

## COURSE SYLLABUS

### Social Justice, 7.5 credits

*Social Justice, 7,5 högskolepoäng*

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

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## 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

This course departs from the common idea of the Swedish educational system as a role model for social justice and equal opportunities in teaching and learning. The course's main objective is to problematize this idea, by giving and comparing with examples of global educational systems and changes in educational policy and practice from different theoretical perspectives. Throughout the course learning, digitalization, and sustainability are in focus, with particular attention to historical and current challenges and tensions within the educational systems. These challenges and tensions are addressed through the three themes of the course:

- 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.

Group presentation, 1.5 credits

Individually written paper, 6 credits

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.

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

Dovemark, M., Kosunen, S., Kauko, J., Magnúsdóttir, B., Hansen, P., & Rasmussen, P. (2018). *Deregulation, privatisation and marketisation of Nordic comprehensive education: social changes reflected in schooling*. Education Inquiry, 9(1), 122-141.

Fjellman, A-M., Yang Hansen, K. & Beach, D. (2018). *School choice and implications for equity: the new political geography of the Swedish upper secondary school market*, Educational Review , DOI: 10.1080/00131911.2018.1457009

Leighton, R. & Nielsen L. (2020). *The Citizen in Teaching and Education, Student Identity and Citizenship*, Palgrave Macmillan , 2020, s XI, 364

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

Nylund, M., Rosvall, P. Å., & Ledman, K. (2017). *The vocational-academic divide in neoliberal upper secondary curricula: The Swedish case*. Journal of Education Policy, 32(6), 788-808.

Rose, N., O'Malley, P., & Valverde, M. (2006). *Governmentality*. Annu . Rev. Law Soc. Sci., 2, 83-104.

Rönnlund, M., Ledman, K., Nylund, M., & Rosvall, P. Å. (2019). *Life skills for 'real life': How critical thinking is contextualised across vocational programmes*. Educational Research, 61(3), 302-318.

Sainz, V., & Jacott, Liliana. (2020). *What Do Secondary Education Students Understand About Social Justice? Students Representations of Social Justice in Different Regions of Spain*, Interchange , 51:157-178  
[www.doi.org/10.1007/s10780-020-09389-y](http://www.doi.org/10.1007/s10780-020-09389-y)

Young, I. M. (2004) [www.racialequitytools.org/resourcefiles/young.pdf](http://www.racialequitytools.org/resourcefiles/young.pdf)

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