

Western Norway Graduate School of Educational Research II  
(WNGER II)

**WNGERII916: Contested Identities in Displacement: Dilemmas for Global  
Refugee Education**

*1 ECTS*

Category	Content
Course Code	WNGERII916
Course Title	Contested Identities in Displacement: Dilemmas for Global Refugee Education
ECTS Credits	1 ECTS credit points for course participation (80% attendance)
Level of study	Ph.D.
Full-time/ Part-time	Part-time
Language of Instruction	English
Semester of Instruction	Spring/Fall Semester
Place of Instruction	NLA University College, Bergen (Sandviken)
Objectives and Content	<p><i>Main Learning Objectives</i></p> <p>The main goal of the course is to introduce PhD students to current dilemmas of global refugee education as it relates to identity formation.</p> <p>More specifically, the course problematizes the notion of identity (and identity formation) by looking at situations where children and youth grow up in displacement, including in refugee camps in the Global South, and among asylum-seekers and refugee children in the Global North.</p> <p>Students will engage with this subject-matter through case studies and will critically examine the role of education in perpetuating (and potentially mitigating) issues of identity among children and youth who are trapped in involuntary exile.</p> <p><i>Key content</i></p> <ul style="list-style-type: none"> <li>• Theories of identity formation</li> <li>• Political global drivers of protracted displacement</li> <li>• Identity and belonging in context of displacement</li> <li>• Global refugee education</li> </ul>
Learning Outcomes	<p>By completing the course, the Ph.D. students will have met the following learning objectives, which are here categorised as knowledge, skills, and general competence:</p> <p><b>Knowledge</b> Upon completing the course, the student...</p> <ul style="list-style-type: none"> <li>• can outline key theories related to identity formation and contestation.</li> <li>• possesses knowledge of global political drivers of the ‘Global Refugee Crisis’, specifically as it relates protracted refugee situations.</li> <li>• is familiar with current research in the field of global refugee education and identity formation in contexts of long-term displacement.</li> <li>• possesses specialized knowledge on the link between identify formation and education in displacement, within a chosen focus area (demonstrated through the written assignment).</li> </ul> <p><b>Skills</b> Upon completing the course, the student...</p> <ul style="list-style-type: none"> <li>• can explain how global politics influence displacement and refugee education;</li> <li>• can apply abstract theories of identity to concrete cases and lived experiences of people trapped in displacement.</li> <li>• is able to challenge established conceptualizations of identity formation, specifically as it relates to children and youth in protracted displacement;</li> <li>• can argue for different educational and pedagogical approaches to the challenges presented by global forced displacement;</li> <li>• can process and analyse relevant literature as it relates to a topic of their choice.</li> <li>• demonstrates the ability to form a coherent and theoretically grounded argument on the link between identity formation and global refugee education.</li> </ul>

	<p><b>General Competence</b> Upon completing the course, the student...</p> <ul style="list-style-type: none"> <li>• is able to masters relevant terminology within the field of identity formation, forced displacement, and global refugee education.</li> <li>• is able to formulate research statements and -questions based in the fields of forced migration, refugee education, and identity formation in contexts of displacement;</li> <li>• is able to communicate the significance of identity formation in contexts of forced displacement, and its implications for refugee education.</li> </ul>
<b>Required Previous Knowledge</b>	Master's degree within disciplines relevant to international education, forced migration studies, comparative education, pedagogy
<b>Recommended previous knowledge</b>	Should know about the research fields displacement, migration, intercultural and philosophy of education from bachelors and master's level
<b>Credit reduction due to course overlap</b>	None
<b>Is the course reserved for students enrolled in particular programmes?</b>	No. The course is open to students at Ph.D. level.
<b>Teaching and Learning Methods</b>	Teaching will be organized as one full day (09:00- 16:00) of lectures and case-based workshops.
<b>Compulsory Assignments and Attendance</b>	Reading of required literature prior to lectures. 80% Attendance on the course day. Submitting a written paper (2500 words, +/- 10%).
<b>Forms of assessment</b>	80% attendance: Approved / Not Approved  Written paper (2500 words, +/- 10%): Approved / Not Approved. In the paper, the student highlights/addresses one or more issues related to the course themes. The workload for the paper is estimated to be 2 weeks.
<b>Examination Support Material</b>	All supporting material allowed.
<b>Grading Scale</b>	Approved / Not Approved
<b>Assessment Semester</b>	Spring/ Fall semester
<b>Reading List</b>	<p><b>Required reading</b></p> <p>Bash, L. &amp; Zezlina-Phillips, E. (2006) Identity, boundary and schooling: perspectives on the experiences and perceptions of refugee children. <i>Intercultural Education 17(1)</i>: 113-128, DOI: 10.1080/14675980500502123 (15 pages)</p> <p>Fincham, K. (2012) Learning the nation in exile: constructing youth identities, belonging and 'citizenship' in Palestinian refugee camps in south Lebanon, <i>Comparative Education</i>, 48:1, 119-133, DOI: 10.1080/03050068.2011.637767 (14 pages)</p> <p>Kalisha W., Szkudlarek T. (Eds., work in progress). <i>What Shall We Do with "Nextgen children"? Educating with Newcomers in Mind</i>. (Book proposed to Springer Science; manuscript will be available for the course) (<b>2 selected chapters; ca. 40 pages</b>)</p> <p>Szkudlarek, T. (work in progress). <i>The Identity Reader</i> (<b>ca. 10 pages</b>)</p> <p>United Nations High Commissioner for Refugees (2021). Staying the Course: The Challenges Facing Refugee Education. 2021 Refugee Education Report. UN Refugee Agency (UNHCR). Available at: <a href="https://www.unhcr.org/publications/education/612f85d64/unhcr-education-report-2021-staying-course-challenges-facing-refugee-education.html">https://www.unhcr.org/publications/education/612f85d64/unhcr-education-report-2021-staying-course-challenges-facing-refugee-education.html</a>. (27 pages).</p>

