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**SOCIAL JUSTICE AND HUMAN RIGHTS PERSPECTIVE:
PHILOSOPHY OF SOCIAL WORK**

READINGS FOR COMMUNITY WORK ONLINE STUDENTS

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Философия социальной работы: социальная справедливость и права человека. [Электронный ресурс]: Тексты для чтения студентами направления «Социальная работа» в онлайн курсах = Social justice and human rights perspective: philosophy of social work. Readings for community work online students: учебно-методическое пособие на английском языке / И.М. Зашихина; Сев. (Арктич.) федер. ун-т им. М.В. Ломоносова. – Электронные текстовые данные. – Архангельск: САФУ, 2018. – 80 с.

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Пособие предназначено для реализации дистанционных образовательных модулей по направлению «Социальная работа. В нем представлены учебно-методические материалы, помогающие студентам осваивать содержание учебных дисциплин «Философия социальной работы», «Социальная работа», «Английский язык в профессиональной деятельности» в дистанционном и смешанном режиме. Задания для самостоятельной работы студентов составлены с учетом специфики дистанционного образования в контексте интернационализации высшего образования.

Для студентов, магистрантов, аспирантов и преподавателей высших учебных заведений, реализующих международные учебные курсы в дистанционном и смешанном режиме.

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INTRODUCTION

This booklet is designed for a wide range of learners who study social sciences, e.g. Social Philosophy, Sociology, Social Work, Anthropology, etc. and focuses on the topics of social change, problem-solving in human relationships and the empowerment and liberation of people to enhance social justice. Primarily it is meant for the students who choose a career path aimed at social change and human lives improvement. Such jobs require mature, sensitive, and stable individuals who assist others through challenging situations, such as emotional, physical, or sexual abuse, unemployment, death, divorce, or life-threatening illnesses. People of these professions interact with individuals on a personal level, while others work on an administrative level. The work is often stressful, and large caseloads or understaffing are the norm.

An aspiring student studying social sciences typically starts preparing for his or her career by earning a degree in social work, philosophy or sociology and commonly engages in foundational courses that introduce students to different types of social work, including work involving individuals, families, and communities. Also standard for such directions are courses in social policy, welfare, research methods, diversity, and human behavior. As part of the practicum, students might work with immigrants, foster children, homeless people, or the elderly; they may also study abroad to gain international experience and broaden professional horizons.

These hands-on experiences can help students select the area of social service that interests them. After graduation such students may work in schools, government agencies, healthcare facilities, or residential facilities, depending on the area in which they choose to specialize. Many experts focus on working with specific segments of the population, such as children or families, people with physical or mental disabilities, populations that are vulnerable to medical problems, or individuals with substance abuse problems. Others work in administration or public policy to develop programs and lobby for changes to address societal issues.

Globally we have departed from an equitable society. Many of today's citizens exist as invisible, undefended, and unprotected members of society. For millions of people, the main cause of their vulnerability is due to violations of their human rights. These violations are encapsulated in issues of 1) invisibility due to low

educational level, lack of awareness of social patterns and life opportunities, etc.; 2) protections that are either poor or nonexistent, families weakened by war, disease and poverty, inadequate or absent laws, policies, supports, or interventions; 3) and «undefendedness», the inability or lack of will by citizens, communities, or governments to be advocates ensuring needs and the betterment of people's lives.

The first chapter of this booklet is a collection of texts devoted to the upper given topics included into the famous work of Frank Tesoriero «Community Development. Community-based alternatives in an age of globalisation». The covered issues belong to the area of community building, which is quite an innovative subject for the practices of social development in the Russian Federation. At the same time community building is a popular topic in the European social science discourse, which gives valuable information on the sources of social progress and people's well-being.

Each article of the first chapter is provided with a list of questions for analysis, as well as a set of words and phrases for professional use. Students are expected to reflect on definite social problems relevant for their professional development and prepare mentally for the serious theoretical and practical issues investigated in the articles. Specific vocabulary characteristic of social sciences is pointed out right in the text so that the students have a good understanding of contextual meanings and language use. Professional vocabulary is trained in the course of further discussion of the studied topics with their peers either in class or in a web forum.

As it has been mentioned, the booklet is meant for online learners. Distance and blended forms of education have become very popular in the last decade. There are multiple reasons for this. The most obvious advantages of online learning are the opportunities for a student to study at a convenient place and at comfortable times, which is of special value for employed master students. At the same time there are feasible challenges. They are, first of all, connected with the innovative nature of ICT-based education and lack of communication between a teacher and students in online courses. There are also difficulties rooted in the specifics of online interactions, which need a separate discussion.

This booklet has been written after several years of teaching online courses and designing online orientations for N(Ar)FU students and aims at solving those problems. In the second chapter, we proclaim that online learning is learning. Knowing how to learn online is an essential skill today. Just because we are able to learn in other contexts that does not mean that we are savvy about learning online. It is similar in many ways, but different in others. In short, this booklet is designed to help students of social science courses in their online learning.

Working with the students of different professional directions we found that more preparation is needed for taking an online course, or enrolling in a programme. N(Ar)FU makes a good effort, but still there is room for improvement. This book supplements online student orientations. It is filled with opportunities to practise using new tools. We show students what is different about online learning as well as explain what is similar or the same.

We are incredibly grateful to all the faculty and students that have contributed to this booklet whether in idea or actual content. Online courses in social sciences are much more than just *reading* content and watching videos. They are rich experiences where you engage with the content, hold conversations with instructors and other students, and learn in online social spaces where students participate in simulations, play games, and join virtual teams to collaborate on real-life community development projects.