Faculty V of Diaconic Studies, Health Care and Social Work
Courses taught in English
Course content – spring term 2020

The spring semester at the Hochschule Hannover starts for exchange students with the orientation weeks called “Spring Welcome Weeks”. The Spring Welcome Weeks will take place in February 2020 (17/02 – 28/02). During this time international students will have the possibility to get to know the members of the Incoming team of the student center, staff of the International Faculty Offices and some other relevant departments as well as their fellow students. The program includes workshops and other study-related and cultural activities.

During the Spring Welcome Weeks exchange students can also attend a two-week German Intensive Course. The information about the course and the registration will be provided on time. For the successful participation in the intensive German course student can receive 3 ECTS credit points.

Moreover, international students have the opportunity to attend various language courses during the semester: German, English, Spanish etc. Please note that if you want to participate in the course “German as a foreign language A1” during the semester, it is necessary either to have basic knowledge of the German language or to attend the German intensive course during the Spring Welcome Weeks.
02.3.3. ‘Becoming a social worker’ - global narratives about the journey into social work

ECTS Credits: 2.5

Thomasi, Beatrix

After reflecting individual motivations for the decision to study social work we look into the international definition as well as the personal understanding of the profession. By reading up on personal development stories of social workers from different cultures around the world you become familiar with different fields of social work, different approaches, realities, and challenges. The life stories of social workers from about a dozen countries allow us a glimpse into challenges, variety and potential of the field of social work today. It shows that, although social work is a very diverse activity across the world, with different legal, policy, and institutional context, the commitment and passion is the same wherever in the world: social work, no matter what is unique to specific settings, shares a value base and commitment to social justice. What the writers allow us to see and feel, helps you to become aware, to question and to reflect. At the same time we learn about the cultural and professional contexts of the authors by introducing the countries and their social work environments. As in all my English-speaking classes active participation in form of preparing a class discussion on a topic from an author’s life story is expected.

03.2.3. Decolonizing social work

ECTS Credits: 2.5

Thomasi, Beatrix

Decolonizing social work is relatively recent in origin and is new to mainstream "Western" social work literature, approaches, and theory. Recognizing that most social work practice approaches and theories have been developed from “Western” paradigms that, in many cases, are not relevant to, or supportive of, Indigenous Peoples values, beliefs, culture, and rights we will ask what is decolonization of social work, why there is a need of decolonizing social work, who is or should be doing this work, how can social work be decolonized and look at examples of decolonization attempts. In the book, Decolonizing Social Work, authors show how decolonization requires more than surface level change. In social work, changing theories and intervention practices will not bring true transformation without turning to underlying western beliefs and their results. Decolonization seeks to weaken the effects of colonialism and to create opportunities to promote traditional practices in today’s realities. Decolonization also draws attention to the effects of globalization and the universalization of education, methods of practice, and international 'development' that fail to recognize and include local knowledges and methods. We will look at a mix of authors and sources to change perspective to their contexts in different countries and cultures like Australia, Canada, Cuba, Japan, Jordan, Mexico, New Zealand, South Africa, and the USA. This will help us see -in Hannover, Germany-, how and why the field of social services needs to have a strong knowledge basis of the effects that colonialism has had on Indigenous peoples and other cultures. This is necessary in order to provide supportive and effective services in international contexts.
07.1.3 'White is a color, too' - critical whiteness, a concept for social work?’

**ECTS Credits: 2.5**

**Thomasi, Beatrix**

“When people proudly tell me that, when it comes to race, they are colour blind, I want to shake them and remind them that blindness is a disability. Nobody would choose to be blind. And in any case, blindness doesn’t mean that the grass is not green or the sky blue or my skin brown. It just means that a blind person can’t see it”.

A society without race can only be achieved by DEALING WITH race, not by pretending not to see it. But, why study something called ‘whiteness studies’ and not ‘race’?

Ann Phoenix defines a couple of points that a Social Worker should consider when working with people that are non-white: “[Social workers] need to 1- consider their own positions in processes of racialization; 2- have an understanding of racism as a social process; 3- be at ease with discussing racism and culture and 4- be comfortable interacting with...people constructed as Other without...denying the importance of racism and ethnicity.”

The own position as social worker in Germany means to become aware that White, actually, is a color. It is important that you know this because it is the first step in abolishing discrimination. Only white people who know of their Whiteness can see the privileges it grants and can help make them available to all people, not just whites. That is the goal of every social worker. Whiteness Studies have opened a way to do that.

In exercises, videos, and reflecting own experience we will look at how Whiteness is constructed to systematically make white as a skin color invisible

10.6.3 A 'glocal' perspective on international social work – globalization and its effects on receiving countries

**ECTS Credits: 2.5**

**Thomasi, Beatrix**

Do you have a curiosity and interest in the international aspects and dimensions of social work? Maybe you looked at the multiethnic nature of your society and believe that looking beyond your own country’s boundaries can help you understand more about your own society. Globalization is making social work an increasingly international profession no matter where you work. In this seminar we will take a look at the effects of globalization with a 'glocal' perspective on social work. We will explore the multicultural nature of UK and German populations and some of the international issues that social workers are confronted with in their daily practice with children, youth, and elders or people with disabilities and mental health issues.

