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### **Challenging normality - hegemonial perspectives under scrutiny**

Being professors with different specifications concerning diversity (race/migration, dis/ability, gender/queer) at a University of Applied Sciences, we presently are developing a new teaching module on „Social work and diversity“ for an online BA course in Social Work for professionally experienced students which is focussed on intersectional reflections of theory and practice.

Social work's field of action comprises a large variety of different fields of practice. One common denominator is – apart from the tradition of standardizing and normalizing – that they represent results of social-politic compromises as well as an „archive of social conflicts“ (Susanne Maurer). Within these, hegemonial positions are dominant. On this backdrop Social Work's standard programmes mainly focus on able-bodied, heterosexual and white German clients, thus excluding many other people.

Our didactic approach is not basically centred on discrimination but focuses on challenging social reality and power structures as well as Social Work's practice from a post-migrant (Shermin Langhoff), post-heteronormative and post-ableist perspective.

With selected examples from our didactic concept we want to give an idea about our approach, which is focused on the question how didactic concepts can present diverse ways of living (in terms of embodiment, sexuality, gender etc.) as social and cultural reality.

One comprehensive question in this context is whether it is possible to touch the issue of diverse ways of life in a way that transports inviting, emancipatory ideas to recipients, thus stimulating transformative social impulses which contribute to the development of new ways of social cooperation. Also, we want to raise the question which conceptual frames and which actual links can be employed to resist the reproduction of repetitive reductive invocations of difference but in contrast accentuating deconstructive enabling aspects.

With the participants, we want to exchange experiences as well as explore the possibilities of how to employ „post“ perspectives (post migrant/ ableist/ heteronormative) in teaching to make the most of their enabling potential.

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the German Federal Association of Professional Victim Services and 'Queerformat', a pedagogical institution concerning diversity, gender and sexual identity.

Swantje Köbsell, Professor for Disability Studies at the Alice Salomon University for Applied Sciences (ASH) in Berlin. She is member of the academic advisory council for the Federal report on the social participation of disabled people in Germany and coordinator of the working group Disability Studies in Germany. Her emphasis in teaching in research lies within eugenics/bioethics in the context of disability as well as intersectional aspects of dis/ability (gender/ age/migrant background).

Barbara Schäuble, Professor for Social Work and Diversity at the Alice Salomon University for Applied Sciences (ASH) in Berlin. The emphasis of her teaching and research lies within professionalization of social workers in a postmigrant world society and studies of social exclusion, discrimination, racism and antisemitism. She also teaches in the field of civic education.