

Conditions of Life - Health - Identity, Continuation Course

Livsvillkor - hälsa - identitet , fortsättningskurs
7.5 credits

Programme course

740G02

Valid from: 2014 Autumn semester

Determined by	Main field of study	
The Quality Board at the Faculty of Arts and Sciences	Social and Culture Analysis	
Date determined	Course level	Progressive specialisation
2007-06-18	First cycle	G1F
Revised by	Disciplinary domain	
	Social sciences	
Revision date	Subject group	
2014-05-05	Other Subjects within Social Science	
Offered first time	Offered for the last time	
Spring semester 2008		
Department	Replaced by	
Institutionen för kultur och samhälle		

Course offered for

- Bachelor's Programme in Social and Cultural Analysis

Entry requirements

General entry requirements for undergraduate studies
and

History, Social Studies, and English corresponding to the level in Swedish upper
secondary education (Historia 1b or 1a1 and 1a2, Samhällskunskap 1b or 1a1 and
1a2 and Engelska 6)

and

at least 45 ECTS credits passed in Social and Cultural Analysis, year 1

Intended learning outcomes

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

- analyse different theories and ideas of health, and how these have been changed
over time and depending on cultural context
- reflect on relations between health and living conditions, and between health
and identity forming processes
- analyse ideas and manifestations of health issues in different social, generational
and cultural contexts

Course content

The course covers issues that concern the importance of health for the living
conditions and identity of people. The initial part of the course covers health
issues, medical examinations and preventive measures, partly in a historical
perspective, partly in present day. Various health concepts are presented and
discussed. Economic, social and cultural factors of significance to people's health
are identified. Particular focus is on the implications of disability and chronic
disease for living conditions and identities. The course also highlights other
perspectives of significance in the context, such as age, class and ethnicity.

Teaching and working methods

The teaching is based on student active working methods. Accordingly, the
teaching takes the form of, for example, lectures, individual and group exercises,
as well as through supervision.

Examination

The examinations are normally both in oral and written form. Oral examination comprises oral presentations of group examination assignments and participation in the discussion of the assignments. Written examination comprises an individual assignment and group work. The course is examined in several parts. A passing grade in the course requires a passing grade in all parts of the examination.

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

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.

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.