

Critical Perspectives on Planning for Health

Kritiska perspektiv på planering för hälsa

7.5 credits

Single subject course

709A09

Valid from: 2021 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	
	Social sciences	
Revision date	Subject group	
	Other Subjects within Social Science	
Offered first time	Offered for the last time	
Autumn semester 2021		
Department	Replaced by	
Institutionen för Tema		

Entry requirements

- 180 ECTS credits passed with 90 ECTS credits passed in one of the following subject areas:
 - public health science
 - social sciences
 - humanitiesor equivalent
- English corresponding to the level of English in Swedish upper secondary education (English 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.