



Stockholms
universitet

Department of Education

1 (3)

Syllabus for course at research level

Education, Migration and Belonging, 7,5 ECTS

(Utbildning, migration och tillhörighet, 7,5 hp)

Course code: PE3EDMB

Valid from: Spring 2025

Date of approval: 2024-12-19

Department: Department of Education

Research subject: EDUCATION

Level within study regulation: 3rd cycle level

Decision

This syllabus is established by the Head of the Department 2024-12-19,
dnr SU-306-0372-24.

Prerequisites

Admitted to PhD-studies.

Course structure

Examination code	Name	ECT
PE3E	Education, Migration and Belonging	7,5

Course 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.

Learning outcomes

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.

Mandatory exams

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.

Forms of examination

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 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).

Forms of instruction

Seminars.

Transitional provisions

When the course is no longer offered or the course content has been substantially changed, the student has the right to be examined once per semester during a three-term period.

Limitations

The course may not be included in a degree at the same time as a course completed and approved within or outside the country, the content of which corresponds wholly or partly to the content of the course.

Miscellaneous

For detailed information on the course content and structure, see the study guide.