
**Period:** week 3 (15th of January 2018) – week 22 (3rd of June 2018).
**Study pace:** 25%
**Course code:** 6PE194

**Course responsible teacher:**
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The spring version of the course “Democracy, Human Rights, and Sustainability – Global Perspectives in Education" runs as an on-line, as well as a campus version.
This course is somewhat different from many other courses. It is more like a reading course and the writing part of it is mainly a conversation with your own understanding of the literature (and articles) and a possible conversation with other participants through the dialogue cafés on the course’s platform.

The last years’ experiences have shown that most participants either do the assignments themselves or just have one other participant to discuss assignment cases and other issues. There is, on the Moodle course platform, also an open forum where every participant can communicate. That is called the Dialogue café. The course is divided into four themes. There are books and articles presented in the syllabus, as suggestions. The meaning is not to read all these, rather see these as a suggestion to find your own way through the core issues that you think interesting. Of course, it is very good if you find scientific articles or books by yourself. During the course, articles that relate to each theme will be uploaded.

The course consists of four themes; arranged by the different subjects in a chronological order:
I Democracy and education - a culture of democracy - theory, practice, and challenges (theme one).
II Human rights and education – universality, human dignity and social justice (theme two).
III Sustainability and education – as umbrella concept for the development of societies (theme three).
IV Internationalisation – aspects of the three earlier themes, linked together (theme four).

To each of the themes there is an assignment box on the platform. When you upload your assignment in that box, you can’t take it back. Make the assignment in one document. You have three chances on every assignment (i.e. two re-takes). If you have problems with uploading and you need IT-support, there is a direct link to IT-support on each page of the platform. With other problems (e.g. questions related to the content of the course) you can mail me ron.mahieu@umu.se

The marking teacher provides short comments on your text. The writing assignments are a bit different for each of the themes and, taken as a whole – the intention is to train core academic skills in critical reading, thinking and writing as well.

The information about how to log in etc. were found in the letter from Camilla Jonsson, our study counsellor, that has been sent to the participants before the course started. It is an important letter that you need to save in order to have your log-in information at hand.

If you send in your assignment later than the scheduled times.... you are “in trouble” ! You need to arrange your studies so that you will manage in time to be ready with all tasks. There will be a second chance to load up the assignment later in a re-take during this term. Finally, there will be a last possibility in the beginning of the next term.

Ron Mahieu’s mailbox is always open, maybe sometimes just overloaded...
To succeed the course it is required that all compulsory parts are passed.
In order to receive the highest mark, pass with distinction, the student must have received pass with distinction on three of the four assignments, especially the last one, which is the final essay (an individual assignment). The final course results are defined by the examination’s overall assessment of the student’s learning outcomes.

For receiving “pass with distinction”, you must be able to use scientific critical methods and be able to independently analyse, evaluate and discuss the literature and your own writing.

The next goes without saying… Cheating and plagiarism – see Umeå University web pages: http://www.ub.umu.se/en/write/plagiarism or the information on the platform.
## Important information for non-Swedish students/exchange students

Regarding the grades it is important to note that you will be graded according to the Swedish systems. Accreditation of these grades is the responsibility of your home universities and thus not anything the Department of Education will be involved in. If you want more information, please contact the International Office at Umeå University or the study counsellor Camilla Jonnson (you can do this via the platform).

### Spring 2018 (15/1-2018 – 3/6-2018) – OVERVIEW OF THE THEMES, READINGS AND TIME when to send in assignments to course platform (deadlines). A presentation in form of PDF-file is also included and connected to each theme.

