

Mastersprogrammet i pedagogiskt arbete/didaktik med  
utomhuspedagogisk inriktning/specialpedagogik och fristående  
kurs

## **KURSLITTERATUR**

# **Mobbning och sociala processer**

**15 hp**

**School bullying and social processes**

**15 ECTS**

Kurskod: 949A23, 912A10

VT 2019



Institutionen för beteendevetenskap och  
lärande

## **Kursmoment 1: Skolmobbning och aggressivt beteende**

Lagerspetz, Kirsti, Kaj Björkqvist, Marianne Berts, and Elisabeth King (1982). Group aggression among school children in three schools. *Scandinavian Journal of Psychology*, 23: 45-52.

Olweus, Dan (1993). A profile of bullying at school. *Educational Leadership*, 60 (6): 12-17.

Olweus, Dan (1997). Bully/victim problems in school: facts and intervention. *European Journal of Psychology of Education*, XII (4): 495-510.

Rivers, Ian and Peter K. Smith (1994). Types of bullying behavior and their correlates. *Aggressive Behavior*, 20: 359-368.

Rigby, Ken and Phillip T. Slee (1991). Bullying among Australian school children: Reported behavior and attitudes toward victims. *The Journal of Social Psychology*, 131 (5): 615-627.

Smith, Peter K. and Paul Brain (2000). Bullying in schools: lessons from two decades of research. *Aggressive Behavior*, 26: 1-9.

Horton, Paul (2016). Portraying monsters: framing school bullying through a macro lens. *Discourse: Studies in the Cultural Politics of Education*, 37 (2): 204-214.

## **Kursmoment 2: Skolmobbning och sociala relationer**

Salmivalli, Christina, Kirsti Lagerspetz, Kaj Björkqvist, Karin Österman, and Ari Kaukiainen (1996). Bullying as a group process: participant roles and their relations to social status within the group. *Aggressive Behavior*, 22: 1-15.

Espelage, Dorothy L. (2014). Ecological theory: preventing youth bullying, aggression, and victimization. *Theory into Practice*, 53 (4): 257-264.

Thornberg, Robert (2015). The social dynamics of school bullying: the necessary dialogue between the blind men around the elephant and the possible meeting point at the socialecological square. *Confero: Essays on Education, Philosophy and Politics*, 3 (2): 161-203.

Horton, Paul (2016). Unpacking the bullying doll: reflections from a fieldwork at the social-ecological square. *Confero: Essays on Education, Philosophy and Politics*, 4 (1): 71-95.

Jacobson, Ronald B. (2010). A place to stand: Intersubjectivity and the desire to dominate. *Studies in Philosophy and Education*, 29 (1): 35-51.

Søndergaard, Dorte Marie (2012). Bullying and social exclusion anxiety in schools. *British Journal of Sociology of Education*, 33 (3): 355-372.

Thornberg, Robert (2018). School bullying and fitting into the peer landscape: a grounded theory field study. *British Journal of Sociology of Education*, 39 (1): 144-158.

### **Kursmoment 3: Skolmobbning och skolan**

Eriksson, Björn, Odd Lindberg, Erik Flygare, and Kristian Daneback (2002). *Skolan – en arena för mobbning* (kap. 7 – s. 124–132). Stockholm: Skolverket.

Yoneyama, Shoko and Asao Naito (2003). Problems with the paradigm: the school as a factor in understanding bullying (with special reference to Japan). *British Journal of Sociology of Education*, 24 (3): 315-330.

Roland, Erling and David Galloway (2002). Classroom influences on bullying. *Educational Research*, 44 (3): 299-312.

Harber, Clive (2002). Schooling as violence: an exploratory overview. *Educational Review*, 54 (1): 7-16.

Swearer, Susan M., Dorothy L. Espelage, Tracy Vaillancourt, and Shelley Hymel (2010). What can be done about school bullying?: Linking research to educational practice. *Educational Researcher*, 39 (1): 38-47.

Duncan, Neil (2013). 'If you tolerate this, then your children will be next'. Compulsion, compression, control, and competition in secondary schooling. *International Journal on School Disaffection*, 10 (1): 29-45.

