

# Course Information

Migration, health and biopolitics, 7,5 credits  
Course Code: 742A28; 742A42  
Autumn Semester 2022

17 August 2022

**Course Coordinator: Anna Bredström, e-mail: [anna.bredstrom@liu.se](mailto:anna.bredstrom@liu.se)**

## **AIM OF THE COURSE**

After completion of the course, the student should on an advanced level be able to:

- account for possible relations between migration, health and biopolitics
- analyze discourses on health policy and practice, as well as individual narratives of health and well-being, in relation to theories of nation, ethnicity and race.

## **CONTENTS**

The course focuses on issues of health with reference to intersectional theories of migration, ethnicity and racism. The course is based on the notion that bodies, emotions and personal relationships are shaped and transformed by experiences of migration, ethnic identity and racialising social structures, and it examines the ways in which such influences find expression on the individual as well as on the societal level.

The course includes critical perspectives on global as well as national health policy, with a particular focus on the links between health, migration and biopolitics. The course includes themes such as historical and contemporary accounts on population regulation and reproductive politics; the history of racial biology; constructions of race and ethnicity in postmodern genomics; colonial psychiatry and migration and trauma. The course will also elaborate with perspectives from Science and Technology Studies, and examine areas of encounter between sociocultural and (bio)medical perspectives on migration and health.

## **TEACHING**

The course offers a combination of teaching methods including lectures, seminars and group assignments. See below and LISAM for instructions. The course ends with an individual paper examination.

Students are expected to be well prepared for each class. Students should also pay attention to possible assignments that are to be completed prior to attending a seminar or workshop. Required readings are mandatory and should be read prior to class. Suggested readings can be used as complementary course literature, and for specific assignments and examination. Language of instruction is English.

### **Attendance**

Attendance at all scheduled master's seminars, lectures, tutorials and group work is firmly expected as the quality of the program inevitably suffers if student participation is failing. Students who due to illness or other personal or private circumstances are prevented from attending class are asked to notify the course director as soon as possible.

Students are welcome and encouraged to attend open events in the REMESO research community, such as the REMESO seminars, PhD defenses and seminars, guest lectures and

open workshops. They are also kindly asked to show courtesy in case seating at such events is limited.

### Specific precautions regarding Covid-19

Due to the current spread of the coronavirus, students are obliged to follow the advice of the Public Health Agency of Sweden and local Covid-19 restrictions.

<https://www.folkhalsomyndigheten.se/the-public-health-agency-of-sweden/communicable-disease-control/covid-19/how-to-protect-yourself-and-others-covid-19-recommendations/control-measures/>

Stay at home if you feel unwell with cold symptoms, cough or fever. Health-related absence does not affect your grade, provided that you have notified the teacher by e-mail.

### Course evaluation

At the end of the course, students participate in course evaluations. The evaluation is anonymous and made by filling out a questionnaire generated by the university's course evaluation system, called *Evaluate*. Links to this questionnaire is sent to each student's e-mail account after examination on the course.

## OVERVIEW OF THE COURSE

| <i>Week</i> | <i>Course Moment, Literature, Tasks</i>   |
|-------------|---|
| <b>36</b>   | <p><b><u>Monday 5/9</u></b><br/><b>Course Introduction</b><br/>Lecturer: Anna Bredström</p> <p><i>Required Readings:</i><br/>Hanefeld et al. (2017); Hankivsky (2012); Sargent &amp; Larchanché (2011); Zimmerman et al. (2011); Bradby (2012)</p> <p><i>Suggested Readings:</i><br/>Castaneda (2015); Ruiz (2002); Taylor (2013); Camlin et al. (2010); Demintseva &amp; Kashnitsky (2016)</p> <p><b><u>Tuesday 6/9</u></b><br/><b>Lecture: Biopolitics</b><br/>Lecturer: Anna Bredström</p> |

