



Stockholm
University

Department of Education

Education in Multicultural Society (PEA104)

Bachelor level

Spring Term 2020 (15 ECTS)

Course Requirements and Grading

I. General Introduction

The purpose of this course is to provide an introduction to the study of cultural diversity in contemporary society and its impact on education and schooling.

I.I Course Content

The course introduces the participants to the study of cultural diversity in society and the impact this has upon our understandings of education. By building on literature influenced by sociology, anthropology, philosophy and political perspectives, the course provides an interdisciplinary approach to discussions about the place and the role of education in a globalised society. The course deals with questions related to race, ethnicity, language, religion, and gender from the perspective of democracy and human rights. The course also examines questions about diversity in education, such as critical multiculturalism, interculturalism and anti-racism, and their underlying principles. Examples will be drawn from both Swedish and international contexts.

I.II Learning Outcomes

After completion of the course, the student is expected to be able to:

- identify core issues facing multicultural societies;
- draw comparisons and discuss contrasts between different schools of educational thought that address diversity;
- develop a concise argument for education's role in society with respect to one of the issues under study, drawing on the interdisciplinary literature presented in the course.

I.III Activity

The course combines lecturing, seminars, discussions and group work with compulsory assignments. **Mandatory attendance (at least 70%) applies to seminars and group work. Absence is supplemented with a written assignment.**

An optional field visit is planned and guest lectures are offered (more information on Athena and unit lectures).

Lectures are structured around the main readings and grouped into sub-areas, which are complemented by further readings and lecture materials. After the lectures, a Group Work session is offered, with the purpose of providing opportunities for students to deepen their knowledge by engaging in critical analyses of the issues in question. Topics and/or questions for each Group Work session, as well as information regarding the composition of the groups, will be distributed in the aligned Unit lecture and on Athena.

There are two sets of group work during the course. All students should attend both. Each group work contains different activities. Groups will be assigned by the lecturer. The first Group Work session activity will be devoted to group discussions and analyses. During the second session, each group will present orally (with the support of a PowerPoint presentation) on the content of their discussion by providing synthesis whilst analysing the course sessions, literature and by elaborating on it with reference to students' own life experiences where possible. After the Group Work, each group will post their presentation on Athena-Forums.

In addition to the lectures and group work, there are (small group) seminars in order to provide students with knowledge and skills in academic reading and writing, which are required for authoring the course paper assignment. These activities will be aligned with the theme of the course exam paper.

For the small group seminars, students are divided into Group 1 and Group 2. Consult the course schedule in Time Edit for the dates and times of the seminars. You should sign-up for Small Group Seminar-Group (1 or 2) in class.

The ICT collaboration and learning platform Athena is used for communication, messages, information about the course and dissemination of course material. **Lecturers do not regularly answer messages on Athena, students are advised to email the lecturers instead.**

Main readings

a) Course book

Race, Richard. *Multiculturalism and Education*. Contemporary issues in Education Studies. (2015). (2nd ed). London: Bloomsbury.

b) Articles and Chapters

Ahmed, S. (2009). Embodying diversity: problems and paradoxes for Black feminists, *Race Ethnicity and Education*, 12:1, 41-52, <http://doi.org/10.1080/13613320802650931>

Alhassan, A. M., and Kuyini, A. B. (2013). Teaching Immigrants Norwegian Culture to Support Their Language Learning. *International Education Studies*, 6(3), 15–25.

<https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1067752>

Banks, J. A. (2019). *An Introduction to Multicultural Education*. 6th edition. Boston: Pearson.

Brooker, A., and Lawrence, J. A. (2012). Educational and Cultural Challenges of Bicultural Adult Immigrant and Refugee Students in Australia. *Australian Journal of Adult Learning*, 52(1), 66–88.

Bunar, N. (2011). Multicultural urban schools in Sweden and their communities: Social predicaments, the power of Stigma, and relational dilemmas. *Urban Education*, 46(2).
<http://doi.org/10.1177/0042085910377429>

Dahlstedt, M. (2009). Parental Governmentality: Involving 'Immigrant Parents' in Swedish Schools. *British Journal of Sociology of Education*, Vol. 30, No. 2 (Mar., 2009), 193-205
<http://www.jstor.org/stable/40375418>

Delgado R, Stefancic J. Critical Race Theory : An Introduction, Second Edition. Vol Second edition. New York: NYU Press; 2012. (To read: F. Basic Tenets of CRT – II: Hallmark: CRT Themes, pp. 7-43).