Horton, Paul (2018). Towards a critical educational perspective on school bullying. *Nordic Studies in Education*, 38 (4): 302-318.

### **Kursmoment 4: Skolmobbning, genus och sexualitet**

Björkqvist, Kaj (1994). Sex differences in physical, verbal, and indirect aggression: a review of recent research. *Sex Roles*, 30 (3): 177-188.

Besag, Valerie E. (2006). Bullying among girls: friends or foes? *School Psychology International*, 27 (5): 535-551.

Owens, Laurence, Rosalyn Shute, and Phillip Slee (2000). "Guess what I just heard!": Indirect aggression among teenage girls in Australia. *Aggressive Behavior*, 26 (1): 67-83.

Carrera, María Victoria, Renée DePalma, and María Laeiras (2011). Toward a more comprehensive understanding of bullying in school settings. *Educational Psychology Review*, 23 (4): 479-499.

Ringrose, Jessica and Emma Renold (2010). Normative cruelties and gender deviants: the performative effects of bully discourses for girls and boys in school. *British Educational Research Journal*, 36 (4): 573-596.

Pascoe, C. J. (2013). Notes on a sociology of bullying: Young men's homophobia as gender socialization. *QED: A Journal in GLBTQ Worldmaking*, Inaugural Issue: 87-104.

Horton, Paul (2018). The bullied boy: masculinity, embodiment, and the gendered social-ecology of Vietnamese school bullying. *Gender and Education*.  
<https://doi.org/10.1080/09540253.2018.1458076>

## **Kursmoment 5: Skolmobbning och maktrelationer**

Vaillancourt, Tracy, Shelley Hymel, and Patricia McDougall (2003). Bullying is power. *Journal of Applied School Psychology*, 19 (2): 157-176.

Walton, Gerald (2005). 'Bullying widespread': a critical analysis of research and public discourse on bullying. *Journal of School Violence*, 4 (1): 91-118.

Bansel, Peter, Bronwyn Davies, Cath Laws, and Sheridan Linnell (2009). Bullies, bullying and power in the contexts of schooling. *British Journal of Sociology of Education*, 30 (1): 59-69.

Davies, Bronwyn (2011). Bullies as guardians of the moral order or an ethic of truths? *Children & Society*, 25 (4): 278-286.

Walton, Gerald (2015). Bullying and the philosophy of shooting freaks. *Confero: Essays on Education, Philosophy and Politics*, 3 (2): 17-35.

Jacobson, Ronald, B. (2010). Narrating characters: the making of a school bully. *Interchange*, 41 (3): 255-283.

Horton, Paul (2019). School bullying and bare life: challenging the state of exception. *Journal of Educational Philosophy and Theory*.

## **Kursmoment 6: Skolmobbning och interventioner**

Olweus, Dan (1996). Bullying at school: knowledge base and an effective intervention program. *Annals of the New York Academy of Sciences*, 794: 265-276.

Vreeman, Rachel C. and Aaron E. Carroll (2007). A systematic review of school-based interventions to prevent bullying. *Archives of Pediatrics & Adolescent Medicine*, 161: 78-88.

Kimber, Birgitta, Rolf Sandell, and Sven Bremberg (2008). Social and emotional training in Swedish schools for the promotion of mental health: an effectiveness study of 5 years of intervention. *Health Education Research*, 23 (6): 931-940.

Beckman, Linda and Mikael Svensson (2015). The cost-effectiveness of the Olweus Bullying Prevention Program: results from a modelling study. *Journal of Adolescence*, 45: 127-137.

Temko, Ezra (2018). Missing structure: A critical content analysis of the Olweus Bullying Prevention Program. *Children & Society*. <https://doi.org/10.1111/chso.12280>

Valentine, Desi S. (2014). A critical foundations analysis of “The Bully” in Canada’s schools. *Radical Pedagogy*, 11 (2).

Horton, Paul, and Camilla Forsberg (2019). Juridification and the ungendering of school bullying. In Johannes Lunneblad (ed.). *Policing Schools: School Violence and the Juridification of Youth*. Springer.