

Kurslitteraturen är fastställd
2023-09-21
Gäller från och med HT 202

Kurslitteratur

HV10FESO – Politik, demokrati och medborgarskap i samhällsorienterande ämnen – ämnesdidaktiska traditioner i Norden II, 15 hp

Course themes – Politics, Democracy, Citizenship education

Amnå, E. & Ekman, J. (2013). Standby citizens: diverse faces of political passivity. *European Political Science Review*, 6(2), 261–281.
<https://doi.org/10.1017/S175577391300009X> (21 p.)

Benner, D. (2017). John Dewey, a Modern Thinker: On Education (as Bildung und Erziehung) and Democracy (as a Political System and a Mode of Associated Learning). In L.W Waks & A.R. English (Eds.), *John Dewey's Democracy and Education. A Centennial Handbook*. Cambridge University Press (pp. 263-278).
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McAvoy, P. & Hess, D. (2013). Classroom deliberation in an era of political polarization. *Curriculum Inquiry*, 43(1), 14–47.
<https://www.jstor.org/stable/23524356> (33 p)

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<https://www.oru.se/globalassets/oru-sv/forskning/forskningsmiljoer/hs/humus/utbildning-och-demokrati/2015/nr-1/martin-samuelsson--steinar-boyum---education-for-deliberative-democracy---mapping-the-field.pdf> (19 p)



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Subject didactical theories and ‘big ideas’

Bernstein, B. (1999). Vertical and horizontal discourse: An essay. *British Journal of Sociology of Education*, 20(2), 157–173.
<https://lchc.ucsd.edu/mca/Paper/JuneJuly05/BernsteinVerHor.pdf> (16 p)

Berry, A., Loughran, J. & van Driel, J. (2008). Revisiting the Roots of Pedagogical Content Knowledge. *International Journal of Science Education*, 30(10), 1271-1279. <https://doi.org/10.1080/09500690801998885> (8 p)

Biesta, G. (2020). Risking ourselves in education: qualification, socialization, and subjectification revisited. *Educational Theory*, 70(1). 89-104.
<https://doi.org/10.1111/edth.12411> (15 p)

Caillot, M. (2007). The Building of a new academic field: The case of French didactiques. *European Educational Research Journal*, 6(2), 125–130.
<https://doi.org/10.2304/eeerj.2007.6.2.125> (5 p)

Carlgren, I. (2020). Powerful knowns and powerful knowings. *Journal of Curriculum Studies*, 52(3), 323-336, <https://doi.org/10.1080/00220272.2020.1717634> (13 p)

Deng, Z. & Luke, A. (2007). Subject matter: Defining and theorizing school subjects. In Connolly, M., H., M.F. & Phillion, J. (Eds.) *Sage handbook of curriculum and instruction* (pp. 66-89). Sage.
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- Gadamer, H-G. (1977). The Universality of the Hermeneutical Problem. In D. Linge (Ed.) *Philosophical Hermeneutics* (pp. 3–17). University of California Press. [Original German publication 1962] (14 p)
- Hopmann, S. (2007). Restrained teaching: The common core of didaktik. *European Educational Research Journal*, 6(2), 109–124. <https://doi.org/10.2304/eeerj.2007.6.2.109> (15 p)
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Mapping an Emerging Paradigm in the Learning Sciences. (pp. 34-42). Routledge. (8 p)

Lundqvist, E., Almqvist, Jonas & Östman, L. (2009). Epistemological norms and companion meanings in science classroom communication. *Science Education*, 93, 859-874. <https://doi.org/10.1002/sce.20334> (15 p)

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Meyer, M., Meyer, H. & Ren, P. (2017). The German Didaktik tradition revisited. In J. C.-K. Lee & K. J. Kennedy (Eds.) *Theorizing teaching and learning in Asia and Europe* (pp. 179-216). Routledge. <https://doi.org/10.4324/9781315751900-12> (37 p)

Müller, J. & Hoadley, U. (2021). A pedagogic compact: retrieving ‘powerful’ educational knowledge from Didaktik and curriculum studies. *Journal of Curriculum Studies*, 53(2), 166-178. <https://doi.org/10.1080/00220272.2021.1887360> (12 p)

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Straume, I. S. (2015). The subject and the world: Educational challenges. *Educational Philosophy and Theory*, 47, 1465-1476. <https://doi.org/10.1080/00131857.2014.951596> (11 p)



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VanSickle, R. L., & Hoge, J. D. (1991). Higher cognitive thinking skills in social studies: Concepts and critiques. *Theory and Research in Social Education*, 19(2), 152-172. <https://doi.org/10.1080/00933104.1991.10505634> (20 p)

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Obligatorisk litteratur, sammanlagt totalt 650 sidor.

Valbar litteratur om ca 1400 sidor i relation till avhandlingsprojektet väljs i samråd med handledare och kursansvarig.

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Eligible literature of approx. 1400 pages in relation to the thesis project is chosen in consultation with the supervisor and course responsible]