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|    | <p><i>Required Readings:</i><br/>Lemke (2011, chapters 3, 7); Giami and Perrey (2012); Rabinow &amp; Rose (2014)</p> <p><i>Suggested Readings:</i><br/>Clarke et al (2010); Lemke (2011); Lynch (2014); Williams et al. (2011)</p> <p><b><u>Thursday 8/9</u></b><br/><b>Literature Seminar: Biopolitics, Race/Ethnicity and Medicine</b><br/>Seminar leader: Anna Bredström</p> <p><i>Required Readings:</i><br/>Corrêa (2020); Creary (2018); Fassin &amp; D’Halluin (2005); Shim (2010)</p>  |
| 37 | <p><b><u>Monday 12/9</u></b><br/><b>Seminar: The History of Racial Biology (I) (Online)</b></p> <p><i>Suggested Readings:</i><br/>Batten (1908); Galton (1904); Ward (1910)</p> <p><b><u>Tuesday 13/9</u></b><br/><b>Literature Seminar: The History of Racial Biology (II)</b><br/>Seminar leader: Anna Bredström</p> <p><i>Required Readings:</i><br/>Gonzales, Kertész &amp; Tayac (2007); Leonard (2005); Spektorowski &amp; Mizrachi (2004)</p> <p><i>Suggested Readings:</i><br/>Gould (1996); Stepan (1986)</p> <p><b><u>Thursday 15/9</u></b><br/><b>Advanced Seminar: Race and Ethnicity in Contemporary Human Genetics</b><br/>Lecturer: Anna Bredström</p> <p><i>Required Readings:</i><br/>Chow-White &amp; Duster (2011); Fullwiley (2014); Lock (2015); Reardon &amp; Tallbear (2012)</p> <p><i>Suggested Reading:</i><br/>Fausto-Sterling (2008); Lee (2009); Rose (2007, Chapter 6: Race in the Age of Genomic Medicine, pp. 155–186.)</p> |

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| <p><b>38</b></p> | <p><b><u>Tuesday 21/9</u></b><br/> <b>Medical Humanities and Covid/Post-Covid Challenges</b><br/> (Online, more information will be posted on LISAM)</p> <p>Jo Vearey, Wits University: <i>TBA</i></p> <p>Silvia Maria Ferreira Guimaraes, University of Brasília: <i>Living with the Covid-19 Pandemic and the Case of the Sanõma/Yanomami Indigenous People</i></p> <p><b><u>Thursday 22/9</u></b><br/> <b>Lecture: Cultural Psychiatry, Migration and Mental Health</b><br/> Lecturer: Anna Bredström</p> <p><i>Required Readings:</i><br/> Bhugra &amp; Pradeep (2005); Bredström (2017); Kirmayer (2006); Kleinman (1977)</p> <p><i>Suggested Readings:</i><br/> Rose (2007, Chapter 7: Neurochemical Selves, pp.187–223)</p> <p><b><u>Friday 23/9</u></b><br/> <b>Literature Seminar: Trauma, Culture, Psychiatry</b><br/> Seminar leader: Anna Bredström</p> <p><i>Required Readings:</i><br/> Breslau (2004); Mohatt et al (2014); Rosen (2016); Summerfield (1999)</p> |
| <p><b>39</b></p> | <p><b><u>Monday 26/9</u></b><br/> <b>Guest Lecture: Reproductive Health Literacy in the Context of International Public Health Programs and Migration</b><br/> Lecturer: Elizabeth Rowley (presentation, see below)</p> <p><i>Required Readings:</i><br/> Mwaisaka et al. (2020); Wangamati et al. (2020); Zulu et al. (2019); Svensson et al. (2017)</p> <p><i>Suggested Readings:</i><br/> Amo-Adjei (2022); PATH (2022)</p>  |

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|    | <p><b><u>Friday 30/9 (Note all day!)</u></b><br/> <b>Oral Presentations: Book Review</b><br/> Seminar leader: Anna Bredström</p>  |
| 40 | <p><b><u>Monday 3/10 (13.00–17.00 cont.)</u></b><br/> <b>Oral Presentations: Book Review</b><br/> Seminar leader: Anna Bredström</p> <p><b><u>Friday 7/10, 12.00</u></b><br/> <b>Deadline, Individual Paper</b></p> |

