

Conditions of Life - Work - Identity, continuation course

Livsvillkor - arbete - identitet , fortsättningskurs
7.5 credits

Programme course

740G04

Valid from: 2016 Autumn semester

Determined by The Quality Board at the Faculty of Arts and Sciences	Main field of study Social and Culture Analysis	
Date determined 2007-06-18	Course level First cycle	Progressive specialisation G1F
Revised by	Disciplinary domain Social sciences	
Revision date 2016-04-07	Subject group Other Subjects within Social Science	
Offered first time Spring semester 2008	Offered for the last time	
Department Institutionen för kultur och samhälle	Replaced by	

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:

- Describe and problematize theories of social change with an emphasis on the importance of work for the living conditions and identity
- Account for and critically reflect on the relationships between different categorizations and work
- In writing and orally reflect on the course´s central concepts and theories within the field of work - living conditions - identity

Course content

The course covers relations between living conditions, work and identity, from mainly sociological, but also economic, perspectives. The course focuses on relations between class, age, income and identity forming processes in a changing society. Issues concerning work in relation to gender (intersectionality) and ethnicity are also covered.

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 two parts. A passing grade in the course requires a passing grade in both 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.