Fejes, A. (2019). Adult education and the fostering of asylum seekers as “full” citizens. *International Review Of Education*, 65(2), 233-250.
<https://link.springer.com/article/10.1007/s11159-019-09769-2>

Gruber, S., and Rabo, A. (2014). Multiculturalism Swedish style: Shifts and sediments in educational policies and textbooks. *Policy Futures in Education*, 12(1).
<http://doi.org/10.2304/pfie.2014.12.1.56>

Guilherme, M. and Dietz, G. (2015). Difference in diversity: multiple perspectives on multicultural, intercultural, and transcultural conceptual complexities. *Journal of Multicultural Discourses*, 10, 1, 1-21.

Guo, S. (2017). Foe or Friend of Adult Education? The Paradox of Multicultural Policy for Adult Immigrants in Canada. *Studies in the Education of Adults*, 49(2), 253–268.,
<http://dx.doi.org/10.1080/02660830.2018.1453116>

Hellstén, M. (2007). ‘Multiculturalism’ (major entry). In G. L. Anderson and K. Herr (eds.), *Encyclopaedia of Activism and Social Justice* (988-995). Vol. 2/3. London: SAGE. (available as handout).

Hellstén, M. and Rodell-Olgac, C., (2012). Special Issue in Intercultural and Critical Education. *Issues in Educational Research*, Vol 22(1), iii-vii. <http://www.iier.org.au/iier22/2012conts.html>

Race, R. (2015). *Multiculturalism and Education* (Chapter 1). 2nd Edition. London: Bloomsbury Academic.

Streitwieser, B.T., and Light, G.J. (2017) Student conceptions of international experience in the study abroad context. *Higher Education*, Volume 75, Issue 3, pp 471–487; online
<https://link.springer.com/article/10.1007%2Fs10734-017-0150-0>

c) Other

Hungarian Educational Research Journal, (2019). Challenges for migrant educational integration in different European welfare systems. Issue 3., Vol. 9.
<https://akademai.com/doi/abs/10.1556/063.9.2019.3.36>

Inglehart, R., and Norris, P. (2016). Trump, Brexit, and the Rise of Populism: Economic HaveNots and Cultural Backlash. *SSRN Electronic Journal*. doi:10.2139/ssrn.2818659

Kivistö, P., Wahlbeck, Ö. (2013). *Debating Multiculturalism in the Nordic Welfare States*. New York: Palgrave Macmillan.

Lindberg, I (2007). *Multilingual Education: a Swedish Perspective*. Swedish Research Institute in Istanbul p. vol. 18 (Stockholm 2007), pp. 71-90.

UNESCO (2015). *Global Citizenship Education. Topics and Learning Objectives*. Paris: United Nations Educational, Scientific and Cultural Organization
<http://unesdoc.unesco.org/images/0023/002329/232993e.pdf>

Further readings (selective)

Beach, D., Dovemark, M., Schwartz, A., and Öhrn, E. (2013). Complexities and contradictions of educational inclusion: A meta-ethnographic analysis. *Nordic Studies in Education*, 33(4).
https://www.idunn.no/file/pdf/63900164/complexities_and_contradictions_of_educational_inclusion_-_pdf

Boler, M. and M. Zembylas (2002). Discomforting Truths: The Emotional: Terrain of Understanding Difference. In: Pericles Trifonas, Peter (Ed.). *Pedagogies of Difference: Rethinking Education for Social Justice*. Routledge.

Catarci, M. (2014). Intercultural education in the European context: key remarks from a comparative study. *Intercultural Education*, 25(2).
<http://doi.org/10.1080/14675986.2014.886820>

Ghazala, B., Gaine, C., Gobbo, F., Leeman, Y. (eds.) (2007). *Social Justice and Intercultural Education: An Open Ended Dialogue*. Trentham Publishers.

Gollnick, D. M., and Chinn, P.C (2013). *Multicultural Education in a Pluralistic Society*. 9th edition. International edition. Boston: Pearson.

Hartman, S. (2007). The development of the Swedish educational system. *Education in "Multicultural" Societies: Turkish and Swedish Perspectives*, 18, 257-265.

Fukuyama, F. (2001) Social capital, civil society and development, *Third World Quarterly*, 22:1, 7-20, DOI: 10.1080/713701144

Karlsen, S. (2014). Exploring democracy: Nordic music teachers' approaches to the development of immigrant students' musical agency. *International Journal of Music Education*, 32(4). <http://doi.org/10.1177/0255761413515806>

Kirova, A (2009). Critical and Emerging Discourses in Multicultural Education Literature: A Review. *Canadian Ethnic Studies* 40, no. 1: 101–24. doi:10.1353/ces.0.0065.

Kivistö, P., and Wahlbeck, O. (2013). *Debating Multiculturalism in the Nordic Welfare States*. London: Palgrave Macmillan.