### REQUIRED READINGS

- Bradby, H. (2012). "Race, ethnicity and health: The costs and benefits of conceptualising racism and ethnicity", *Social Science and Medicine*, 75: 995–958.
- Bredström, A. (2017). "Culture and Context in Mental Health Diagnosing: Scrutinizing the DSM-5 Revision", *Journal of Medical Humanities*. <https://doi.org/10.1007/s10912-017-9501-1>
- Bhugra, D. and Asya, P. (2005). "Ethnic density, cultural congruity and mental illness in migrants", *International Review of Psychiatry*, 17(2): 133–137.
- Breslau, J. (2004). "Cultures of trauma: Anthropological views of posttraumatic stress disorder in international health", *Culture, Medicine and Psychiatry*, 28: 113–126.
- Chow-White, P. and Duster, T. (2011). "Do Health and Forensic DNA Databases Increase Racial Disparities", *PLoS Med.* 8(10): 1–3.
- Corrêa, S (2020) Biopolitics & The COVID-19 Pandemic: Feminist Perspectives, *Dawn Talks on COVID-19*, [https://dawnnet.org/wp-content/uploads/2020/06/DAWNTalksOnCOVID\\_19\\_Sonia-Correa.pdf](https://dawnnet.org/wp-content/uploads/2020/06/DAWNTalksOnCOVID_19_Sonia-Correa.pdf)
- Creary, M. (2018) "Biocultural citizenship and embodying exceptionalism: Biopolitics for sickle cell disease in Brazil", *Social Science & Medicine*, 199: 123–131.
- Giami, A. and Perrey, C. (2012). "Transformation in the Medicalization of Sex: HIV Prevention between Discipline and Biopolitics", *The Journal of Sex Research*, 49(4): 353–361.
- Fassin, D. and d'Halluin, E. (2005). "The truth from the Body: Medical Certificates as Ultimate Evidence for Asylum Seekers", *American Anthropologist*, 107(4): 597–608.
- Fullwiley, D. (2014). "The 'Contemporary Synthesis': When Politically Inclusive Genomic Science Relies on Biological Notions of Race", *ISIS: The History of Science Society*, 105: 803–814.
- Giami, A. and Perrey, C. (2012). "Transformation in the Medicalization of Sex: HIV Prevention between Discipline and Biopolitics", *The Journal of Sex Research*, 49(4): 353–361.
- Gondouin, J., Thapar-Björkert, S. and Rao, M. (2020). "Dalit Feminist Voices on Reproductive Rights and Reproductive Justice", *Economic and Political Weekly*, 55 (40): 38–46. <https://www.epw.in/journal/2020/40/special-articles/dalit-feminist-voices-reproductive-rights-and.html>

