

## New Social Movements

Nya Sociala rörelser  
7.5 credits

Programme course

740G44

Valid from: 2010 Autumn semester

<b>Determined by</b>	<b>Main field of study</b>	
The Quality Board at the Faculty of Arts and Sciences	Social and Culture Analysis	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2009-11-20	First cycle	G2F
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
	Social Studies	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Spring semester 2010		
<b>Department</b>	<b>Replaced by</b>	
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

105 ECTS credits passed from Social and Cultural Analysis, or the equivalent, are required.

## Intended learning outcomes

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

- account for central fundamental features of the development of social movements from the middle of the 19th century to present day with particular focus on the relationship between political vision and political action
- compare and analyse central texts in the field, based on issues that are justified and relate to present-day theoretical discussions about social movements
- identify and, in text, analytically apply concepts and analytical instruments that have been and are central to the discussion about social movements
- formulate relevant and surveyable research issues in the area.

## Course content

In the course, what has been called "new social movements" is analysed and discussed, as well as in which respects these differ from previous forms of social movements. Social and political movements, mainly from the 20th century, are related to the prevailing norms and ideals of the surrounding society. The role of intellectuals as agents of change is addressed in relation to social changes, such as the democratisation and the development of the welfare state. Particular focus is on the relation between political ideals and political action strategies. A gender perspective dominates the course as a whole.

## Teaching and working methods

The teaching takes the form of lectures and group discussions in seminars. The students should also study independently.

## Examination

The course is examined through an independent written assignment.

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.