Textbook for our discussions will be Sue Lawrence et. al. *Introducing International Social Work.*

Students are expected to prepare a chapter, adopting it to the language and needs of their classmates so that all can understand and participate in the discussion.
07.3.2. Exporting democracy

ECTS Credits: 2.5

Flaspöler, Anne

In the context of international development and peacebuilding mechanisms, non-governmental organisations (NGOs), governmental agencies and international organisations like the UN have pursued the agenda to transform recipient countries into liberal market democracies according to the Western model. This has had mixed results and has faced challenges such as ensuring local legitimacy and acceptance. It also questions the suitability of applying state-centric approaches to non-Western states. While exploring why statebuilding efforts in the context of development assistance and peacebuilding interventions remain controversial, this seminar will also address the use of participatory approaches in these two fields. The seminar will provide an overview of the range of contexts in which these approaches are used and have been institutionalised, be it small-scale community projects or policy-making processes. Students will be introduced to a range of practitioner resources available and will be able to try out different participatory tools. This will be followed by reflective exercises on the ethics of using participatory approaches, examining power dynamics, representation and effectiveness.

9.1.4. Breaking the Vicious Circle: what social work can do to prevent the transgenerational transmission of trauma and violence

ECTS Credits: 2.5

von Denkowski, Cordula

Children who experienced severe violence and abuse often get involved in antisocial peer groups when they grow up. As adults, they tend to choose violent partners, and some maltreat their own children when they become parents. In this seminar, we will learn how this vicious circle of violence develops and how traumatic experiences can be transmitted across generations. Moreover, we will explore how social workers can help children and families to build up their resources and resilience in order to prevent the transgenerational transmission of violence.

08.2. An ethical perspective on social work cases around the world

ECTS Credits: 2.5

Wulfekühler, Heidrun

In this seminar we will look at social work cases from around the world and reflect on them from an ethical perspective. We will further consider questions about whether it is possible to reflect from an assumed shared universal ethical basis or whether reflections can always only take place from a relativist and context-sensitive standpoint or whether both need to and can be integrated?
### 10.4.1 wRINGing for life chances

**ECTS Credits: 2.5**

Kreutter, Ekkehard

This workshop is about non-verbal possibilities to start personally relevant processes, to experience self-efficacy and to make results sustainable. The product 'ring' is the utensil we start the seminar with. However, other techniques will be introduced and applied such as threading pearl strings and how to interpret them symbolically or casting small things. This is a class to learn through experiencing, to realize, and to experiment the importance of craft/art activities in social learning processes and in relationships.

**Contents:**
- getting to know methodological aspects of creative craft work apart from art therapy and occupational therapy approaches.
- utilizing such techniques expertly
- observing and trying material immanent educational impulses
- handling the personal significance of the product
- working with 'values'

There will be a theoretical session. Acquired methods are then to be tested in practice. Groups of test persons will be invited to class for that. The students will instruct/train these groups to construct a silver ring. Dates for instructions will be scheduled in class.

### 10.4.2. Social work studio / open workshop

**ECTS Credits: 2.5**

Kreutter, Ekkehard

Life's knowledge/interests/talents are going to be linked with previous knowledge gained in other classes. We will run projects to expand your knowledge and apply it to practical educational work. The class will focus on creativity training and broadening the individual potential by introducing you to different materials and techniques (foremost wood, clay, soap stone, metal, etc.) as well as machines and tools. The class will work with a couple of methodological/educational foci such as educational project work, the educational meaning of the design, the utilization of material immanent educational impulses, as well as 'open' work that is found more and more often in social cultural work.

This class is also meant to invite you to use the school's workshop e.g. to work on your own topics and projects, to build simple furniture such as shelves, or to repair bikes etc.

For examples, see RINGelpitz.jimdo.com
10.4.5. Emotional learning cards

ECTS Credits: 2.5  
Pfeiffer, Malte

As social workers, we often have to deal with the question of how to create approaches to difficult topics, feelings or social taboos. Emotional Learning Cards are an English-speaking tool that uses artworks as starting point to think and speak about feelings, experiences, values or desires. In this seminar we will examine the methodological approach of Emotional Learning Cards, reflect on their potential and structure as well as their possible uses, before we will develop an own set of cards dealing with the subject of poverty. We will search for inspiration in depictions of poverty in art and for motives of poverty in public spaces of Hannover. This image research helps us to create own works of art, that we use to develop questions and tasks for discussions about different aspects of poverty. At the end of the seminar, the resulting card-set is printed so that it can be used as a tool for professional practice later on.

1 The seminar concludes with the public presentation of our work results within the werk.schau! exhibition.

Ambassador Destination (AmD)

ECTS Credits: 3  
Oliver, Ess

Descriptions of different cultures; Cultures of work, of learning, and subject-specific cultures; Communication models and descriptions. The students possess the main tools for an effective intercultural communication. They are able to describe and reflect their own conduct and that of others, and understand how intercultural interaction takes place in a working or educational environment.