- Gonzales, A., Kertész, J. and Tayac, G. (2007). "Eugenics as Indian Removal: Sociohistorical Processes and the De(con)struction of American Indians in the Southeast", *The Public Historian*, 29 (3): 53–67.
- Hanefeld, J., Vearey, J., Lunt, N. et al. (2017). "A global research agenda on migration, mobility, and health", *The Lancet*, 389: 2358–2359.
- Hankivsky, O. (2012). Women's health, men's health, and gender and health: Implications of intersectionality. *Social Science and Medicine*, 74 (11): 1712–1720.
- Kirmayer, L. (2006). "Beyond the 'New Cross-cultural Psychiatry': Cultural Biology, Discursive Psychology and the Ironies of Globalization", *Transcultural Psychiatry*, 43(1): 126–144.
- Kleinman, A. M. (1977). "Depression, somatization and the 'new cross-cultural psychiatry'", *Social Science and Medicine*, 11: 3–10.
- Lemke, T. (2011). *Biopolitics: an advanced introduction*. New York: New York University Press.
- Leonard, T. (2005). "Retrospectives: Eugenics and Economics in the Progressive Era", *The Journal of Economic Perspectives*, 19 (4): 207–224.
- Lock, M. (2015). "Comprehending the Body in the Era of the Epigenome", *Current Anthropology*, 56(2): 151–177.
- Mohatt, N.V., Thompson, A. B, Thai, N. D., and Tebes, J. K. (2014). "Historical trauma as public narrative: A conceptual review of how history impacts present-day health", *Social Science and Medicine*, 106: 128–136.
- Mwaisaka, J., Gonsalves, L., Thiongo, M., et al. (2020) "Exploring contraception myths and misconceptions among young men and women in Kwale County, Kenya". *BMC Public Health*. 20(1):1694.. doi:10.1186/s12889-020-09849-1
- Rabinow, P. and Rose, N. (2014). "Biopower Today", *Biosocieties*, 1(2): 195–217.
- Reardon, J. and Tallbear, K. (2012). "'Your DNA Is Our History': Genomics, Anthropology, and the Construction of Whiteness as Property", *Current Anthropology*, 55(S.5): S233–S245.
- Rosen, G. (2016). "Has DSM-5 saved PTSD from itself?" *The British Journal of Psychiatry*, 209, 275–276.
- Sargent, C. and Larchanché, S. (2011). "Transnational Migration and Global Health: The Production and Management of Risk, Illness and Access to Care". *Annu. Rev. Anthropol.*, 40: 345–361.
- Shim, J. (2010). "The stratified biomedicalization of heart disease: Expert and lay perspectives on racial and class inequality". In Clarke, Adele E. et al. *Biomedicalization: Technoscience, Health and Illness in the U.S.*, Duke University Press, pp. 218–241.
- Spektorowski, A. and Mizrahi, E. (2004). "Eugenics and the Welfare State in Sweden: The Politics of Social Margins and the Idea of a Productive Society". *Journal of Contemporary History*, 39 (3).
- Summerfield, D. (1999). "A critique of seven assumptions behind psychological trauma programmes in war- affected areas". *Social Science & Medicine*, 48: 1449–1462.
- Svensson, P., Carlzén, K., Agardh, A. (2017) "Exposure to culturally sensitive sexual health information and impact on health literacy: a qualitative study among newly arrived

- refugee women in Sweden”. *Cult Health Sex*. 19(7):752-766.  
doi:10.1080/13691058.2016.1259503
- Wangamati, CK. (2020) “Comprehensive sexuality education in sub-Saharan Africa: adaptation and implementation challenges in universal access for children and adolescents.” *Sex Reprod Health Matters*. 28(2):1851346. doi: 10.1080/26410397.2020.1851346.
- Zimmerman, C. et al. (2011). “Migration and Health: A Framework for 21<sup>st</sup> Century Policy-Making”, *PLoS Med.*, 8(5): e1001034
- Zulu, J.M., Blystad, A., Haaland, M.E.S. et al. (2019) ”Why teach sexuality education in school? Teacher discretion in implementing comprehensive sexuality education in rural Zambia”. *Int J Equity Health*. 18(1):116. doi:10.1186/s12939-019-1023-1