Nieto, S., and Bode, P. (2000). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. 5th edition. New York: Longman. (Available as pdf upon request)

Nieuwboer, C., and van't Rood, R. (2016). Learning language that matters. A pedagogical method to support migrant mothers without formal education experience in their social

- integration in Western countries. *International Journal of Intercultural Relations*, 51.
<http://doi.org/10.1016/j.ijintrel.2016.01.002>
- Norberg, K. (2017). Educational leadership and im/migration: preparation, practice and policy – the Swedish case. *International Journal of Educational Management*, 31(5).
<http://doi.org/10.1108/IJEM-08-2016-0162>
- Norberg, K., and Törnsén, M. (2013). In the name of honor: Swedish school leaders' experiences of honor-related dilemmas. *Journal of Educational Administration*, 51(6).
<http://doi.org/10.1108/JEA-08-2012-0090>
- Nutti, Y. J. (2013). Indigenous teachers' experiences of the implementation of culture-based mathematics activities in Sámi school. *Mathematics Education Research Journal*, 25(1).
<http://doi.org/10.1007/s13394-013-0067-6>
- Obondo, M. A., Lahdenperä, P., and Sandevärn, P. (2016). Educating the old and newcomers: Perspectives of teachers on teaching in multicultural schools in Sweden. *Multicultural Education Review*, 8(3). <http://doi.org/10.1080/2005615X.2016.1184021>
- Parekh, B. (2006). *Rethinking Multiculturalism: Cultural Diversity and Political Theory*. 2nd ed. London: Palgrave.
- Parker-Jenkins, M., Francia, G., and Edling, S. (2017). Education for the other: policy and provision for Muslim children in the UK and Swedish education systems. *Compare*, 47(2).
<http://doi.org/10.1080/03057925.2016.1168282>
- Rieser, R. (2016). Global approaches to education, disability and human rights. In: Richards, G., and Armstrong, F. *Teaching and learning in diverse and inclusive classrooms: key issues for new teachers* (pp. 153-166). London: Routledge, Taylor & Francis Group.
- Reichenberg, M., & Berhanu, G. (2018). Overcoming language barriers to citizenship: Predictors of adult immigrant satisfaction with language training programme in Sweden. *Education, Citizenship and Social Justice*, 14(3), 279-289. doi: 10.1177/174619791880957
- Spring, J. (2015). *Globalization of Education. An Introduction*. New York: Routledge.
- Tang, M., and Werner, C. H. (2017). An interdisciplinary and intercultural approach to creativity and innovation: Evaluation of the EMC I ERASMUS intensive program. *Thinking Skills and Creativity*, 24. <http://doi.org/10.1016/j.tsc.2017.04.001>
- UNESCO (2014) *Global Citizenship Education. Preparing learning for the challenges of the 21st century*. Paris: United Nations Educational, Scientific and Cultural Organization.
<http://unesdoc.unesco.org/images/0022/002277/227729e.pdf>
- Zilliacus, H., Paulsrud, B., and Holm, G. (2017). Essentializing vs. non-essentializing students' cultural identities: curricular discourses in Finland and Sweden. *Journal of Multicultural Discourses*, 12(2). <http://doi.org/10.1080/17447143.2017.1311335>

Additional readings as advised on the course website and lecture sessions.

Please consult Time Edit for the course schedule, which is available through the course Athena site, or through the university website.

II. Course Examination

The course is examined through an individual written examination.

Each course participant shall submit a written course paper assignment (ca 2500 words) that accounts for her/his knowledge about the curriculum content in Education in Multicultural Society. Detailed instructions of the course exam paper topic and instructions will be provided separately.

Students who do not submit a course exam paper, who fail to submit their course exam paper by the due date, or receive an unsatisfactory mark on the examination may complete a supplementary examination at a later date, as advised in the time schedule in TimeEdit.

Should you feel unsure about academic writing, please find information in the following link <https://www.su.se/english/education/student-services/academic-writing-service>

The course lecturers offer drop-in individual consultations about the examination paper. Please check Athena for consultation times.

Course paper deadline

The course exam paper due date is June 3rd, 2020, 23:59 (pm).

The paper is to be submitted by the due date in the 'Assignment' folder on Athena. Please save the document as your Surname, First Name.

Second Examination

Students who fail to submit a course exam paper on June 3rd, 2020, or receive a failing grade in the first course examination are eligible to submit an assignment during the second examination. The second examination will require a new topic and new task.

Second Examination Due Dates

The course second examination instructions will be posted on August 24th at 12.00 (noon) on the Athena course page. The second examination deadline will be September 7th at 23.59. The paper is submitted in the 'Assignment' folder on Athena under "Second Examination". Please save the document as your Surname, First Name.

Third Examination

Students who fail to submit a course paper during the first or second examination opportunity or receive a failing grade in the first and/or second course examinations are eligible to submit a course exam paper in the third examination. The third examination will be administered together with the first examination for the course offered in autumn term 2020.