	<p><b>Further Reading</b></p> <p>Bauman, Z. (2004), <i>Identity</i>. London: Polity Press</p> <p>de Wal Pastoor, L. (2016). Rethinking Refugee Education: Principles, Policies and Practice from a European Perspective. In A. W. Wiseman (Ed.), <i>Annual Review of Comparative and International Education 2016</i> (Vol. 30, pp. 107-116). Emerald Group Publishing Limited. <a href="https://doi.org/10.1108/S1479-367920160000030009">https://doi.org/10.1108/S1479-367920160000030009</a></p> <p>Fert, M. (2020). ‘Becoming an intellectual’: how Congolese refugee university-students in Rwanda negotiate ideals, expectations and social positionality. <i>Globalisation, Societies and Education 18</i> (3): 317-329.</p> <p>Hall, S. (1990). Cultural Identity and Diaspora. In: J.Rutherford (Ed.), <i>Identity: Community, Culture, Difference</i>. London: Lawrence &amp; Wishart</p> <p>Kalisha, W. (2020). While We Wait: Unaccompanied Minors in Norway – Or the Hospita(bi)lity for the Other. In T. Strand (Ed.), <i>Rethinking Ethical-Political Education</i> (pp. 67-84). Springer International Publishing. <a href="https://doi.org/10.1007/978-3-030-49524-4_5">https://doi.org/10.1007/978-3-030-49524-4_5</a></p> <p>Kirk, J. (2010) Gender, forced migration and education: identities and experiences of refugee women teachers, <i>Gender and Education</i>, 22:2, 161-176, DOI: 10.1080/09540251003606925</p> <p>Morrice, L. (2012) Learning and identity (de)construction: the case of refugees. In: Canadian Association for the Study of Adult Education, 28-30 May 2012, Wilfrid Laurier University and the University of Waterloo, Waterloo, Canada. Available at: <a href="http://sro.sussex.ac.uk/id/eprint/45928/">http://sro.sussex.ac.uk/id/eprint/45928/</a>. (6 pages).</p> <p>Lidén, H., Stang, E., &amp; Eide, K. (2017). The gap between legal protection, good intentions and political restrictions. Unaccompanied minors in Norway. <i>Social Work &amp; Society</i>, 15(1), 1-20. <a href="http://nbn-resolving.de/urn:nbn:de:hbz:464-sws-1168">http://nbn-resolving.de/urn:nbn:de:hbz:464-sws-1168</a></p> <p>Mansour, R.S. (2019). Displacement, Identity, and Belonging: Iraqi Communities in Amman. <i>Journal of immigrant &amp; refugee studies 17</i>(4): 425-440</p> <p>Szkudlarek T. (2002), Machines of identity. In: M.Kempny, A.Jawłowska (eds.), <i>Identity in Transformation: Postmodernity, Postcommunism and Globalisation</i>. Westport, CT &amp; London: Praeger.</p> <p>Szkudlarek T. (2011), Semiotics of identity: Politics and education. <i>Studies in Philosophy and Education 30</i>: 113-125</p>
<b>Course Evaluation</b>	Course evaluation is done in accordance with the UiB Faculty of Psychology’s procedures for study quality
<b>Course Coordinators</b>	Prof. Rune Johan Krumsvik (UiB) Prof. Tomasz Szkudlarek (NLA) Associate Prof. Inga Støren (NLA) Associate Prof. Wills Kalisha (NLA)
<b>Course Administrator</b>	Research Group <i>Education Displacement and Belonging</i> , at the Department of Education, NLA University College  All economic resources will be provided by NLA
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