### SUGGESTED READINGS

- Amo-Adjei, J. (2022) “Local realities or international imposition? Intersecting sexuality education needs of Ghanaian adolescents with international norms”, *Glob Public Health*.17(6):941-956.doi:10.1080/17441692.2021.1894588
- Batten, S. (1908). ”The Redemption of the Unfit”, *American Journal of Sociology*, 14 (2): 233-260.
- Camlin CS, Hosegood V, Newell M-L, McGrath N, Bärnighausen T, et al. (2010). ”Gender, Migration and HIV in Rural KwaZulu-Natal, South Africa”, *PLoS ONE*, 5(7): e11539: doi:10.1371/journal.pone.0011539
- Castaneda, H. (2010). ”Im/migration and health: conceptual, methodological, and theoretical propositions for applied anthropology”, *Napa Bulletin*, 34: 6–27.
- Clarke, A.. et al. (2010). *Biomedicalization: Technoscience, Health and Illness in the U.S.* Duke University Press.
- Demintseva, E., and Kashnitsky D. (2016). “Contextualizing Migrants’ Strategies of Seeking Medical Care in Russia”. *International Migration*, 55 (2): 29-42.
- Galton, F. (1904). ”Eugenics: Its definition, Scope and Aims”, *American Journal of Sociology*, 10 (1): 1–25. (with the discussion following Galton's paper as optional).
- Giami, A. and Perrey, C. (2012). “Transformation in the Medicalization of Sex: HIV Prevention between Discipline and Biopolitics, *The Journal of Sex Research*, 49(4): 353–361.
- Gould, S.. (1996). *The mismeasure of man*. Rev. and expanded. New York: Norton
- Fausto-Sterling, A. (2008). ”The Bare Bones of Race”, *Social Studies of Science*, 38(5): 657–694.
- Lee, C. (2009). ”’Race’ and ’ethnicity’ in biomedical research: How do scientists construct and explain differences in health?”, *Social Science & Medicine*, 68: 1183–1190.
- Lemke, T. (2011). *Biopolitics: an advanced introduction*. New York: New York University Press.
- Lynch, R. (2014). “The politics of health in the eighteenth century”, *Foucault Studies*, 18: 113–127.

- PATH. (2022) *Equity in Programming Benchmarks*. 2022. Seattle WA, USA. [https://media.path.org/documents/PATH\\_Equity\\_Benchmarks\\_June2022-external.pdf?\\_gl=1\\*xvb4hl\\*\\_ga\\*NTE2ODAxMDM2LjE2MDE2NTE5NTI.\\*\\_ga\\_YBSE7ZKDQM\\*MTY2MDc1MDMxMS4xNC4wLjE2NjA3NTAzMTEuMC4wLjA](https://media.path.org/documents/PATH_Equity_Benchmarks_June2022-external.pdf?_gl=1*xvb4hl*_ga*NTE2ODAxMDM2LjE2MDE2NTE5NTI.*_ga_YBSE7ZKDQM*MTY2MDc1MDMxMS4xNC4wLjE2NjA3NTAzMTEuMC4wLjA).
- Ruiz, M.V. (2002). "Border Narratives, HIV/AIDS, and Latin/o Health in the United States: A Cultural Analysis". *Feminist Media Studies*, 2(1): 37–62.
- Rose, N. (2007). *The politics of life itself: biomedicine, power, and subjectivity in the twenty-first century*. Princeton: Princeton University Press.
- Stepan, N. (1986). "Race and Gender: The Role of Analogy in Science", *Isis*, 77 (2): 261–277.
- Ward, R. (1910). "National Eugenics in Relation to Immigration", *The North American Review*, 192 (656): 56–67.
- Taylor, R. (2013). "The politics of securing borders and the identities of disease". *Sociology of Health and Illness*, 35(2): 241–254.
- Williams, S. J., Martin, P. and Gabe, J. (2011). "The pharmaceuticalisation of society" A framework for analysis, *Sociology of Health and Illness*, 33(5): 710–725.

## **SCHEDULE**

See time-edit

## **TEACHERS**

Anna Bredström (Course coordinator), REMESO, [anna.bredstrom@liu.se](mailto:anna.bredstrom@liu.se), 011 363242

Elizabeth Rowley (Guest lecturer). Presentation:

Dr. Elizabeth Rowley has over 25 years of international development and public health research and program experience in Africa, Asia, and Latin America in both development and humanitarian contexts. As PATH's Senior Global Advisor for Gender Programs and Research, she provides technical leadership and support to projects working to remove gender-related barriers to health services and equity. Her primary quantitative and qualitative research interests focus on gender norms and gender-based violence prevention, while also supporting PATH's gender-responsive program implementation and evaluation in the areas of HIV, TB, sexual and reproductive health, nutrition, immunization, health systems, and diagnostics, as well as advocacy and policy. She leads PATH's institutional capacity strengthening on gender equity in health programs, and she manages research teams and mentors early career staff. She is a PATH Research Ethics Committee board member and promotes PATH's research quality and integrity in protocol reviews through PATH's Scientific Merit Review process.

