

## SGIDL1330 - Social Justice and Social Policy

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General information	
<b>Module Code</b>	SGIDL1330
<b>Unique Identifier</b>	SocialJustSo-01-BA-M
<b>Module Leader</b>	Prof.Dr. Pioch, Roswitha (roswitha.pioch@haw-kiel.de)
<b>Lecturer(s)</b>	Urban, Karl (karl.urban@haw-kiel.de) Zisis, Christos (christos.zisis@haw-kiel.de)
<b>Offered in Semester</b>	Sommersemester 2025
<b>Module duration</b>	1 Semester
<b>Occurrence frequency</b>	Irregular
<b>Language</b>	Englisch
<b>Recommended for international students</b>	Yes
<b>Can be attended with different study programme</b>	Yes

Curricular relevance (according to examination regulations)
Study Subject: B.A. - BAEB - Erziehung und Bildung im Kindesalter Module type: Wahlmodul Semester: 1 , 2 , 3 , 4 , 5 , 6
Study Subject: B.A. - BASA-online - Soziale Arbeit (BASA-online) Module type: Wahlmodul Semester: 1 , 2 , 3 , 4 , 5 , 6 , 7 , 8
Study Subject: B.A. - BASA 21/22 - Soziale Arbeit (PO 2021/2023 V7) Module type: Wahlmodul Semester: 1 , 2 , 3 , 4 , 5 , 6
Study Subject: B.A. - BAKIND - Kindheitspädagogik Module type: Wahlmodul Semester: 1 , 2 , 3 , 4 , 5 , 6

Qualification outcome
<i>Areas of Competence: Knowledge and Understanding; Use, application and generation of knowledge; Communication and cooperation; Scientific self-understanding / professionalism.</i>
Students have an understanding of the theme of social justice as a field of educational work with young people. In a second seminar foundational concepts of social policy, comparative theories of welfare states, policy analysis, and a review of a wide range of policy areas will be discussed.

Content information	
<b>Content</b>	Social Justice and Social policy in international comparison
<b>Literature</b>	M. Mills, McGregor, G., Baroutsis, A, Te Riele, K. & Hayes. D, (2016) Alternative education and social justice: considering issues of affective and contributive justice, Critical Studies in Education, 57:1, 100-115, DOI: 10.1080/17508487.2016.1087413

<b>Courses</b>	
<b>Mandatory Courses</b>	
For this module all specified courses in the following table have to be taken.	
<a href="#">SGIDL1180.1 - Social Justice as a field of Educational Work with Young People - Page: 4</a>	
<a href="#">SGIDL1180.4 - Foundations of Social Policy in International Comparison - Page: 3</a>	

<b>Workload</b>	
<b>Number of SWS</b>	4 SWS
<b>Credits</b>	5,00 Credits
<b>Contact hours</b>	48 Hours
<b>Self study</b>	102 Hours

<b>Module Examination</b>	
<b>Examination prerequisites according to exam regulations</b>	None
<b>SGIDL1330 - Präsentation</b>	Method of Examination: Präsentation Duration: 20 Minutes Weighting: 0% wird angerechnet gem. § 11 Absatz 2 PVO: No Graded: No Remark: Präsentation in der Lehrveranstaltung
<b>SGIDL1330 - Präsentation</b>	Method of Examination: Präsentation Duration: 20 Minutes Weighting: 0% wird angerechnet gem. § 11 Absatz 2 PVO: No Graded: No Remark: Präsentation in der Lehrveranstaltung

## Course: Foundations of Social Policy in International Comparison

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General information	
<b>Course Name</b>	Foundations of Social Policy in International Comparison Foundations of Social Policy in International Comparison
<b>Course code</b>	SGIDL1180.4
<b>Lecturer(s)</b>	Urban, Karl (karl.urban@haw-kiel.de)
<b>Occurrence frequency</b>	Irregular
<b>Language</b>	Englisch

Qualification outcome
<i>Areas of Competence: Knowledge and Understanding; Use, application and generation of knowledge; Communication and cooperation; Scientific self-understanding / professionalism.</i>
<p>Am Ende dieses Kurses werden die Studierenden in der Lage sein:</p> <ul style="list-style-type: none"> <li>- Definitionen und Schlüsselkonzepte der Sozialpolitik im internationalen Vergleich zu verstehen und kritisch zu diskutieren</li> <li>- die Relevanz der Sozialpolitik für die Praxis der Sozialarbeit zu artikulieren</li> <li>- einfache Policy Analysis in schriftlicher und mündlicher Form durchzuführen</li> <li>- ausgewählte Sozialpolitiken in verschiedenen Ländern kritisch zu diskutieren</li> </ul> <p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>- understand and critically discuss definitions and key concepts of social policy in international comparison</li> <li>- articulate the relevancy of social policy to social work practice</li> <li>- conduct basic policy analysis in written and oral form</li> <li>- critically discuss selected social policies in different countries</li> </ul>

