



## Course syllabus

Faculty of Arts and Humanities  
Department of Cultural Sciences

4KV455 Skolframgång i det mångkulturella samhället, 7,5  
högskolepoäng

School Success in a Multicultural Society, 7.5 credits

**Subject Group**  
Cultural Studies

**Level of classification**  
Second Level

**Progression**  
A1N

**Date of Ratification**  
Approved by Faculty of Arts and Humanities 2017-01-25  
The course syllabus is valid from autumn semester 2017

**Prerequisites**  
General entry requirements for studies at the second level in a subject within the humanities, social sciences or behavioural sciences. Students with a degree in education (including the pre-school teacher programme) and in multidisciplinary studies are also qualified for admission.

### Objectives

After completing the course the student should, with a high degree of independence, be able to:

- account for and critically reflect on central concepts and theories on migration and diversity relevant to the work carried out in schools and to pupils' identity formation,
- account for and critically reflect on how and why different living conditions and social processes create conditions for living and learning in school,
- identify and analyse factors for school success in a multicultural and globalised society,
- apply theories of recognition and inclusion in school,
- apply narrative and ethnographic methods in relation to migration, a multicultural society and school success.

## Content

This course discusses possibilities and challenges for school success in a multicultural and globalised society. Structural factors influencing the work carried out in schools are discussed, as well as relevant theories on migration and diversity to understand social relationships and children's and young people's identity formation. Central themes are the potential of schools to create conditions for integration and inclusion, and strategies for establishing inclusive school cultures for all pupils. Factors promoting school success and pupils' empowerment are discussed and applied in concrete discussions. All parts of the course apply a cultural-sociological perspective and a critical approach to the concept of culture, and focus on theories of recognition and inclusion and the potential of schools as arenas for integration. The students practise using narrative and ethnographic methods as tools and resources for learning in multicultural school environments.

Seminars, workshops, webinars and forum discussions are compulsory.

## Type of Instruction

Teaching is delivered in the form of digital lectures, webinars and workshops, forum discussions, and individual assignments. The students are expected to demonstrate a high degree of independence and apply their knowledge in relation to the work carried out in schools through case studies. The course includes two meetings at the Växjö campus or through an online learning platform.

## Examination

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

The course is examined through documentation of the student's work, oral presentations and written reports.

In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified when the course starts. For students who do not pass the first examinations, retake examinations are provided in accordance with local regulations at the university.

## Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

## Required Reading and Additional Study Material

Bak, Maren & Brömssen von, Kerstin (eds.). *Barndom och migration*. Borea. The latest edition (in selection, ca 150 p)

Bunar, Nihad. *Nyanlända och lärande. Mottagande och inkludering*. Natur & kultur. The latest edition (in selection, ca 150 p)

Darvishpour, Mehrad & Westin, Charles. *Migration och etnicitet: Perspektiv på ett mångkulturellt Sverige*. Studentlitteratur. The latest edition (in selection, ca 150 p.)

Emirbayer, Mustafa & Desmond, Matthew. *The racial order*. The University of Chicago Press. The latest edition (in selection, ca 150 p)

Kahn, Seth. 2011. *Putting Ethnographic Writing in Context*. At: <http://writingspaces.org/essays>, 19 p. ISBN 9781602351844

Lund, Anna & Trondman, Mats (forthcoming) "Dropping out/dropping back in: the matters that make learning matter." *Queensland Review*, 20 p. ISSN: 20497792

Lund, Anna & Lund, Stefan. *Skolframgång i det mångkulturella samhället*.

Studentlitteratur. The latest edition. 360 p.

Heidegren, Carl-Göran. *Erkännande*. Liber. The latest edition. 126 p.

Rushton, Stephen. 2004. Using Narrative Inquiry to Understand a Student–Teacher’s Practical Knowledge While Teaching in an InnerCity School. *The Urban Review*, 36 (61), 18 p. ISSN: 15731960

Sernhede, Ola. 2009. Territoriell stigmatisering, ungas informella lärande och skolan i det postindustriella samhället. *Utbildning och demokrati* 18 (1), 25 p. ISSN 11026472

Tough, Paul. *Helping Children Succeed. What works and Why*. Houghton Mifflin Harcourt. The latest edition. 123 p.

Trondman, Mats, Taha, Rehan & Lund, Anna. 2012. *For Aisha: On Identity as Potentiality*. *Identities: Global Studies in Culture and Power*, 19(4), 10 p. ISSN: 15473384

Additional articles chosen in consultation with the teacher, ca 50 p.