| Theme 1 | Deadline 18th of February 2018  
Week 3, 4, 5, 6 and 7  
Teacher publishes a presentation about Democracy during week 3. |
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| Theme 2 | Deadline 25th of March 2018  
Week 8, 9, 10, 11 and 12  
Teacher publishes a presentation about Human Rights during week 8. |
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| Theme 3 | Deadline 29th of April 2018  
Week 13, 14, 15, 16 and 17  
Teacher publishes a presentation about Sustainability during week 13. |
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| Theme 4 | Deadline 3rd of June 2018, Week 18, 19, 20, 21 and 22  
Teacher publishes a presentation about Internationalisation in week 18 |
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- It is important to start reading literature from the beginning of each period, so you can use the time …
- The assignments are based on careful and reflective reading of the literature (i.e. books or articles) and that you make notes when reading these.
- You can choose to do the assignments “the cases” (to theme 1-3) by yourself or in pairs. You must mention your names in the assignments when do the case with another participant.
- The course ends with a final assignment (an essay) which you write on your own. It can cover one or more of the themes. You can work with that assignment throughout the term.
- Use academic references when you write your assignments (see at the end of this guide, appendix 1 & 2).
I Democracy and education- (a culture of democracy - theory, practice, and challenges)

Theme one

THE CASE assignment (individually or in pairs/group)

Try to solve the following case – either by yourself or in a pair. Try to come to an agreement, but if that seems almost impossible, just write down what you disagree on.

You are in a modern national state where you have the democratic power to suggest/put forward that “democracy and equality”, OR “democracy and freedom” are the highest values and norm in your society (you choose which of the two alternatives you want to answer on). What would your arguments and examples be to people of your country? Would this have any consequences for your education system?

Do refer to literature. You have to present your views in about 500 words (+/- 10 %) per participating student.

Send in the case as your assignment (18th of February) latest. Do not forget to write both names on the case-paper if you did this assignment in a pair.

“No substantial famine has ever occurred in any independent country with a democratic form of government and a relative free press.” (A Sen, Development and Freedom, 1999, p. 152)

You will find suggested further readings on the platform. However, you may also refer to articles that you consider interesting (so do a literature search!).
II Human rights and education – (universality, human dignity and social justice)

Theme two

THE CASE assignment … The universal Declaration of Human Rights


Try to solve the following case – (individually or in pairs/group)

Have a look at the Universal Declaration of Human Rights on the above website (and download the PDF).

You are on a world conference with researchers and politicians to participate. The theme is to overlook the declared human rights.

1. Which article(s) would you like to change?
2. Which (closely related) articles can be put together into one new?
3. Would you like to add an article, if so… which would that be?

You have 500 words (max per participating student) to present your views and arguments (upload it on the course platform on 25th of March latest). Do not forget to write names of all students when you write together in a pair or in a group.

You will find suggested further readings on the platform. However, you may also refer to articles that you consider interesting (so do a literature search!).

III Sustainability and education - as umbrella concept for the development of societies

Theme three

THE CASE - assignment

Try to solve the following case – either by yourself or in a pair/group.

Your case assignment is to identify relevant and academically interesting research problems and research questions that lead to knowledge and insights that may contribute to a sustainable development. The Sustainability Compass, discussed in the presentation (you will find this on the platform in due time), may be a useful tool to capture the interdisciplinary trends and problems. What are the key trends, challenges or opportunities that you can identify in your field(s) of study?

Do refer to literature. You have to present your views in about 500 words (+/- 10 %).

Send in the case as your assignment (29th of April) latest. Do not forget to write all names on the case-paper if you did this assignment with more students.
IV Internationalisation – aspects of the three earlier themes, linked together

Theme four

THE final Essay assignment (individual assignment!)

Write an essay on a topic that interests you. It should relate to the course, though, e.g.:

1. The concept of Democracy or Culture of Democracy (or in relation to education).
2. Human Rights (e.g. the Universality and Relativity of Human Rights) or Human Rights and Human Dignity.
3. Sustainability in relation to e.g. Human Rights and International Action (contemporary issues).
4. Globalisation in relation to one of the above (contemporary) issues.

In-depth issue; all in all about 2.500 (+/- 250) words, references not included. Choose a subject that really engages you. Academic style of writing (references etc.). Remember, this is an individual assignment. You write it on your own.

