Special Area Study Courses

LUND UNIVERSITY
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Information about the Special Area Study Courses (SAS Courses)

The Special Area Study Courses (SAS courses) started to be developed in 1998 at the initiative of the International Office at the Joint Faculties of Humanities and Theology. The purpose was to meet the need of the increasing number of incoming exchange students who requested courses taught in English. Several special courses have been developed since then alongside the regular course supply. At the moment most faculties at Lund University offer SAS courses.

ELIGIBILITY
All SAS courses are open to regular as well as to exchange students. Regular students must consult www.antagning.se for instructions on how to apply.

These courses are unique in building a common platform for discussions on the subject in question, in and outside the lecture hall, between Swedish and foreign students. Individual students contribute with points of view from their own different cultural backgrounds enriching the outcome of the course.

STRUCTURE OF THE COURSES
There are mainly two types of courses:
1. A one-discipline course dealing with a cultural or social aspect of for instance Sweden: Swedish Literature, Swedish History, Swedish Social Policy, Swedish Economics, etc. This type of course is often a shorter version of a larger regular course which in this case will serve as an introduction to or a survey of the subject in question.
2. The second type consists of interdisciplinary courses dealing with a theme or an issue of contemporary interest, such as moral issues, globalization, peace, religion, health, gender, equality, environmental issues etc.

LEVEL AND VALUE OF THE COURSES
These courses belong to the First Cycle of the European Bologna system. This is equivalent to undergraduate/bachelor’s level in other systems.

Instruction comprises 30 hours (lectures, seminars, educational visits, etc) in addition to the student’s own workload such as individual study, home assignments, etc. One and a half credit (=1.5 ECTS) equals one week of course workload at full time. A full-time student is expected to achieve 30 credits during one semester.

All courses are worth 7.5 ECTS credits. This means that according to the Swedish system it takes about five weeks or one fourth of an entire semester to complete it if it is delivered at a full-time pace (as is the case of for example SASA and the SASE courses). Most of the courses are however delivered at a part-time pace which in practice means that the duration of the courses are stretched from the normal five weeks to last up to ten to fifteen weeks. This latter
model makes it possible to study several courses parallel.

**TEACHING STAFF**
These courses are developed and often taught by specialists in the field of the respective course. Many members of the teaching staff, professors, lecturers and assistant professors, have themselves a multicultural background coming from different educational systems.

**TRANSFERRING CREDITS**
The student’s home university decides how to credit these courses based on the information provided here. The prerequisite for these courses is one year of academic studies which all exchange students must have. Many SAS courses are very specialized and an equivalent abroad will not be accessible at the lower stages of a degree program. For instance a student at a foreign university will probably be expected to complete a general course on film first, before taking an equivalent to the SAS course offered on Swedish Film.

Check this webpage for up-to-date information:
www.lunduniversity.lu.se/sas

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International Office
Joint Faculties of Humanities and Theology
### Joint Faculties of Humanities and Theology

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The International Institute for Industrial Environmental Economics

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Important Information for Exchange Students and Lund University coordinators

Exchange students interested in studying the courses listed in this catalogue apply the same way as they apply for all other courses i.e. via the online system provided to them.

If you have been admitted to a course, it only means that a place has been reserved for you in the course. To finalize your admission you must attend to the first meeting/introductory lecture. If you fail to do this, your place will be allocated to another student.

In case you have a justified reason for being absent at the introductory meeting / first lecture you must inform the department concerned at the latest the day before the course starts.

Courses are not intended for students who just wish to audit a course or do not wish to take the exams. Participants are expected to attend the courses and will have access to the lessons only if they are registered. The seminars and other obligatory meetings are part of the exam. Ask the teacher if you are in doubt.

Final schedules, reading lists and other information will be distributed during the first lecture/introductory meeting.

The purpose of this catalogue is to give students an appreciation of the courses’ contents and must be considered preliminary. Most of the material is based on what was available the previous semester.

It can also be used to document your studies when you request your home university to credit the course or if you wish that it be included in your academic record at home. The description, learning outcome and assessment specified for each course, unless otherwise stated, is the official translation of the syllabus for each course.

Students may not register in courses amounting to more than 30 ECTS credits per semester or 60 ECTS credits if you are staying two semesters, in addition to the USA orientation course (3 ECTS credits). The USA course is normally not compulsory, however you need to check this with your coordinator.

INFORMATION TILL UTBYTESSTUDENTERNAS KOORDINATORER (INFORMATION FOR EXCHANGE STUDENTS’ COORDINATORS):
Utbytesstudenter söker dessa kurser i samband med att de skickar in sin ansökan för utbytesstudier till Lunds universitet. Kurserna registreras i databasen LINK och det är även där antagningen till kurser sker.

