

Social Work & Education and Learning in Childhood

- Courses in English -

- Challenging injustice & discrimination: Transformative social work
- Child abuse & neglect
- Children's books
- Diversity and inclusion
- Evidence-based policy & practice in early education
- Global Mental Health
- Morality, social justice & principles of human relationships in modern societies
- Qualitative & quantitative research methods

Faculty exchange classes:

- Intercultural Learning in Theory & Practice*
- Selected Business Topics: The Hamburg Metropolitan Region

* block seminar

Faculty of Business & Social Sciences – Dept. of Social Work (November 2020)

Course Name: Challenging Injustice and Discrimination – Transformative Social Work

Degree programmes:

Early Learning in Childhood education/Social Work (Bachelor)

Responsible Lecturer: Prof. Dr. Sabine Stövesand

Work load: 58 (90 in total)**Lecture hours per week:** 2 SWS (32)**ECTS Credits:** 3**Course objectives:**

To learn about the history and current developments of transformative social work, to recognize the relevance of this approach, to understand the theoretical framework and practice, to be able to apply the underlying principles and practice methods.

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" (IASSW 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 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:

- 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.

- 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) 5th edition. Palgrave

- Marie Weil, Editor, Michael Reisch, Mary L. Ohmer, Associate Editors. 2013. The handbook of community practice. 2nd ed. Thousand Oaks. Sage.

- The Community Toolbox, <https://ctb.ku.edu/en/table-of-contents>

University of Denver.2014. CCESL Community Organizing Handbook. 3rd ed. Denver.

- <https://www.iacdglobal.org/practice-insights-magazine/>

Course Name: Child Abuse and Neglect – A developmental Perspective

Department (level):
Social Work (Bachelor)

Responsible Lecturer: Prof. Dr. Gerhard J. Sues

Work load: 120 hours

Lecture hours per week: 2

ECTS Credits: 4

Course objectives:

- Epidemiological data on child abuse and neglect
- Theoretical Models for explaining child abuse and neglect
- Impacts on individual development
- Risk factors and screening instruments; prevention and intervention programs
- Critical Review of traditional Child Protection and the role of Social Work in Germany

Contents:

Severe cases of child maltreatment have stimulated a lively debate in Germany within the last years and have also called for an evaluation of the existing Child Protection System in Germany. The seminar will focus on the origins as well as the development of child maltreatment and its consequences for the developing child. A transactional ecological Model of Child Maltreatment (Cicchetti) will serve as a theoretical framework, focusing on a multi-level approach, taking not only the ontogenetic development but also the ecological context into account.

Understanding the complex developmental mechanisms and processes, leading to maltreatment and being caused by maltreatment, is informative not only for prevention but also for intervention and helping battered children. The practical implications of such a developmental perspective on child abuse and neglect for child protection will be discussed.

About didactics and work load distribution:

interactive lectures with exercises; 30 hours classes, 60 hours personal study; 30 hours project work

Requirements for participation:

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Module language:

English

Type of exam:

Written exam, paper; project presentation

Requirements for credit point allocation:

Written exam, paper

Literature:

Cicchetti, D., & Valentino, K. (2006). An ecological-transactional perspective on child maltreatment: Failure of the average expectable environment and its influence on child development. In D. Cicchetti, & D. J. Cohen (Eds.), *Developmental psychopathology* (pp. 129-201). New Jersey: John Wiley & Sons.

Dodge, K. A., & Coleman, D. L. (2009). *Preventing child maltreatment: Community approaches*. New York: Guilford.

Erickson, M. F., & Egeland, B. (1987). A developmental view of the psychological consequences of maltreatment. *School Psychology Review*, 16(2), 156-168.

Pianta, R., Egeland, B., & Erickson, M. F. (1989). The antecedents of maltreatment: Results of the mother-child interaction research project. In D. Cicchetti, & V. Carlson (Eds.), *Child maltreatment: Theory and research on the causes and consequences of child abuse and neglect*. (pp. 203-253). New York, NY, US: Cambridge University Press.

Course Name: Children's Books

Degree programme:
Education & Learning in Childhood (Bachelor)

Responsible Lecturer: Valerie Bergmann;
Prof. Dr. Daniela Ulber

Work load: 90 hours

Lecture hours per week: 3

ECTS Credits: 3

Course objectives:

Students should be enabled to analyse children's books with regard to different criteria and reflect on quality as well as on cultural impact.

