

**Literature list for the course
Education in Multicultural Society (PEG104)**

Course Leader: Professor Meeri Hellstén

1. Course Literature

Main readings

a) Course books

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

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

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>

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. Retrieved from <https://ezp.sub.su.se/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ972831&site=eds-live&scope=site>

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>

Department of Education

- Delgado, R., Stefancic, J., & HARRIS, A. (2012). *Critical Race Theory: An Introduction*, Second Edition. New York; London: NYU Press. (To read: F. Basic Tenets of CRT – II: Hallmark: CRT Themes, pp. 7-43. Available on Athena course page).
- 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>
- 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.
<http://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 Have-Nots 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>
- Race, R. (2015). *Multiculturalism and Education* (Contemporary Issues in Education Studies). 2nd Edition. London: Bloomsbury Academic (also available as E-book).
- 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.
- 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 EMCI 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.