Stockholm University

Department of Education **Term and Year: Spring 2023**

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

**Course Leader: Professor Meeri Hellstén**

# 1. Course Literature

## Main readings

a) Course books

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

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Duarte, J. (2020) Translanguaging in the context of mainstream multilingual education, International Journal of Multilingualism, 17:2, (p.232-247), DOI: https://doi.org/10.1080/14790718.2018.1512607

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

Halse, C., Kennedy, K.J. (eds). (2021). *Multiculturalism in Turbulent Times.* London: Routledge.

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

Holmes, P. (2015). Intercultural encounters as socially constructed experiences: Which concepts? Which pedagogies? In N. Holden, S. Michailova, and S. Tietze (Eds.), *Routledge companion to cross-cultural management* (p.237-247). New York: Routledge.

Race, Richard. *Multiculturalism and Education. Contemporary issues in Education Studies.* (2015). (2nd ed). London: Bloomsbury. (Book is out of print. See e-book in library.)

Smokowski, P.R. & Bacallao, M. (2011). *Becoming bicultural*. New York: New York University Press. "Chapter 4 Balancing between Two Worlds: The Integration Stage of Bicultural Development (p.100-129)", or "Chapter 6 The Benefits of Biculturalism: Savoring the Flavors in the Simmering Stew (p.164-185).

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

Hellstén, M., Mickwitz, L., Scharfenberg, J. (2020). Teacher Education in Sweden: revisiting the Swedish Model. In K. Pushpanadham (Ed.), *Teacher Education in Global Era: Perspectives and Practices.* Singapore: Springer. ISBN 9811540071, 388p. 15 July. Pp. 99-114. Available as E-book in library.

Hungarian Educational Research Journal, (2019). Challenges for migrant educational integration in different European welfare systems. Issue 3., Vol. 9. https://akademiai.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.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2018). Global education monitoring report 2019: Migration, displacement and education: Building bridges, not walls. https://unesdoc.unesco.org/ark:/48223/pf0000265866 (read Executive Summary p xviii-1 only)

United Nations (16 September 2019). Resolution RES/73/346 by UNESCO General Assembly [Online]. https://documents-dds-ny.un.org/doc/UNDOC/GEN/N19/271/44/PDF/N1927144.pdf?OpenElement

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2020). Global education monitoring report 2020: Inclusion and education: All means all. *92310038*. https://gem-report-2020.unesco.org/

## 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.

Buchanan, J., and Hellstén, M. (2020). Ways of getting to know: International mobility and Indigenous education, in "*Intercultural Competence in the Work of Teachers Confronting Ideologies"*. Fred Dervin, Robyn Moloney, Ashley Simpson (eds) London: Routledge. Pp. 219- 236. ISBN 9780367002381.

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).

Rattansi, A. (2013). *Multiculturalism: A very Short Introduction*. Oxford University Press.

Reierstam, H., & Hellstén, M. (2021). Linguistic diversity and comparability in educational assessment. In Hernandez-Serrano, M-J., (ed), *Teacher Education in the 21st Century - Emerging Skills for a Changing World.* ISBN 978-1-83968-793-8.

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

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.