

Socialisation and Identity Development

Single subject and programme course

7.5 credits

Socialisation och identitetsutveckling

734G35

Valid from:

Determined by

The Quality Board at the Faculty of Arts
and Sciences

Date determined

2010-04-23

Main field of study

Education

Course level

First cycle

Advancement level

G1X

Entry requirements

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Intended learning outcomes

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

- account for theories and concepts that focus different aspects of socialisation and identity development;
- identify and describe social influence processes in different contexts;
- describe the consequences that social influence may have for the shaping and transformation of individuals and groups over time;
- problematise how socialisation and identity development are related to different power configurations in society.

Course content

Education is a scientific discipline that addresses the influence processes through which people are formed and transformed in different social contexts during life. The contents of this course provide basic knowledge of these social influence processes and their importance the socialisation and identity development of individuals and groups. Among other things, the course highlights questions of how human self-image and image of other people are formed, how values and norms arise and how these are maintained/changed. Socialisation and identity development constitute central concepts in the course and are covered from different theoretical perspectives.

Teaching and working methods

The teaching mainly takes the form of lectures, seminars and work in groups. Apart from scheduled time, the students are expected to work with independent studies or studies in groups.

Examination

The examinations are in oral and written form. The course is examined during the course and at the end of the course. Detailed information can be found in the separate course instructions.

Grades

Three-grade scale, U, G, VG

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 carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

Department

Institutionen för beteendevetenskap och lärande