

## **Borders and Identities**

Gränser och identiteter

7.5 credits

Programme course

742A30

Valid from: 2017 Autumn semester

<b>Determined by</b>	<b>Main field of study</b>	
	Ethnic and Migration Studies	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2016-12-15	Second cycle	A1F
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
	Other Subjects within Social Science	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Autumn semester 2017		
<b>Department</b>	<b>Replaced by</b>	
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 within one of the following subject areas:
  - humanities
  - fine arts
  - cultural studies
  - social sciences
  - behavioural sciences
  - health sciences
  - natural sciencesor equivalent
- English corresponding to the level of English in Swedish upper secondary education (English 6)  
Exemption from Swedish
- 37,5 ECTS credits passed from the programme

## Intended learning outcomes

After completion of the course, the student on advanced level should be able to:  
describe the ways in which the borders and boundaries have created meaning and been given different meanings in various historical, political and cultural contexts;  
- critically analyse and discuss historical processes of transformation and resistance in regard to borders and boundaries of race, ethnicity, culture, and nationality;  
- comparatively analyse historiographical and sociological methods for the analysis of race, ethnicity and cultural identity.

## Course content

This course provides in-depth knowledge of historical and sociological perspectives on borders and boundaries and their relation to notions of race, ethnicity, cultural identity and nationality, as well as to social, economic and political processes. Through current research examples, knowledge is concerning the ways in which the state, civil society and the market, as well as demographic changes, have influenced borders and boundaries in regional, national and global settings. Factors such as gender, class and age categorization, etc. are discussed in relation to boundaries of racial, ethnic and cultural categorizations. The course is also devoted to the understanding of the ways in which borders and boundaries have served to both integrate and segregate human communities.

## Teaching and working methods

Teaching is provided in the form of small seminars, with a substantial portion of independent studies and seminars. Language of instruction is English.

## Examination

The course is examined through active seminar participation and written assignments. Detailed information about the examination can be found in the course's 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.