Critical Perspectives on Planning for Health

Kritiska perspektiv på planering för hälsa
7.5 credits

Programme course

709A08

Valid from: 2024 Autumn semester

Determined by	**Main field of study**	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Urban and Regional Planning	
Date determined	**Course level**	**Progressive specialisation**
2020-10-05	Second cycle	A1F
Revised by	**Disciplinary domain**	
Chairman of the Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Social sciences	
Revision date	**Subject group**	
2024-05-23	Social Studies	
Offered first time	**Offered for the last time**	
Autumn semester 2021		
Department	**Replaced by**	
Institutionen för Tema		

Course offered for

- Master's Programme in Strategic Urban and Regional Planning

Entry requirements

- Bachelor's degree in urban and regional planning equivalent to a Swedish Kandidatexamen
  or
  other relevant subject area.
- English corresponding to the level of English in Swedish upper secondary education (Engelska 6).
  Exemption from Swedish

Intended learning outcomes

On completion of the course, the student should be able to:

- describe different definitions of health, and their relevance to planning for health
- describe and discuss key theoretical perspectives about socio-material space, and how such perspectives matter to health, both on individual and societal levels
- identify and examine issues of accessibility and equality in planning for health in different international contexts
- critically analyse socio-material space in relation to different understandings of health and equality, and demonstrate how such analyses can be incorporated into planning for health

Course content

Urban and regional planning is also a matter of public health. This course critically investigates the key importance of socio-material space for health. It also highlights the relations between planning interventions and health on individual and societal levels. It provides several perspectives on how health is distributed in society and how health can be affected, keeping in mind different definitions of health and well-being. Special attention is given to how planning for health matters to social justice, and how the built and lived environment can be seen to fit some individuals but exclude others.

Teaching and working methods

The teaching at the course consists of lectures, mandatory seminars and written examination. Homework and independent study are a necessary complement to the course.

Examination

The course is examined through:

- Individual written assignment, grading scale: EC
- Active participation in seminars, grading scale: pass-fail

To pass the course (E) as a final grade, it is required that active participation in seminars achieve Pass and at least E on the individual written assignments.

A higher grade (D-A) is determined by grade for the individual written assignment.

Detailed information can be found in the study guide.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

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

Grades

ECTS, EC

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.