In order to take the third examination, students must make contact with the course administrator to be re-registered for the autumn term 2020.

II.I Ethical Issues

Academic honesty and integrity must be respected. A reference list and proper citation of literature, including page numbers, and of other sources, is a requirement for all assignments. The course examination is based on the quality of the course paper, including the references and citations. If you have any doubt about code of ethics, please contact the course leader. Ethical issues will be discussed both in the first course session.

Any act of plagiarism is taken seriously.

Plagiarism is an act of fraud that involves stealing someone else's work, for example:

- 1) copying texts from other sources without giving proper citation;
- 2) failing to put quotation marks in for direct quotations;
- 3) incorrect information about the source; and
- 4) paraphrasing without proper citation.

Self-plagiarism is also seen as an act of fraud. It is not allowed to use texts that you have written yourself and that have been examined as part of other university courses and present them as assignments for examination in a new course. This is referred to as self-plagiarism and is in the same way as other types of plagiarism taken seriously by Stockholm University.

It is important that you understand the seriousness of the offence. At Stockholm University, plagiarism is taken seriously and will be reported to the University Disciplinary Board with a possible consequence that the student will be suspended from their studies for up to 6 months. Please read the following webpages to learn more about Regulations for Disciplinary Matters at Stockholm University: <https://www.su.se/english/staff/organisation-governance/governing-documents-rules-and-regulations/education/guidelines-for-disciplinary-matters-at-stockholm-university-1.181>

III. Examination and Grading

Stockholm University employs of a seven-point grading scale. **A** is the highest passing grade and **E** is the lowest. Failing grades are **Fx** and **F**.

The following is a breakdown of the requirements for each grade. For a summative passing grade in the course, there is an additional requirement that the student has demonstrated meeting all of the Learning Outcomes.

Grading Scale

A.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in an excellent way. The student shows an excellent ability to describe, analyse and discuss the content of the course in an independent and reflective way. The text contains several references to the course literature and to other relevant texts that are well chosen to fit the context. The text is well structured, without any formal mistakes and with a language that signifies clarity and an effort to elaborate the text. The text should not be shorter or longer than the range prescribed in the course assignment. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
B.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a very good way. The student shows a very good ability to describe, analyse and discuss the content of the course in an independent and reflective way. The text contains several references to the course literature and to other relevant texts that are well chosen to fit the context. The text is well structured, without formal mistakes and with a language use that signifies clarity and an effort to elaborate the text. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
C.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a good way. The student shows good ability to describe, analyse and discuss the content of the course without major shortcomings. The text refers in a relevant way to the course literature and to other appropriate texts. The text is well structured, without any major formal mistakes and with a good language use. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
D.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a satisfactory way. The student shows that he/she has achieved knowledge and understanding of the course content and ability to discuss this in an independent way. The text refers to the course literature. The text is structured in a satisfactory way, without any major formal mistakes and in an acceptable language. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
E.	The course paper demonstrates that the learning outcomes of the course have been fulfilled in a sufficient way. The student shows that he/she has achieved an acceptable knowledge and understanding of the course content, but with a limited ability to discuss this in an independent way. The text connects to the course literature. The text is structured in an acceptable way, without any serious formal mistakes and in an acceptable language. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
Fx.	The course paper demonstrates that the required learning outcomes have not been fulfilled. Possible shortcomings could be: that the course literature is not covered in a sufficient way, analyses and discussions in the text are not convincing, the text is too close to the course literature, there is no link between own observations and the course literature / the content of the course, the text is difficult to understand due to inadequate language use, the disposition of the text makes it difficult to follow the text, references are incorrect or missing and/or the paper is much shorter or much longer than the prescribed length. A revision of the paper is needed.
F.	The course paper demonstrates that the required learning outcomes have not been fulfilled. Possible shortcomings could be those mentioned under F(x), but are so serious that they cannot be amended by a revision of the text. The course participant has to do a new course assignment that will be given by the course leader.

Lecturers

Course Leader

Professor Meeri Hellstén (meeri.hellsten@edu.su.se)

Brendan Munhall (brendan.munhall@edu.su.se)

Sofia Antera (sofia.atera@edu.su.se)

Reed Curtis (reed.curtis@edu.su.se)

For administrative questions, contact our course administrator.

Emma West (emma.west@edu.su.se)

Course Schedule

For updated course schedule please visit the below link:

<https://cloud.timeedit.net/su/web/stud1/ri167045X07Z06Q6Z96g3Y00y7016Y34Q09gQY6Q57127.html>

HOW DO I LOGIN TO ATHENA?

Staff and students at Stockholm University will log into Athena using the same university account that they use for other IT solutions.

When you visit the Athena login page (<https://athena.itslearning.com>) click on: Logga in med universitetskonto.

You will be redirected to the Stockholm University login page, where you can enter your username and password.