JÖNKÖPING UNIVERSITY
School of Education and Communication

COURSE SYLLABUS

Social Justice, 7.5 credits

Social Justice, 7,5 högskolepoäng

Course Code:	LSJR22	Education Cycle:	Second-cycle level
Confirmed:	May 11, 2026	Disciplinary domain:	Social sciences
Revised:	Sep 29, 2026	Subject group:	Education
Valid From:	Aug 31, 2026	Specialised in:	A1N Second cycle, has only first-cycle course/s as entry requirements
		Main field of study:	Education

Intended Learning Outcomes (ILO)

On completion of the course the student will be able to:

Knowledge and Understanding

- account for historical and contemporary research examples of the conditions and changes within the Swedish educational system
- demonstrate a deepened understanding of how learning, digitalization and sustainability relates to social justice and sustainable education
- describe consequences of Swedish educational policy and practice in comparison with examples from other countries

Skills and Abilities

- demonstrate and explain some of the research field's central concepts and lines of argumentation
- summarize and account for central results from the research field
- produce and present scholarly texts and oral presentations

Judgement and Approach

- relate contemporary examples of educational practices to political reforms in the present and past
- critically examine the theoretical models presented in the literature and evaluate their implications for its results

Content

- Social justice in policy and practice: educational reforms and their implications
- Social justice in teaching and learning: examples from teachers' work and students' conditions
- Social justice from different perspectives: theoretical approaches and their consequences for knowledge production

Type of Instruction

The course is based on digital platforms and includes both online and campus lectures and seminars. Group and individual work are part of the course.

The teaching consists of lectures, seminars and exercises performed individually and in groups.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to

which they were accepted. After that, the right to receive instruction/supervision expires.

The course is based on digital platforms and includes both online and campus lectures and seminars. Group and individual work are part of the course.

Entry Requirements

A bachelor's degree (i.e., the equivalent of 180 ECTS credits at an accredited university) with at least 90 credits in education or social science including independent work, i.e., a thesis or the equivalent. English proficiency is required.

Examination and Grades

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades.

The examination is based on the intended learning outcomes.

The forms of examination are Group presentation and Individual written paper.

For courses with more than one element of examination, students are given a final grade based on an overall assessment of all the elements included in the course. The final grade of the course is issued only when all elements of examination have been passed.

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

To pass the course students must receive a passing grade on every examination. The final grade is determined by weighting the grades received on Group presentation and Individual written paper.

Registration of examination:

Name of the Test	Value	Grading
Group presentation	1.5 credits	G/U
Individually written paper	6 credits	A/B/C/D/E/FX/F

Course Evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

Other Information

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the associate dean of education. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

The examiner has the right to give an adapted examination or let the student carry out the examination in an alternative way provided that the intended learning outcomes can be secured and that there are exceptional reasons for this, including the student's right to targeted study support.

Course Literature

Please note that the course literature may be revised up to eight weeks before the start of the course.

Arstorp, Ann-Thérèse, Amdam, Synnøve H., Nagel, Ilka, Letnes, Mari-Anne, & Tømte, Cathrine E. (2026). Bildung at a crossroads: teacher education in the age of GenAI. *Teaching Education* , *37* (3), 340–358. (18 p.)

Bourdieu, Pierre. (1989). Social space and symbolic power. *Sociological theory, 7* (1), 14-25. (11 p.)

Delahunty, Thomas, & Bryan Audrey. (2026). The ex-machination of teacher education: a genealogical critique of the politics of AI and the 'responsibilities' of teacher educators, *Teaching Education 37* (3), 377-398. (21 p.)

Dovemark, Marianne, Kosunen, Sonja, Kauko, Jaako, Magnúsdóttir, Berglind, Hansen, Petteri, & Rasmussen, Palle. (2018). Deregulation, privatisation and marketisation of Nordic comprehensive education: social changes reflected in schooling. *Education Inquiry, 9* (1), 122-141. (19 p.)

Ellis, Arthur K., Aker, Leanna B., & Wicks, David. (2026). Social Justice Education. In: *Research on Educational Innovations* . (6. ed., chapt. 21, p. 266-278). Routledge. (13 p.)

Freire, Paolo. (2004). *Pedagogy of the oppressed* . (p. 44-69). Continuum. (25 p.)

Hedegaard, Joel, & Hugo Martin.(2022), Education as change: Liberation from mental illness and self-stigma in favour of empowerment. *Australian Journal of Adult Learning 62* (1), 97- 123.

Leighton, Ralph, & Nielsen Laila. (2020). *The Citizen in Teaching and Education, Student Identity and Citizenship* . Palgrave Macmillan. (364 p.)

Nussbaum, Martha. C. (2003). Capabilities as fundamental entitlements: Sen and Social Justice. *Feminist Economics, 9* (2–3), 33-59. (27 p.)

Selwyn, Neil. (2025). *Digital Degrowth: Radically Rethinking our Digital Futures* . Polity Press. (137 p.)

Yuval-Davis, Nira. (2011) *Power, Intersectionality and the Politics of Belonging* . (FREIA's tekstserie No. 75) Institut for Kultur og Globale Studier, Aalborg Universitet. https://doi.org/10.5278/freia.58024502 (24 p.)

Citing Sources – How to Create Literature References

https://ju.se/library/academic-language/reference-management.html

Sourcewise: A Student's Guide to Avoiding Plagiarism

Information about plagiarism at higher education institutions

Available in the learning management system