

Introductory Course in Behavioural Science

Beteendevetenskaplig grundkurs
60 credits

Single subject course

759G46

Valid from: 2010 Autumn semester

Determined by	Main field of study	
The Quality Board at the Faculty of Arts and Sciences	No main field of study	
Date determined	Course level	Progressive specialisation
2009-06-12	First cycle	G1N
Revised by	Disciplinary domain	
	Social sciences	
Revision date	Subject group	
	Other Subjects within Social Science	
Offered first time	Offered for the last time	
Autumn semester 2009		
Department	Replaced by	
Institutionen för beteendevetenskap och lärande		

Entry requirements

General entry requirements for undergraduate studies

Intended learning outcomes

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

- account for basic scientific theoretical perspectives, epistemological views and theories of the behavioural sciences
- account for and critically reflect on central concepts, theories, models and research results in the behavioural sciences
- apply an integration of educational, psychological, and sociological theories in the behavioural science field
- formulate and discuss issues, based on diversity perspectives such as class, gender and ethnicity in relation to behavioural science theories
- identify information needs, use relevant search tools and critically review search results relating to behavioural science
- plan, carry out and report a smaller advanced study project.

Course content

In the Eye of Society, 7.5 HE credits

(Den samhälleliga blicken)

This module covers basic macro-sociological theory and concept formation with a focus on classical theories and concepts. The module applies these theories to understand current social problems. The module also covers basic micro-sociology with a focus on classical theories, as well as modern theories and concepts.

Learning, Influence and Development - A Lifelong Process, 7.5 HE credits

(Lärande, påverkan och utveckling - en livslång process)

This module covers educational issues from different theoretical perspectives. The starting point is the idea that humans develop throughout their lives and constantly influence and are influenced by their environment. Concepts such as learning, knowledge, influence and development are covered and problematised. The students should reflect on their own and others' learning in different situations.

Thinking and Behaviour in Human Contexts, 7.5 HE credits

(Tänkande och beteende i mänskliga sammanhang)

This module covers the history and theoretical perspectives of psychology. Also covered are the fields of cognitive psychology, developmental psychology, personality psychology, clinical psychology and social psychology.

Basic Research Methodology, 7.5 HE credits

(Elementär vetenskaplig metod)

This module introduces basic scientific theoretical concepts and perspectives in the behavioural sciences regarding approach to knowledge, view of man and truth claims. Also covered is the relation between philosophy of science and design as well as planning, implementing and reporting empirical studies.

Education in Various Contexts, 7.5 HE credits

(Utbildning i olika kontexter)

Education, in this module, intends organised influence in some form. This is linked to different approaches to planning, implementation and evaluation of educational initiatives. Education as a phenomena is covered from individual, organisation and social levels.

Work and Working Life, 7.5 HE credits

(Arbete och arbetsliv)

This module covers the development and structure of the working life over time. The module also highlights theories of the organisation of work and individual's conditions of meeting the demands that the work entails and what it means to work in groups and teams.

Everyday Life, 7.5 HE credits

(Vardagslivet)

Everyday life, in this module, intends the different lives that humans live, e.g. in the form of family life and recreation. The module applies behavioural science theories and concepts to understand the everyday lives of humans.

Social Movements in Contemporary Society, 7.5 HE credits

(Rörelser i tiden)

This module integrates sociological, educational and psychological theories in relation to contemporary social movements, which are viewed from a broad definition. The module also includes selecting a contemporary social movement and map, describe and analyse it.

Teaching and working methods

The teaching takes the form of lectures, group assignments, independent studies and seminars. The integration is achieved, for example, by covering certain consistent themes in seminars or as individual assignments, based on the scientific perspectives represented in the course.

Examination

The course is examined through independent, group-oriented, oral and written assignments. The examination formats are designed to support a reflecting approach in relation to both theory and the application of theory in practice.

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.

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.