearson Education.
- Pighini, M. J., Goelman, H., Buchanan, M., Schonert-Reichl, K., & Brynelsen, D. (2014). Learning from parents' stories about what works in early intervention. *International Journal of Psychology*, 49(4), 263-270.
- Saleebey, D. (2012). *The strengths perspective in social work practice*, (6th ed.) Boston, MA: Allyn & Bacon.
- Stahl, B & Goldstein, E. (2010). *A mindfulness-based stress reduction workbook*. Oakland, CA: New Harbinger Publications.
- Toseland, R. & Rivas, R. (2017). *An introduction to group work practice* (8th ed.). Boston, MA: Pearson Allyn and Bacon.

Course Name: Intercultural Learning in Theory and Practice

Degree programme: Faculty Exchange Class

Responsible Lecturer: Christian von Baumbach

Work load: 150 h**Lecture hours per week:** Block seminar**ECTS Credits: 5****Course objectives:**

- increase student's level of cultural awareness, knowledge and sensitivity enabling them to work effectively with people from different cultural and linguistic backgrounds in general and in cross-cultural teams in particular, and
- to equip them with knowledge and skills needed for adapting to new social and working environments

Contents:

- Intercultural communication and competence, theoretical considerations
- Developing intercultural competence, approaches, methods and assessment tools
- Theories of and approaches to cultural analysis and comparison
- Cultural values and their influence on working practices in different contexts
- Working effectively and efficiently in cross-cultural teams
- Communication patterns and styles and its impact on social and business relations
- Tools and strategies for leveraging cultural differences and dealing with miscommunications and conflicts
- Sojourners, expats, international adjustment and acculturation strategies

About didactics and work load distribution:

The seminar will take place in two separate blocks both equivalent to 32 teaching units. (2 weekends)

Requirements for participation:

Good level of English

Course language:

English

Type of exam:

Presentation and written report

Requirements for credit point allocation:

Regular participation and fulfilment of the course requirements (exam)

Literature:

- General reading list (A compulsory reading list with articles and case studies is being provided at the beginning of each term):
- Miller, Katherine 2012. Organizational Communication: Approaches and Processes. Wadsworth: Cengage Learning (International Edition).
- Schneider, Susan C. & Jean-Louis Barsoux 2003. Managing Across Cultures. Harlow: Pearson Education Limited.
- Steers, Richard M., Luciana Nardon & Carlos J. Sanchez-Runde 2013. Management Across Cultures: Developing Global Competencies. Cambridge: Cambridge University Press
- Thomas, David & Mark F. Peterson. 2018. Cross-cultural Management: Essential Concepts. London-Sage

Course Name: Exploring the Hamburg Metropolitan Region		
Degree programme: Faculty Exchange Class		Responsible Lecturer: Erika Kullmann
Workload: 150 hours	Lecture hours per week: 4	ECTS Credits: 5
<p>Course objectives:</p> <p>To make the students aware of and familiar with social issues, education, business etc. in their host city, Hamburg, and its surroundings.</p> <p>To further develop the student's</p> <ul style="list-style-type: none"> • linguistic (Special English) competence • methodology for acquiring and developing Special-English language knowledge and skills • autonomy as a learner, • academic reading skills, • research skills, • presentation skills. 		
<p>Contents: We will study (some of) the Hamburg Metropolitan Region's (HMR) social, educational and cultural institutions as well as health care, the leisure industry and the like. Course work will also include the region's business opportunities from its ports and global players to small businesses and start-ups. We will take our findings as the starting point for further reading and (linguistic) research. Students are invited to take part in choosing topics of interest at the start of the course.</p>		
<p>About didactics and workload distribution:</p> <ul style="list-style-type: none"> • Teaching methods: <ol style="list-style-type: none"> 1. short lectures 2. group work 3. plenary and group discussions 4. simulations 5. impromptu presentations 6. field trips • Independent study: <ol style="list-style-type: none"> 1. reading 2. studying audio and visual material 3. researching 4. studying texts and audio and visual material for their linguistic content and relevance 5. exploring places of interest 		
<p>Requirements for participation:</p> <p>English at Level B2 – preferably C1 – of the Common European Framework of Reference for Languages (CEFR)</p> <p>German (reading comprehension only) at CEFR Level B1 desirable, but not compulsory.</p> <p>Native speakers of English are not eligible for this course.</p>		<p>Course language:</p> <p>English</p>
<p>Type of exam / Assessment:</p> <p>Presentation and/or research report in class plus a piece of writing done at home or oral exam</p>		
<p>Literature:</p> <p>Research topics and required reading to be announced and discussed in the first two sessions</p>		