



Aristotle University of Thessaloniki
Faculty of Education ~ School of Primary Education

Erasmus+ New Session in English, 2017-18

The course is open to all Erasmus+ incoming students at the Aristotle University of Thessaloniki

Course Title:	Displacement and Emplacement in Education
Teaching:	Team teaching
Course Code:	CFES-2
Type of course:	Elective
Semester:	Spring
Number of credits:	10
Method of Assessment:	2 written essays (3500 words each)
Language of Teaching & Assessment:	English
Place:	Faculty of Education, Tower Building, Floor 0, Room: 01 (beside the side Entrance)

Minimum participation requirements: 7 students

General objectives of the course

By the end of the course the students are expected to:

- Understand the conceptual framework of place and displacement, highlighting the existence of different types of displacement in dialogue with education.
- Engage the students into the discursive constructions of displacement in terms of causes and consequences and to illustrate the importance of reframing them using the concepts of emotions, identity, arts work and educational divisive or inclusive practices.
- Reveal different ways of resisting displacement in education and to explore transformative ways for raising awareness and advocacy.

The course includes experiential & reflective activities

Assessment: Students can choose two subjects/ lecturers in order to submit two written essays. Essay topics and directions will be given by the team of lecturers during the introductory lesson.

Submission deadline: The two essays should be sent by email, as a word attachment, directly to your selected lecturers **by 10 June 2018** at the latest.

Outline structure of lessons

Week 1	22/2/2018	Introductory lesson	Team teaching
Week 2	1/3/2018	Cultural practices of emotion	A.Bibou, F.Kougioumoutzaki
Week 3	8/3/2018	Cultural practices of emotion	
Week 4	15/3/2018	Cultural practices of emotion	
Week 5	22/3/2018	Identity construction of children in Education	E. Kouimtzi
Week 6	29/3/2018	Identity construction of children in Education	
	2-15/4/2018	Easter holidays	
Week 7	19/4/2018	Liquid Identities: Narratives and/in Disability	P. Karagianni
Week 8	26/4/2018	Liquid Identities: Narratives and/in Disability	
Week 9	3/5/2018	Displacement and Emplacement through the arts. Faces and stories unfold	M.Ioannidou
Week 10	10/5/2018	Displacement and Emplacement through the arts. Faces and stories unfold	
Week 11	17/5/2018	Experiential activity/ Study week	
Week 12	24/5/2018	Immigration and Educational- Social Displacement	D.Zachos
Week 13	31/5/2018	Immigration and Educational- Social Displacement	
	10/6/2018	Essay Submission Deadline	

Course subjects and lecturers:

1. A. Bibou, F. Kougioumoutzaki : Cultural practices of emotion

What does it mean to feel at home? How much time does it take to feel at home? What is the relationship between leaving home and imagining it? What about the role of emotions in children's safe places? The focus of the session is the social/ cultural construction of children's place and the ways in which children and adults negotiate "proper" places for children being displaced, especially in education. Following an introduction to the concept of displacement/ emplacement, while drawing upon psychology, sociology, education, cultural studies and arts, the first section deals with the exploration of emotions as ways/ practices for social inclusion/exclusion and mechanisms of the different types of displacement. One of the important lessons of the section is the realization that emotions do not exist in and of themselves: they are continually negotiated in the context of ongoing social life between children and adults. Psychoanalytic and post-structural theories will help us develop a sound perspective on emotions that can help both to broaden and to refine theoretical and methodological approaches within the field of emotional life, place and children's studies.

Recommended reading:

Books

- Ahmed, S. (2014). *The Cultural Politics of Emotion* 2nd Edition. Routledge.
- Ahmed, S. (2010). *Strange Encounters: Embodied Others in Post-Coloniality* (Transformations) 1st Edition. Routledge.
- Baines, E. (2004, 2016). *Vulnerable Bodies: Gender, the UN and the Global Refugee Crisis*. New York: Routledge.
- Butler, J. (2004). *Precarious Life: The Powers of Mourning and Violence*. London: Verso.
- Davidson, J. Bondi, L., & Smith, M. (2005). *Emotional geographies*. Ashgate, Aldershot.
- Hochschild, Arlie Russell (1983). *The Managed Heart: Commercialization of Human Feeling*. Berkeley: University of California Press.
- Hochschild, Arlie Russell; Ehrenreich, Barbara, eds. (2003). *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York: Metropolitan Books
- Powell, K. (2015). *Identity and Power in Narratives of Displacement*. New York: Routledge.
- Sebastião Salgado (2005). *Migrations: Humanity in Transition* 1st Edition (Documentary project, book and exhibition). Aperture.
- Smith, L. T. (2012). *Decolonizing Methodologies: Research and Indigenous Peoples*, 2nd ed. New York: Zed Books.

Articles/ Reports

- Bondi, L. (2005). Making connections and thinking through emotions: between geography and psychotherapy. *Transactions of the Institute of British Geographers*, 30(4), 433-448.
- Internal Displacement Monitoring Centre (2008). *Internal displacement, global overview of trends and development in 2007*. Geneva: IDMC.

2. E. Kouimtzi: Identity construction of children in Education

This section will deal with the rising public anxiety regarding children's social exclusion from schools because they are labeled as presenting "difficulties" or "disabilities" . These "deficits"

are often generally organized as being "social/emotional", "behavioral", or "learning". Using a systemic approach, the specific section explores theories of children's constructions of "difference"; it further challenges the main assumptions about these constructions that shape decisions about children's everyday lives.