Contents:

Childrens books in different cultural contexts with the focus on English literature:

- classical books
- design of books
- cultural influence
- intercultural importance
- function of books

About didactics and work load distribution:

Classes are in the form of a weekly lecture, visit of Children's library in Hamburg and group work.

Requirements for participation:

Participants should be willing to prepare and conduct an international video conference about children books, work in international teams and develop criteria for an empiric content analysis for children books as well as realizing and presenting this analysis.

Course language:

English

Type of exam / Assessment:

Presentation

Literature:

- Little big books. Illustration for children's picture books
- The literature will be provided

Course Name: Evidence-based policy and practice in (early) education

Degree programmes:

Education & Learning in Childhood (Bachelor)

Responsible Lecturer: Prof. Dr. Nina Högbe

Work load: 90**Lecture hours per week: 2****ECTS Credits: 3****Course objectives:**

The idea that empirical evidence should inform decisions and actions of both policy makers and practitioners in the field of education has become increasingly popular in Germany. This course aims at giving students a general understanding of evidence-based policy and practice (EBPP) and intends to critically discuss both its chances and limitations.

Contents:

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About didactics and work load distribution:

In Class: inputs, exercises, discussions, group work

At home: readings, exercises

Requirements for participation:

Willingness to actively participate in exercises, discussions and homework.

Course language:

English

Type of exam:

portfolio of exercises/homework

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:

- Hammersley, M. (2013): The Myth of research-based policy and practice. London: Sage. Gough, D., Oliver, S., Thomas, J. (2012). An Introduction to Systematic Reviews. London: Sage.
- Penn, H. & Lloyd, E. (2006). Using Systematic Reviews to investigate research in early childhood. *Journal of Early Childhood Research*, 4(3), pp. 311-330.
- Penn, H. & Lloyd, E. (2007). Richness or Rigour? A Discussion of Systematic Reviews and Evidence-Based Policy in Early Childhood. *Contemporary Issues in Early Childhood*, 8(1), pp. 3-18.
- Lloyd, E. (1998). Introducing evidence-based social welfare practice in a national child care agency. In A. Buchanan & B. L. Hudson (eds.), *Parenting, schooling and children's behaviour* (pp. 161-177). Alton: Ashford.

Course Name: Global Mental Health

Degree programme:

Social Work (Bachelor)

Responsible Lecturer: Astrid Jörns-Presentati

Work load: 60**Lecture hours per week:** Block seminar**ECTS Credits:** 2**Course objectives:**

- Clarify the concept of Global Mental Health
- Learn about major mental health disorders (e.g. Depression, Anxiety, Bipolar Disorder)
- Present current research on Global Mental Health in one region of the world

Contents:

Psychiatric, neurological and addictive disorders have become one of the most serious health problems in the world population, both among adults and adolescent. The United Nations address Global Mental Health challenges in their Agenda 2030 with the goal to improve the knowledge of what mental ill health is and the ways that mental health care is delivered worldwide. In the first part of the seminar we will examine the umbrella term "Global Mental Health" by reviewing research evidence and the Global Mental Health Action Plan 2013-2020 developed by the World Health Organization. The students gain inside into the symptoms and signs of some of the major mental health disorders (e.g. Depression, Anxiety, Bipolar Disorder). In the second part we will focus on exploring how the specific cultural and societal context shapes the Global Health challenges in different locations across the world.

About didactics and work load distribution:

The class takes place on the following dates between 9am and 6pm: 20th April, 18th May, 19th May

Requirements for participation:

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Course language:

English

Type of exam:

Presentation

Requirements for credit point allocation:

Presentation and Attendance

Literature:

World Health Organisation (2013). Mental Health Action Plan 2013-2020 https://www.who.int/mental_health/publications/action_plan/en/

Course Name: Morality, Social Justice and Principles of human relationships in modern societies

Department (level):
Social Work (Bachelor)

Responsible Lecturer: Prof. Dr. Dieter Röh

Work load: 120 hours

Lecture hours per week: 2

ECTS Credits: 4

Course objectives:

- Basics of human living: What is a suitable idea of mankind for social work and education? Overview of different views in philosophical history
- What is social justice like in modern times and modern societies?
- What are the principles of a moral theory which considers needs, rights, competences and social goods as well?
- How can social goods be distributed and how can people use these goods for a good life?

