

Datum: 2026-08-26

Study Guide

Education, Migration and Belonging (7,5 ECTS)

Course code: PE3EDMB

HT2026

Contact information

Course Director: Fredrik Hertzberg, Fredrik.hertzberg@edu.su.se

Teachers: Leonora Dugonjic-Rodwin, Fredrik Hertzberg, Stefan Lund, Paula Mählick, Ali Osman, Marianne Teräs.

Course administrator: Erika Södersten, forskarutbildning@edu.su.se

Institutionen för pedagogik och didaktik

Stockholms universitet
Institutionen för pedagogik
och didaktik
106 91 Stockholm

Besöksadress:
Frescativägen 54
www.edu.su.se

Telefon: 08-16 20 00 (vxl)

Course overview and content

In this course, processes of education, mobility, displacement and transition are foregrounded and related to the establishment and reproduction of symbolic and institutionalized boundaries - primarily at different levels in the educational system but also other social contexts. In so doing, the course focuses theoretical themes such as identity, ethnicity/nation, culture and their relation to education, pedagogy and migration. The ethical implications of these matters are also highlighted, mainly in relation to equality, equity and recognition.

The overall aim of the course is to provide doctoral students with insights to central theoretical perspectives on education and belonging in relation to transnational migration and mobility. Specifically, it also aims to develop an understanding of how modes and/or ideologies of belonging (such as ethnicity, nation and race) influence the conditions for learning among and inclusion of (different categories of) migrants, and, in reverse, the design of education in receiving societies. Finally, it aims at developing an ability to address the questions of equality, equity and recognition that are brought to the fore by transnational migration when discussing matters of education, learning and belonging - in policy as well as in practice.

Schedule:

2nd of October, 9.00-11.00

Introduction (Fredrik Hertzberg, room 1511)

2nd of October, 12.00-15.00

Belonging, difference and identity (Fredrik Hertzberg, room 1511)

9th of October, 9.00-12.00

Education, policy and recognition (Fredrik Hertzberg & Ali Osman, room 2519)

13th of October, 13.00-16.00

Multicultural school, learning and immigrant incorporation (Stefan Lund och Marianne Teräs, room 2519)

16th of October, 13.00-16.00

Migration processes and education (Paula Mählck, room 2403)

19th of October, 13.00-15.00

Migration, education and belonging (Q & A, primarily for Master's students, but everyone is welcome; Fredrik Hertzberg, room 2519)

22th of October, 9.00-12.00

(Leonora Dugonjic-Rodwin, room 2511)

Learning outcomes

After finishing the course, the doctoral student will be able to:

- Demonstrate an understanding of how modes and/or ideologies of belonging (such as ethnicity, nation and race) influence the conditions for learning among and inclusion of different categories of migrancy.
- Demonstrate an understanding of processes of migration, above all how migrants' resources and experiences shape their educational trajectories, meaning-making and conditions for inclusion and incorporation.

- Demonstrate an ability to address and analyze the questions of equality, equity and recognition that are brought to the fore by transnational migration when discussing matters of education, learning and belonging - in policy as well as in practice.
- Demonstrate an ability to reflect on and critically compare different perspectives and conceptualizations on education and migration.

Examination and grading

The course is assessed through a written, individual paper that should include:

1. an overview of the various themes brought to the fore during the course, i.e. relevant aspects of education, learning and/or belonging in relation to transnational migration and mobility, and
2. their relevance for the PhD research project conducted by the writer.

To demonstrate evidence of meeting the learning outcomes of the course, the individual final paper must include an adequate overview of the various themes presented in the course literature and also offer a critical, comparative reflection on these themes. The grades used for assessing these learning outcomes are G (pass) or U (fail). Students will be notified of their grade within 15 working days. Possible re-examinations are submitted upon consultation with the course leaders.

Course evaluation

The course is evaluated through a digital survey that will be available at the end of the course.

Literature

Belonging, difference and identity (Fredrik Hertzberg)

Anderson, B: (1991). *Imagined Communities. Reflections on the Origin and Spread of Nationalism*. Verso. (Ch. 2 & 3, ca. 40 p.)

Abizadeh, Arash 2005. "Was Fichte an Ethnic Nationalist? On Cultural Nationalism and its Double", *History of Political Thought*, (26) 2: 334-359. (25 p.)

Honneth, A. (1995) *The Struggle for Recognition. The Moral Grammar of Social Conflicts*. MIT Press. (Introduction to part II & Ch. 4, pp. 65-91: 26 pages)

Jenkins, R. (2009). *Rethinking Ethnicity. Arguments and Explorations*. Sage. (Ch. 1-6, ca. 85 pages)

Thunborg, C., Osman, A. & Bron, A. (2021) Being in limbo or learning to belong? Telling the stories of asylum seekers in a mill town. *Studies in the Education of Adults*, 53(1): 82-100. DOI: 10.1080/02660830.2020.1824666 (18 pages)

Education, policy and recognition: (Fredrik Hertzberg & Ali Osman)

Borevi, K. (2013). Understanding Swedish Multiculturalism. In: Kivisto, P. & Wahlbeck, Ö. (eds) *Debating Multiculturalism in the Nordic Welfare States*. Palgrave Macmillan. (Ch. 6, pp. 140- 169, 29 p.)

Fraser, N. (2001) Recognition without Ethics? *Theory, Culture a Society* 18 (2-3): 21-42. (21 p.)