Antagning till kurser måste vara klar före terminen startar och avhopp bör enbart kunna göras om kurser krockar.
Kontaktinformation till samordnare vid de olika fakulteterna

Ekonomihögskolan: incoming@ekh.lu.se
Humanistiska och teologiska fakulteterna: international@ht.lu.se
Internationella miljöinstitutet: emp@iiiee.lu.se
Juridiska fakulteten: incoming@jur.lu.se
Konst och Musikhögskolan: Patrik.Andersson@odeum.lu.se
Lunds Tekniska Högskola: incoming@kansli.lth.se
Lunds universitets centrum för studier av uthållig samhällsutveckling: Amanda.Elgh@lucsus.lu.se
Samhällsvetenskapliga fakulteten: incoming@sam.lu.se
Special Area Studies at the Faculties of Humanities and Theology

SWEDISH AND SCANDINAVIAN AREA STUDIES

SASH02 Viking Age Scandinavia, 7.5 credits
The course gives a broad overview of the archaeology, history and art history of the material culture and of the written sources from the 8th to the 12th centuries. Different aspects of the political, social, cultural and religious developments and changes within Scandinavia are treated here. These include such aspects as transition from paganism to Christianity, Viking Age burials, gender and social segregation, trade and plundering, rural and urban landscapes, as well as the development of an economy.

On completion of the course, the student shall:
• be able to discuss current interpretations of Viking Age Scandinavia
• be able to discuss central themes relating to Viking Age Scandinavia
• be able to question current interpretations of Viking Age Scandinavia by critically assessing the sources, both written during the period (8th to 12th centuries) and deriving from material culture
• be able to assess the contemporary use of associations of the Viking Age Scandinavia
• be able to discuss issues of gender and cultural diversity in relation to Viking Age Scandinavia

Selected topics
• The Viking Image • Places of Trade • Urbanization • The Neighbours of the Viking
• Expansion to the West • Viking Age Food Culture • The Christianization of the Vikings
• “Meet the Vikings” - Stories from their Skeletons • Saga Literature • Viking Hillforts and Medieval Castles • The Rural Landscape • The Viking Ship

Teaching and assessment
Teaching consists of lectures, compulsory seminars and an excursion. Examination takes the form of oral or written contributions to seminars and a home assignment.

Students are awarded one of the following grades: Fail, Pass or Pass with Distinction

Study period: Autumn semester
Website: www.ht.lu.se/kurs/SASH02

SASH03 Swedish Film, 7.5 credits
The course covers the history of Swedish film from its origins to the present. The prerequisites for the production, distribution and screenings of different types of film (documentary, artistic and popular film) are discussed in relation to social and aesthetic change, and developments in the film industry. During the course, basic concepts in film studies and approaches to analysis are introduced.

On completion of the course, the student shall:
• be able to give an account of the most important directions in the history of Swedish film
and be able to relate these to changes in society

- be able to characterize various types of films and be able to give an account of the conditions affecting their production, distribution and screenings
- be able to understand at a basic level the way in which the film medium functions and be able to describe this using the key concepts found in film studies
- be able to use concepts found in film studies in the analysis of films
- be able to place different films and parts of films in their relevant context with regard to the history of film and society
- be able to give a clear account of his/her scholarly findings in film studies
- be able to discuss at a basic level the importance of film and the film medium to, among other things, artistic achievement, the representation of society and different groups in society

**Selected topics**

- Introduction, Film comes to Sweden – Wild Strawberries (Bergman, 1957)
- The Golden Age of Swedish Cinema – Phantom Carriage (Sjöström, 1921)
- Svenska Biografteatern and Early Swedish Film Industry – Värmlänningarna (Engdahl, 1910) and Ingeborg Holm (Sjöström, 1913)
- The Last 40 Years: Realism – Show me Love (Moodysson, 1998)
- The Last 40 years: Genres – As it is in Heaven (Pollak, 20014)
- The Last 40 years: Film and other Media – My Life as a Dog (Hallström, 1985)
- The Last 40 Years: Film and Society – Evil (Håfström, 2003)
- The Last 40 Years: Art Film – The Mozart Brothers (Osten, 1986)

**Teaching and assessment**

Teaching takes the form of lectures in combination with the screening of films. If possible there will be a study visit to a film museum during the course. Examinations consist of written assignments in the form of take-home examinations or written accounts. In addition, assessed seminars at which written assignments are presented and discussed may occur.

Students are awarded one of the following grades: Fail, Pass or Pass with Distinction.

**Study period:** Autumn semester

**Website:** www.ht.lu.se/kurs/SASH03

**SASH16 Survey of Swedish Literature, 7.5 credits**

The course is studied from an historical perspective and material is introduced chronologically. A number of key Swedish literary texts are focused on, written by authors such as Carl Michael Bellman, August Strindberg, Selma Lagerlöf, Edith Södergran, Gunnar Ekelöf and Henning Mankell, all of who have international profiles.

