



## Course syllabus

Faculty of Social Sciences  
Department of Education

1UV020 Mångfald och sociala relationer i multikulturella skolan, 7,5  
högskolepoäng

Diversity and social relations in a multicultural school, 7.5 credits

### **Main field of study**

Didactics

### **Subject**

Educational Sciences/General Didactics

### **Level**

First cycle

### **Progression**

G1N

### **Date of Ratification**

Approved 2019-09-04.

Revised 2024-10-07. Transfer of the course to the Department of Education.

The course syllabus is valid from spring semester 2025.

### **Prerequisites**

General entry requirements for university studies.

### **Objectives**

Upon completion of the course, students shall be able to:

- describe and problematize how the diverse living conditions of children and young people may have an impact on social relations and identity formation in relation to intercultural learning processes and societal aspects,
- identify the importance of communication to a professional approach in the

development of social relations with the pupils,

- account for how democratic values may be promoted and structured in an educational practice through activities concerning equal treatment, prevention of discrimination and other offensive treatment,
- critically examine norms and values concerning sexuality and relations.

## Content

The course content aims to highlight diverse living conditions and the consequences that different social stratification principles may have for the educational practice, such as gender, social class and ethnicity. The course discusses several different arenas that are important to the formation of identity and relationships for children and young people. Lifestyle, media, spare time and family and how these are connected to young individuals' relationships, self-image and self-conception are discussed. The views and ideals of society and the individual are also looked into, which entails that values, norms and normality are highlighted and examined on the basis of a critical approach.

The course deals with interhuman communication based on an interactionist perspective, which aims at being able to identify and develop a professional approach that includes strategies applied in order to prevent and counteract discrimination and other offensive treatment.

## Professional Basis and Professional Progression

In the learning encounter, the student has to look beyond their own perspective and to the extent possible see the world through the eyes of the child/pupil. Teaching is particularly focused on the development of a scientific and professional approach, where the enhancement of knowledge and judgement strengthens the student's professional ability to reflect on and act adequately in relation to the children's/pupils' learning and the school's mission. The course also emphasizes the importance of practicing the ability to critically examine their own norms and assumptions in relation to issues concerning equivalence.

## Scientific Approach and Progression

With the aim of enhancing the students' scientific approach, students study scientific publications in order to put their own understanding in perspective, of how diverse living conditions influence children's and young people's relationships. By collecting and describing quantitative secondary empirical data and use these as the basis of qualitative discussions, the students are also expected to develop the ability to interpret and contextualise data in the fundamental role it has for a comprehensive scientific approach.

## Type of Instruction

Teaching takes place in the form of lectures, online seminars and group as well as individual assignments. Field studies may also be included.

## Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

Examination of the course takes place by means of two written assignments, comprising

5 credits respectively 2.5 credits.

In order to receive a grade of Pass in the course, the course objectives must be attained. For a grade of Pass with Distinction in the course, the first written assignment comprising 5 credits requires the grade of Pass with Distinction.

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

## Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course as well as to new students at the following course date. The course evaluation is conducted anonymously

## Required Reading and Additional Study Material

Ambjörnsson, Fanny (2010). *I en klass för sig: genus, klass och sexualitet bland gymnasietjejer*. Stockholm: Ordfront, (361 p.) ISBN 9789174419474.

Aspelin, Jonas. (2010). *Sociala relationer och pedagogiskt ansvar*. Malmö: Gleerups, (168 p.) ISBN 9789140668882.

Edling, Christofer & Liljeros, Fredrik (Eds.) (2010). *Ett delat samhälle: makt, intersektionalitet och social skiktning*. Malmö: Liber, (184 p.) ISBN 9789147090426.

Jenner, Håkan (2004). *Motivation och motivationsarbete i skola och behandling*. Stockholm: Myndigheten för skolutveckling/Liber distr, (Ch. 1, 2). ISBN 9185128813. Possible to download on the Internet.

Lundin, Mattias. (2011). Building a framework to study the hetero norm in praxis. *International Journal of Educational Research* 50(56),( pp. 301-306). Possible to download on the Internet.

Skolverket (2013). *Kränkningar i skolan - analyser av problem och lösningar*. Stockholm: Fritzes, (190 p.). Available on the Internet.