

## The Emergence of Modern Society

Det moderna samhällets framväxt, grundkurs  
15 credits

Programme course

740G59

Valid from: 2021 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> |
| 2013-11-29  | First cycle                          | G1N                               |
| <b>Revised by</b>   | <b>Disciplinary domain</b>           |                                   |
| Course and Programme Syllabus Board at the Faculty of Arts and Sciences | Social sciences                      |                                   |
| <b>Revision date</b>  | <b>Subject group</b>                 |                                   |
| 2021-06-29  | Other Subjects within Social Science |                                   |
| <b>Offered first time</b>   | <b>Offered for the last time</b>     |                                   |
| Spring semester 2014  |                                      |                                   |
| <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)

## Intended learning outcomes

After completing the course, the student should be able to:

- identify and analyze different theories of social inclusion and exclusion, and with the help of these put into perspective social and cultural values in the emerging welfare society
- using historical perspectives to problematize changes in modern society
- apply qualitative text analysis and source-critical principles when interpreting historical material
- account for the concept of sustainable development in relation to the emergence of the welfare state

## Course content

The course deals with the emergence of modern society in a welfare historical and comparative perspective where both continuity and change are emphasized. It also means that the growth of the folk home and the struggle for social and cultural values that this time brings to the fore are in focus, as is the question of the meaning of citizenship for different groups in society. Concepts such as class, gender, ethnicity, generation and social and ecological sustainability treated, in relation to different ideas about the folk home. Qualitative text analysis and basic source criticism are applied in the course to historical material.

## Teaching and working methods

Teaching consists of lectures, seminars, individual and group exercises as well as supervision. In addition to this, the student should practice self-studies.

## Examination

The course is examined by:

active participation in seminars, grading scale: UG  
oral presentation in groups, grading scale: UG  
written group assignment, grading scale: UG  
individual written assignment, grading scale: UV

For Passed final grade, Pass is required in all parts. For Pass with Distinction, Pass with Distinction is also required on the individually 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 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.