Send in the case as we finish the course (3rd of June latest).
Appendix 1

The Harvard Method  (from Stanford Encyclopaedia of Philosophy)

This method involves giving the reference information within parentheses at the pertinent place in the main body of the text. The information is always given in the same order: last name, year of publication, page reference. Example: ‘It has been argued that nationalism should primarily be considered a category of practice, rather than a category of analysis (Brubaker 1996: 7).’

If the author’s name is already mentioned in the text clearly associated with the cited material, you need only give the date and page reference. Example: ‘Rogers Brubaker argues that nationalism should not be considered a ‘force’ to be measured, but rather a heterogeneous set of ‘nation’-oriented idioms, practices and possibilities continuously available in modern cultural and political life (1996: 10).’

If you are drawing on a whole section of a book you make this clear: Example: (Brubaker 1996: 11–25). If, for some reason, a precise page reference is not relevant, name and date is sufficient.

When using the Harvard Method, supplying a separate list of ‘References’ at the back of the essay is absolutely essential. This list presents the references used in the paper in alphabetical order (going by the last name of the author). The Swedish letters Å, Å, Ö are classified under A and O, respectively. The reference list provides more precise information about the source:

• author’s last name, first name (or initials, but be consistent)
• date of publication
• title (underlined or in italics)
• edition number (if relevant)
• place of publication (usually publisher’s main editorial office)
• publisher
• pages (if an article or limited extract), preceded by ‘pp.’ (‘pages’).


If you have referred to more than one work by the same author, then you do not need to repeat the author’s name in the new entry. Indicate what you have done by replacing it with a long dash followed by a full stop, or by simply indenting the next entry:


When referring to an article in a journal, the article’s title is put in quotation marks and the journal is either underlined or set in italics. You will have to give the volume number (and issue number, if applicable) of the journal as well as page references.

If the article cited is out of an anthology, you must also name the editor(s). Note that the editor’s name is given the right way around, with last name last, followed by ‘(ed.)’:

Interviews:
If you wish to refer to an interview you have conducted yourself, list it under the name of the person you interviewed. Further information required is the interview type and the date it took place and, if relevant, where it took place.

• Reference list: Smith, J. (1999). Telephone interview by author, 14th July.
• Reference: (Smith 1999)

Appendix 2

The Oxford Method (from Stanford Encyclopaedia of Philosophy)

In the Oxford Method, the author gives all the biographical information in a footnote at the bottom of the page. These notes sometimes appear as ‘endnotes’ in a list at the end of the paper or article instead. The Oxford Method initially presents the same information as is presented in the Harvard Method’s Reference List. Note, however, that many of the details have been shuffled around. The information about a book is given in the following order:

• author (NB: first then last name, both in full)
• title
• place of publication
• publisher
• year of publication (NB: the preceding three details in parentheses)
• page reference (if relevant), no ‘pp.’

When a reference has already been given once, subsequent references to the same work will be abbreviated. When referring to a journal article you give the same information as in the Harvard Method, but again, note the name order and where the year of publication comes. The following abbreviations can be handy when writing reference notes:

• Ibid. (ibidem, ‘in the aforementioned place’): This refers to the work cited in the immediately preceding note. It can either be used on its own, indicating that everything in the new note is exactly the same, or with new page numbers.
• Op. cit. (opere citato, ‘in the work cited’) and loc. cit. (loco citato, ‘in the place cited’) can both be used to stand in the place of the title of a book that has already been cited. Because all of the biographical detail already has been given in the footnotes accompanying the text, a Reference List is not formally required in a work written in the Oxford system. This is sometimes regarded as one of the disadvantages of the method. Many readers find it frustrating to hunt back through pages of text to find the initial, full reference for a work they only started to find interesting later in the paper. This is especially frustrating if you do not even have the title of the work to go on, but merely a miserly op. cit. instead.

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If you wish to refer to an interview you have conducted yourself, list it under the name of the person you interviewed. Further information required is the interview type and the date it took place and, if relevant, where it took place.