Dr. Rowley received her B.A. degree from Tufts University (International Relations and French), her Master of International Affairs degree from Columbia University (Economic and Political Development) and her Master of Health Science (Population Dynamics) and Doctor of Public Health (International Health) degrees from the Johns Hopkins Bloomberg School of Public Health. She currently lives in Norrköping, Sweden and she has also lived in Colombia, Kenya and Uganda.

## EXAMINATION

### **Group assignment: Book review/Oral presentation.**

For this assignment, students work in pairs or groups of three people. The task is to conduct a book review that is to be presented orally. The book review should include both a summary of the content of the book and an evaluation that builds upon a critical analysis of the book. The oral presentation should be **15-17 minutes** long. Please prepare your presentations carefully; make sure they are clear and that they do not exceed the time limit.

Students can either fail or pass the assignment. Students who fail the assignment will be provided with an opportunity to redo the assignment. In order to receive a final grade for the course, students must have passed the assignment Book review/Oral presentation.

### Suggested books – book review/oral presentation

- Anderson, W. (2019). *The collectors of lost souls: turning Kuru scientists into whitemen*. Baltimore: Johns Hopkins University Press
- Braun, L. (2014). *Breathing Race Into the Machine: The Surprising Career of the Spirometer From Plantation to Genetics*. University of Minnesota Press.
- Epstein, S. (2007). *Inclusion: the Politics of Difference in Medical Research*. Chicago: University of Chicago Press.
- Giordano, C. (2014). *Migrants in Translation: Caring and the Logics of Difference in Contemporary Italy*. Berkeley: University of California Press
- Gould, S. (1996). *The Mismeasure of Man*. Rev. and expanded. New York: Norton
- Kahn, J. (2013) *Race in a Bottle: The Story of BiDiL and Racialized Medicine in a Post-Genomic Age*, New York: Columbia University Press.
- Keller, R. C. (2007). *Colonial Madness*. Chicago: University of Chicago Press.
- Metzl, J. (2010). *The Protest Psychosis: How Schizophrenia Became a Black Disease*. Beacon Press.
- Montoya, M. J. (2011). *Making the Mexican diabetic: race, science, and the genetics of inequality*. Berkeley, Calif.: University of California Press.
- Patton, C. (2002). *Globalizing AIDS*. Minneapolis: University of Minnesota Press.
- Petryna, A. (2009). *When Experiments Travel*. Princeton: Princeton University Press.
- Pollock, A. (2012) *Medicating Race: Heart Disease and Durable Preoccupations with Difference*. Durham:Duke University Press.
- Puar, J.K. (2017). *Right to Maim: Debility, Capacity, Disability*. Durham: Duke University Press.
- Reverby, S. M. (2009). *Examining Tuskegee: The Infamous Syphilis Study and Its Legacy* University of North Carolina Press.
- Roberts, D. (2011) *Fatal Invention: How Science, Politics and Big Business Re-create Race in the Twenty-first Century*, London: the New press.
- Skloot, R. (2010). *The Immortal Life of Henrietta Lacks*. London: Macmillan.

### **Individual assignment**

This assignment is to write an individual paper on a topic relevant for the course theme. The paper should be well anchored in the course literature, and end with a list of the references.

The paper should not exceed 3000 words. (References not included). The type-face to be used in the paper is Times or Times New Roman, and the spacing should be 1,5. For referencing use either the Oxford system (footnotes) or the Harvard system (parentheses), see the Student manual for further instructions. Please remember to have your name on every page.