Contents:

The course will clear the basic principles of human living and principles of a fair society on the basis of the "capability approach" by Martha Nussbaum, an American philosopher, which has constructed a moral theory in dissociation from other moral or justice theories, such as this from John Rawls. Furthermore, we'll make a tour through classical moral and political approaches of morality and justice.

About didactics and work load distribution:

On the basis of some text extracts from "Frontiers of Justice" (Martha Nussbaum), "Justice as Fairness" (John Rawls) and some other thinks we discuss those principles of justice in interactive lectures.
30 hours classes, 60 hours personal study, 30 hours project work

Requirements for participation:

No official prerequisites, but it is recommended that students have a strong motivation to think politically and philosophically.

Module language:

English

Type of exam:

Test (2 hours) at the end of the semester and a presentation during the semester

Requirements for credit point allocation:

Active participation in group work and lectures

Literature:

- Martha C. Nussbaum (2007): Frontiers of Justice: Disability, Nationality, Species Membership. Harvard University Press
- Martha C. Nussbaum (2011): Creating Capabilities. Harvard University Press
- John Rawls (2001): Justice as Fairness – A restatement. Ed. by Erin Kelly, Harvard University Press
- John Rawls (1971; 1999): A Theory of Justice. Harvard University Press

Course Name: Qualitative and quantitative research methods

Department (level):
Social Work (Bachelor)

Responsible Lecturer: Edith Halves

Work load: 180 hours

Lecture hours per week: 4

ECTS Credits: 6

Course objectives:

Students will be able

- to read empirical studies
- to design small studies
- critically reflect empirical studies
- to analyze empirical data on a descriptive level

Contents:

- History of statistics
- Descriptive statistics
- Scale types
- Mean and standard deviation and variance
- Measures of central tendency
- Graphs
- Experiment
- Case Studies
- Biographical research
- Historical-comparative research
- Analysis of qualitative data

About didactics and work load distribution:

interactive lectures with exercises; 36 hours classes, 100 hours personal study; 44 hours project work

Requirements for participation:

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Module language:

English

Type of exam:

Written examination at the end of the semester

Requirements for credit point allocation:

Active participation in group work and lectures

Literature:

Neumann, W. Lawrence (2005): Social Research Methods: Qualitative and Quantitative Approaches: Quantitative and Qualitative Approaches. Allyn & Bacon

Faculty exchange classes

Course Name: Intercultural Learning in Theory and PracticeDegree programme:
Special moduleResponsible Lecturer: Prof. Dr. Yildirim-Krannig/ Prof.
Dr. Adelheid Iken**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: Selected Business Topics – The Hamburg Metropolitan Region

Degree programmes:

Responsible Lecturer: Erika Kullmann

Work load: 150 hours/semester
(1 hour = 60 minutes)

Lecture hours per week: 4
(1 lecture hour = 45 minutes)

ECTS Credits: 5

Course objectives:

To make the students aware of and familiar with, the multiple business opportunities of their host city, Hamburg, and its surroundings.

To further develop the student's

- linguistic (English) competence for international business,
- methodology for acquiring and developing language knowledge and skills in Business English
- autonomy as a learner,
- academic reading skills,
- research skills,
- presentation skills.

Contents:

We will study the Hamburg Metropolitan Region with its multiple business opportunities from the port and global players to small businesses and start-ups. Course work may also include the region's social and cultural institutions as well as the leisure industry, healthcare and the like. We will take our findings as the starting point for further reading and (linguistic) research.

About didactics and work load distribution:

- Teaching methods:
 1. short lectures
 2. group work
 3. plenary and group discussions
 4. simulations
 5. impromptu presentations (1 -5 online if required by COVID-19 restrictions)
 6. field trips (if COVID-19 restrictions allow)
- Independent study:
 - reading
 - researching
 - studying texts for their linguistic content and relevance
- Work load distribution (1 hour = 60 minutes):
 - class hours: 45 hours
 - preparatory reading, independent study, exam preparation and exam: 105 hours

Requirements for participation:

English at Level B2 – preferably C1 – of the Common European Framework of Reference for Languages (CEFR)

German (reading comprehension only) at CEFR Level B1 desirable, but not compulsory.

Native speakers of English are not eligible for this course.

Course language:

English

Type of exam / Assessment:

Presentation and/or research report in class **plus** a piece of writing done at home **or** oral exam

Literature:

Research topics and required reading to be announced in the first two sessions