Honneth, A. (1995) *The Struggle for Recognition. The Moral Grammar of Social Conflicts*. MIT Press. (ch. 5, pp. 92-130; 28 p.)

Lundahl, L. & Lindblad, M. (2018). Immigrant Student Achievement and Education Policy in Sweden. In: Volante, L., Klinger, D., Bilgili, O. (eds) *Immigrant Student Achievement and Education Policy*. Springer. (Ch. 5, pp. 69-85, 16 p.)

Scruton, R. (1993) Oikophobia. *Journal of Education* 175(2): 93-98. (6 p)

Taylor, C. (1994). The politics of recognition, in: Taylor, C. *Multiculturalism. Examining the politics of recognition*. Princeton University Press. (50 p.)

Tørslev, M. K. & Rothe Börsch, A. S. (2017) *Refugee and Immigrant Children's Right to Education. A Comparative Analysis of Education Policies targeting Immigrant Children in the Nordic Countries*. University of Copenhagen (76 pp.)

Multicultural school, learning and immigrant incorporation (Stefan Lund och Marianne Teräs)

Banks, J.A. (2020). Multicultural education: Characteristics and Goals. In J.A. Banks, & C.A. McGee Banks (Eds.), *Multicultural Education: Issues and Perspectives*, 10th Edition. (pp. 3-24). Wiley. (22 pages)

Cummins, J. (2023). Evidence-based instructional responses to opportunity gaps experienced by immigrant-background students. In H. Pinson, N. Bunar & D. Devine (Eds.), *Research handbook on migration and education* (pp. 142-156). Elgar. (15 pages)

Grant, C. A., & Portera, A. (2011), *Intercultural and Multicultural Education: Enhancing Global Interconnectedness*. (Ch 1 & 19, 28 pages). London: Routledge. <https://ebookcentral-proquest-com.ezp.sub.su.se/lib/sub/detail.action?docID=557258>

Gutiérrez, K. D., & Rogoff, B. (2003). Cultural Ways of Learning: Individual Traits or Repertoires of Practice. *Educational Researcher*, 32(5), 19-25, (7 pages) <https://www.jstor.org/stable/3699877>

Lund, S. (ed.) (2020). *Immigrant Incorporation, Education, and Boundaries of Belonging*. Palgrave Macmillan. (125 pages)

Teräs, M. (2022) Challenges Migrant Students Face in Vocational Education and Training: Examples from a Health Care Program. In M. Malloch, L. Cairns, K. Evans, & B. N O'Connor (Eds.), *The SAGE Handbook of Learning and Work* (448-459). SAGE. (12 pages)

Migration processes and education: (Paula Mählck)

Bonilla-Silva, E. (2011). The invisible weight of whiteness: the racial grammar of everyday life in contemporary America. *Ethnic and Racial Studies*, 35(2), 173–194. <https://doi.org/10.1080/01419870.2011.613997> (21 pp.)

Bhambra, G, Gebrial, D and Nişancıoğlu, K (2020) *Decolonising the University*. Pluto. London. (chapters 1 & 2) <https://library.oapen.org/handle/20.500.12657/25936> (37 p)

Essed, P., & Goldberg, D. T. (2002). Cloning cultures: the social injustices of sameness. *Ethnic and Racial Studies*, 25(6), 1066–1082. <https://doi.org/10.1080/0141987022000009430> (16 pp.)

Gilroy, P., Sandset, T., Bangstad, S., & Høibjerg, G. R. (2018). A diagnosis of contemporary forms of racism, race and nationalism: a conversation with Professor Paul Gilroy. *Cultural Studies*, 33(2), 173–197. <https://doi.org/10.1080/09502386.2018.1546334> (24 pp.)

Mirza, H.S & Nyhagen, L. (2024) Living and researching embodied intersectionality (pp. 13-28), in Cookie, J & Nyhagen, L (eds) *Intersectional feminist research methodologies*. Routledge. (15 pp.)

Mählck, P (2013) Academic women with migrant background in the global knowledge economy: Bodies, hierarchies and resistance, *Women's studies International Forum*, 36: 65-74 <https://doi.org/10.1016/j.wsif.2012.09.007> (9 pp)

Mählck, P (2024) The racial grammar of paid domestic work (p.89-114) . DOI: 10.5040/9781350277069.0012, in *Domestic Work in Postcolonial Tanzania. Gender, Learning and Unlearning*. Bloomsbury academics OA (25 p)

Mählck, P (2024) Can the oppressor be oppressed? (p.115-142). DOI: 10.5040/9781350277069.0013, in *Domestic Work in Postcolonial Tanzania. Gender, Learning and Unlearning*. Bloomsbury academics OA. (27 p)

Education and Migration in Social Theory: Concepts, Approaches and Debates (Leonora Dugonjic-Rodwin)

Brettell, C.B. & Hollifield, J.F. (eds.) (2015). *Migration Theory. Talking across Disciplines*. New York: Routledge. (Excerpts from selected chapters.)

Haas (De), H., Castles, S., & Miller, M. J. (2019). *The Age of Migration: International Population Movements in the Modern World*. Bloomsbury Publishing. (Excerpts from selected chapters)

Steinberg, S. (1989) *The Ethnic Myth: Race, Ethnicity, and Class in America*, (Ch. 5, pp. 128-150). Beacon.