Content information	
<b>Content</b>	<p>In diesem Kurs wird die Frage gestellt: „Was können Sozialarbeiter aus einer kritischen und vergleichenden Analyse der internationalen Sozialpolitik lernen?“ Die behandelten Inhalte umfassen grundlegende Konzepte der Sozialpolitik, vergleichende Theorien des Wohlfahrtsstaates, Policy Analysis und einen Überblick einer breiten Palette von Bereichen der Sozialpolitik, je nach Interessen der Studierenden.</p> <p>This course asks the question, “what can social workers learn from critical and comparative analysis of international social policy?” The content covered includes foundational concepts of social policy, comparative theories of welfare states, policy analysis, and a review of a wide range of policy areas, depending on student interests.</p>
<b>Literature</b>	Wird im Seminar bekanntgegeben

Teaching format of this course	
<b>Teaching format</b>	<b>SWS</b>
Seminar	2

Examinations	
<b>Ungraded Course Assessment</b>	No

## Course: Social Justice as a field of Educational Work with Young People

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General information	
<b>Course Name</b>	Social Justice as a field of Educational Work with Young People Social Justice as a field of Educational Work with Young People
<b>Course code</b>	SGIDL1180.1
<b>Lecturer(s)</b>	Zisis, Christos (christos.zisis@haw-kiel.de)
<b>Occurrence frequency</b>	Regular
<b>Module occurrence</b>	In der Regel jedes Semester
<b>Language</b>	Englisch

Qualification outcome
<i>Areas of Competence: Knowledge and Understanding; Use, application and generation of knowledge; Communication and cooperation; Scientific self-understanding / professionalism.</i>
<p>The students know the fundamental and basic conceptualizations of the term social justice</p> <p>They can name the main structural reasons for inequality, including a lack of quality information, advice, guidance and advocacy for disadvantaged and marginalized young people</p> <p>They can discuss and reflect on social justice within various work areas and from an international perspective</p> <p>They know the critical pedagogical work/ethics towards social fair processes, discourses and strategies for intervention within an educational context</p>

<b>Content information</b>	
<b>Content</b>	<p>Social Justice, as a conceptual term, but as sociopolitical and material/immaterial demand has undergone major changes in the last years in both, the social and educational academic landscape, as well as in the pure societal level. Critically affected by the turbulent changes and sociopolitical ruptures in late neoliberal capitalist societies and related discourses and strategies, it has gained momentum and stands as a buzzword to a whole range of spheres : from educational and civic policy, to critical education and memory/history studies, up to a steady due demand of new social movements.</p> <p>In this Seminar, apart, apart from fundamental and basic conceptualizations of various approaches of the term, we will discuss and reflect on various angles of social justice within an educational work perspective through policy papers, educational projects and selected case studies within an international context: from museum education, and memory-public history sites opting for social justice and societal transformation, to critical pedagogical work/ethics towards social fair processes, discourses and strategies.</p> <p>We will trace the importance of new concepts, such as 'affective', 'contributive' aspects of justice in schools and 'transformative' justice in educational and historical fields, as well as focus on questions such as : Which are structural reasons for inequality, including a lack of quality information, advice, guidance and advocacy for disadvantaged and marginalized young people.</p> <p>Is there a room for intervention and work towards social justice within an educational context?</p> <p>How do historical/memory sites produce and present alternative 'readings' or aspects of so called 'bottom-up' history, striving for social justice and transformation? Which are the involved official and unofficial actors, and how do they produce this knowledge? How do grassroots initiatives and social movements work on that direction?</p>
<b>Literature</b>	<p>Di Paulantonio , M. (2014). Foreword. In Roger. I. Simon, A Pedagogy of witnessing : Curatorial Practice and the pursuit of social justice. Albany, NY : SUNY Press.</p> <p>McGregor, G. &amp; Mills. M. (2012) Alternative education sites and marginalised young people: 'I wish there were more schools like this one', International Journal of Inclusive Education, 16:8, 843-862, DOI: 10.1080/13603116.2010.529467</p>

<b>Teaching format of this course</b>	
<b>Teaching format</b>	<b>SWS</b>
Übung	2

  

<b>Examinations</b>	
<b>Ungraded Course Assessment</b>	Yes