

Historical Perspectives on Ethnicity and Migration

Historiska perspektiv på etnicitet och migration

7.5 credits

Programme course

742A20

Valid from: 2026 Autumn semester

Determined by	Main field of study	
The Quality Board at the Faculty of Arts and Sciences	Ethnicity	
Date determined	Course level	Progressive specialisation
2015-06-16	Second cycle	A1N
Revised by	Disciplinary domain	
Chairman of the Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Humanities	
Revision date	Subject group	
2025-08-12; 2025-12-17	Other Subjects within Social Science	
Offered first time	Offered for the last time	
Spring semester 2015		
Department	Replaced by	
Institutionen för kultur och samhälle		

Course offered for

- Master's Programme in Ethnic and Migration Studies

Entry requirements

- Bachelor's degree equivalent to a Swedish Kandidatexamen in one of the following main areas:
 - Social sciences
 - Communication
 - Media studies
 - Philosophy
 - Ethics
 - History
 - Religious studies
- English corresponding to the level of English in Swedish upper secondary education (Engelska 6 or Engelska nivå 2).
Exemption from Swedish

Intended learning outcomes

After completion of the course, the students should on an advanced level be able to:

- explain how historical and social contexts influence migration processes and the formation of ethnic identities, and critically judge the research literature addressed in the course
- identify and formulate scientifically motivated problems concerning migration, ethnicity and identity formation in the modern and contemporary period
- define and analyse concepts such as ethnicity, race, citizenship, community, border, and migration and apply them in empirical and theoretical cases in ways that demonstrate methodological understanding
- account for and apply standard academic rules of referencing and source criticism
- offer and receive constructive criticism and understand the consequences of plagiarism
- account for basic problems and attitudes concerning ethical issues within the field of ethnic and migration studies

Course content

This course deals with historical and sociological perspectives on the ways in which migration has shaped human history and society. It also addresses conceptions such as identity, race, ethnicity, nationhood, citizenship, boundaries, and other kinds of community-formation. In the course, migration, identity, and related notions are seen as both constitutive of and constituted by human history. Students will encounter a series of classical texts in the field of ethnic and migration studies, and they will problematize basic theoretical and methodological issues that are raised by the texts. The course also introduces students to the resources of the research library. Moreover, the course addresses the principles of an academic approach both in terms of the evaluation, use and presentation of sources and the application of general rules of academic referencing and citation, and in terms of scientific discussion and critical scrutiny of academic texts.

Teaching and working methods

The course includes lectures and seminars. Students are also expected to engage in self-study.

Examination

The course is examined by:

- individual written examinations, grading scale: EC

A final grade of Pass (E) requires at least Pass (E) or participation (P) in all examinations. Higher grades are based on a weighted average of the examinations, with the contribution of each examination corresponding to its ECTS credits.

Detailed information can be found in the study guide.

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

ECTS, EC

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.

About teaching and examination language

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is “Swedish”, the course as a whole could be given in Swedish, or partly, or as a whole, in English. Examination language is Swedish, but parts of the examination can be in English.
- If teaching language is “English”, the course as a whole is taught in English. Examination language is English.
- If teaching language is “Swedish/English”, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English depending on teaching language.