Recommended reading:

- Dowling, E., & Osborne, E. (Eds.). (2003). *The family and the school: A joint systems approach to problems with children*. Karnac Books.
- James, A., and A. James. 2004. *Constructing Childhood. Theory, Policy and Social Practice*. Hampshire/New York: Palgrave Macmillan.
- Jenks, C. (2005). General Introduction. In C. Jenks (Ed.), *Childhood. Critical Concepts in Sociology* (Vol.1, pp 1-22). London, Routledge (Taylor & Francis Group).
- Quennerstedt, A., & Quennerstedt, M. (2014). Researching children's rights in education: Sociology of childhood encountering educational theory. *British Journal of Sociology of Education*, 35, 115-132.

3. P. Karagianni: Liquid Identities: Narratives and/in Disability

The process of identity formation for disabled has usually been constrained by images of superheroes or pathetic victims. A materialist understanding of the individual centers upon two aspects of the ensemble of social relations that constitute the persons' identity: performance of labour and the incorporation of ideology. There is no doubt that historical process has a significant influence on identity (personal and collective histories). A culturalistic understanding of identity refutes structural characteristics of identity and calls for the inclusion of gender, ethnicity, race and age. The identity for culturalists is fluid, liquid and has to be fabricated yet continuously revised by biographical narratives. Disabled people's testimonies will be presented as they play an important role in structuring collective identities and culture.

Recommended reading:

- Bauman, Z. (2005). *Liquid life*. Polity.
- Galvin, R. (2006). A genealogy of the disabled identity in relation to work and sexuality. *Disability & Society*, 21 (5), 499-512.
- Low, J. (1996). Negotiating identities, negotiating environments: An interpretation of the experiences of students with disabilities. *Disability & Society*, 11 (2), 235-248.
- Watson, N. (2002). Well, I know this is going to sound very strange to you, but I don't see myself as a disabled person: Identity and disability. *Disability & Society*, 17 (5), 509-527.

4. M. Ioannidou: Displacement and Emplacement through the arts. Faces and stories unfold

This session will attempt to resume the notions about the social role of art in fostering meaningful connections between ourselves and our multicultural environments as well as its 'therapeutic' value in unfolding oneself and aiding his/ her emplacement. Creative expression of ourselves through the arts is intrinsically human, enforces our uniqueness as a species, allowing at the same time for articulating inner life and its expressions. Referring to particular examples of artists, we will examine how art becomes a reference context of one's experiences, enhancing children's psychosocial development. Furthermore, the section will discuss the in-between space between school children's inner words and social word which they are called to negotiate, through art education.

Recommended reading:

- Anheier, H. (2011). *Heritage, Memory and Identity*. SAGE Publications.
- Bennett, J. (2005). *Empathic Vision. Affect, Trauma and Contemporary Art*. Stanford University Press.
- Campbell, J. & Liebmann, M. (1999). *Art Therapy, Race and Culture*. Jessica Kingsley Publishers.
- Cutcher, J. (2015). *Displacement, Identity and Belonging: An Arts-Based, Auto/Biographical Portrayal of Ethnicity and Experience*. Springer.
- Edwards, D. (2004). *Art Therapy*. SAGE Publications
- Hickey-Moody, A. (2016). *Youth, Arts and Education: Reassembling subjectivity through affect*. Routledge.
- Nixon, M. (2016). Knowing me Knowing you: Enhancing emotional literacy through visual arts. *International Journal of Education*, 12 (2), 181-193.
- Articles and books on artists used as paradigms (H.Matisse, F. Kahlo, M.Rothko, Louise Bourgeois, E. Hesse e.a.) will be given in session

5. D.T. Zachos: a) Immigration and Educational- Social Displacement

This section seeks to deepen understanding of the theoretical perspectives related to schooling of displaced Migrant and Refugee children. Aspects of migration theory, educational policy and human rights are being explored in order to help students understand and evaluate educational responses to refugees.

Recommended reading:

- Castles, S. & Miller, M. (1998). *The Age of Migration: International Population Movements in The Modern World*. The, London: Guilford press.
- Clarke, M. & Drudy S. (2006). Teaching for Diversity, Social Justice And Global Awareness. *European Journal of Teacher Education*, 29(3), 371-386.
- Suarez-Orozco, M. (2001). Globalization, immigration, and education: The research agenda. *Harvard Educational Review*, 71(3), 345-365.
- Taylor, Sandra C. & Sidhu, Ravinder Kaur (2011). Supporting Refugee Students in Schools: What Constitutes Inclusive Education? *International Journal of Inclusive Education*, 16(1), 39-56.
- Woods, Annette (2009). Learning to be Literate: Issues of Pedagogy for Recently Arrived Refugee Youth in Australia. *Critical Inquiry in Language Studies: An International Journal*, 6(1-2). 81-101.

b) Roma Education in Greece & Europe: Myths & Reality

This section attempts a critical investigation of the work on Roma education. Importance is given to a series of myths concerning the (supposed fixed) Roma identity and culture, which impede the school integration and school success of the students of this social group.

Recommended reading:

- Miskovic, M. (Edit.) (2013). *Roma Education in Europe: Practices, Policies and Politics*. New York, NY: Routledge.
- New, W. & Merry, M. (2012). Learning who They "Really" Are: From Stigmatization to Opportunities to Learn in Greek Romani Education. In: Z. Bekerman & T. Geisen (Edit.), *International Handbook of Migration, Minorities and Education* (623-640). London: Springer.
- Zachos, D. (2017). Teachers' Perceptions, Attitudes and Feelings Towards Pupils of Roma Origin. *International Journal of Inclusive Education*, 21(6). DOI: 10.1080/13603116.2017.1326176
- Zachos, D. (2011). Sedentary Roma (Gypsies): The Case of Serres (Greece). *Romani Studies* 5, 21(1), 23-56.