Students failing an exam covering either the entire course or part of the course two times are entitled to have a new examiner appointed for the re-examination.

Students who have passed an examination may not retake it in order to improve their grades.

The individual paper is to be submitted electronically via LISAM. Deadline 2021-10-08, 12.00 (noon).

Examiner is Anna Bredström.

### **GRADING CRITERIA**

The programme uses the Erasmus Credit Transfer System, or ECTS. It contains the following grades: A (excellent), B (very good), C (good), D (satisfactory), E (sufficient), FX (fail – some more work required) and F (fail).

The individual papers are graded by assessing the quality of the paper in three separate respects.

1) *Language, organisation and formalia*. Teachers look at the treatment of (the English) language and the general ability of the student to make clear and intelligible formulations. We look at the general structure and disposition of the paper. We inquire whether the fundamental questions are formulated clearly, whether there is a correspondence between the purpose, contents and conclusions of the paper, or, in case of a less academic and more essayistic approach, whether the form is adequate to the content and message. Whenever relevant to the assignment, this also includes traditional formalia respects (e.g. how references, footnotes, literature are handled).

2) *Knowledge and understanding*. Teachers assess whether the student shows real insight into the problem chosen. Has she/he understood relevant theories and concepts? Does the paper show that the student is familiar with the relevant literature? We ask questions about correctness (or appropriateness) of terminology and the relevance and correctness of facts, presentations of theories and theses described in the paper. We look at the argumentation. Is anything important missing?

3) *Creativity and critical approach*. Teachers assess the originality and independence reflected in the student's discussion, argumentation and conclusion. Does the student approach the subject matter, methodology and theory in a critical manner? Are there things that are really the student's own inventions? A new original argument? An innovative

conclusion? Or a new distinction (which really can be an important thing) or a new theoretical approach?

In each respect, a student can fulfil these criteria (i) *with distinction*, (ii) *satisfactorily*, or (iii) *insufficiently*.

After assessing the examination paper as fulfilling (i) with distinction, (ii) satisfactorily, or (iii) insufficiently the criteria for each of the three respects (1. Language, organisation and formalia; 2. Knowledge and understanding; 3. Creativity and critical approach), the examiner grades the paper in correspondence with the ECTS grading scale, as follows:

A = With distinction in (2) knowledge and understanding and with distinction in either (1) language, organisation and formalia or (3) creativity and critical approach, and satisfactory in the remaining respect.

B = With distinction in either (2) knowledge and understanding or (3) creativity and critical approach and at least satisfactory in other respects.

C = Satisfactory in all three respects.

D = With distinction in (1) “language, organisation and formalia”, satisfactory in (2) “knowledge and understanding” but insufficient in (3) “creativity and critical approach”.

E = Satisfactory in (2) “language, organisation and formalia” as well as (2) “knowledge and understanding” but insufficient in “creativity and critical approach”.

FX = Insufficient in either (1) “language, organisation and formalia” or (2) “knowledge and understanding”.

F = Insufficient in both (1) “language, organisation and formalia” and (2) “knowledge and understanding”.

## **EXAMINATION CODES**

GRP1 Group Assignment (Book Review) 0 hp ECTS grading scale Pass/Fail

EXAM 7,5 hp ECTS grading scale A-F

## **PLAGIARISM**

Academic research and studies are based on respect for the work of others. Thus, plagiarism is a serious offense against good academic practice. All written examinations and papers handed in by students in the programme are submitted to *Urkund*, which is a plagiarism-checking tool for teachers. Submitted texts are here checked against a very large database of material taken from the internet, published material and student material. A teacher who detects or strongly suspects plagiarism or other serious breaches of academic discipline is obligated to immediately report the student to The Disciplinary Board at Linköping University. If the Board finds that plagiarism or other violations have occurred, the student may be suspended from studies. For further information on plagiarism and good academic practice, please consult the University Library’s webpage *NoPlagiat*: <http://noplaiat.bibl.liu.se/default.en.asp>.