The course also covers working class literature, crime fiction and children’s literature. Texts are read in their English translations. The course is primarily concerned with the history of literature and the analysis of literary texts, but a certain amount of literary theory may also be included.
On completion of the course, the student shall:

- be able to demonstrate knowledge and understanding of key internationally recognised works from within Swedish literature from, primarily, the last two centuries
- be able to demonstrate basic knowledge and understanding of the development and key features of Swedish literature
- be able to apply the basic concepts of literary history
- be able to recognize and discuss Swedish works from various eras with an emphasis on the 19th and 20th centuries
- be able to use basic concepts of literary history in discussions on key works in the Swedish history of literature

Selected topics:
- Medieval Ballads; Birgitta of Sweden • Lyric Poetry from the 17th and 18th centuries; Stiernhielm, Bergbo • The Romantic Text; Stagnelius, Almqvist • The Birth of the Novel: Fredrika Bremer • The Modern Breakthrough: Strindberg, Benedictsson, Lagerlöf
- Proletarian Literature • The Power of Form: Södergran, Boye, Ekelöf • Children’s Literature: Astrid Lindgren • Modern Swedish Poetry: Tranströmer, Sonnevi, Runefelt

Teaching and assessment
Teaching consists of lectures and seminars. Seminars are compulsory. Examination takes the form of active participation in seminar discussions and written assignments on one or more texts taken from a list which will be made available by the lecturer of the course.

Students are awarded one of the following grades: Fail, Pass or Pass with Distinction.

Study period: Spring semester
Website: www.ht.lu.se/kurs/SASH16

SASH48 The Old Icelandic Heritage, 7.5 credits
The course provides a broad overview of the ancient Icelandic contribution to the European cultural heritage: the Eddas, the skaldic poetry and sagas as well as the society and language that generated culture.

On completion of the course, the student shall:

- give an account of medieval Icelandic society (laws, population, housing conditions, family structures, social classes and social system)
- give a general account of Old Norse and compare its central features with a modern language
- discuss in speech and writing the Icelandic sagas and describe their typical features
- discuss and describe in speech and writing Old Norse-Icelandic poetry
- present an individual project on the subject in speech and writing
- take a critical approach to published material on areas of relevance to the course

Selected topics
- The Old Icelandic Society, 874-1264 • Old Norse: a Language of Laureates and Laymen
- Eddas and Skalds • The Sagas

Teaching and assessment
Teaching consists of lectures and three to four compulsory seminars at which students present their own projects. Assessment is based on the three to four assignments, active
SASH55 An Introduction to Scandinavian Culture and Society, 7.5 credits

Emphasis is placed on certain key periods in order to provide students with an understanding of the common features in the development of the cultural and social systems found in Scandinavia (Sweden, Denmark, Norway and Finland). The course begins by examining Scandinavia in the Middle Ages. Influences from, in particular, France, Germany, England and the USA are discussed, as is the development of the national characteristics particular to the various countries of Scandinavia. There is a special focus on the development of democracy from the late 19th century to the present day. Examples are given of this historical process with literature, art, music, theatre, film and the history of ideas. The course is of an interdisciplinary nature.

On completion of the course, the student shall:
• be able to identify basic concepts, ideas and terminology within the subject area of Scandinavian culture
• be able to give a basic account of how Scandinavian culture is expressed in literature, art, music, theatre, film and the history of ideas
• be able to give an account of how democracy is being and has been formed in Scandinavia
• be able to give an account of the common features in the development of the cultural and social systems in Scandinavia
• be able to reflect on how influences from the surrounding world have affected this development
• be able to formulate and delimit a research issue through the production of an assessed written assignment
• be able to assess the social, ideological and cultural importance of the subject, both historically and contemporarily

Selected topics
• Our Roots? What are the Borders of Scandinavia? The Conceptualization of Scandinavia in Myth and on Maps • The History of Scandinavia – an Outline. From Paganism to Postmodernism (time table, key events) • Religion, Civilization Myths and the Function of Nordic Motives as a Key for Understanding Scandinavian History and Culture • Political Systems in Scandinavia, Especially in Sweden • The Roots of Scandinavian Democracy • Scandinavian Classics and Contemporary Literature and Music • Film and Theatre – an Overview

Teaching and assessment
Teaching consists of lectures, seminars and supervision. Assessment is based on a written assignment. Educational visits: Information will be given during the first lecture.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

Study period: Autumn semester and Spring semester
Website: www.ht.lu.se/kurs/SASH55
SASH56 Modern Design in Scandinavia, 7.5 credits
The course deals with Scandinavian design from the twentieth century up to and including the present, in the light of international developments in design during this period. The growth of modern design in Scandinavia is discussed in relation to early, modernist and contemporary design.

On completion of the course, the student shall:
• be able to give a general account of the main currents in international design history from the turn of the twentieth century
• be able to describe and characterise objects from the last 100 years of Scandinavian design history with regard to style, history, function, material and production methods
• be able to relate currents in Scandinavian design history to processes in international design history
• be able to take a general position to early, modernist and contemporary design from the perspectives of power, gender and ethnicity

Selected topics
• The Visual Cultures of Scandinavia • Furniture Design • Nature and Design • Exhibitions and Marketing • Ergonomic Design • Design for Children and Families • Industrial Design • European Influences in Scandinavia • East Asian Designs in a Scandinavian Context • Objects of Everyday Life • Interior Decoration • Style and Taste

Teaching and assessment
Teaching consists of lectures. Assessment is based on a written assignment.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

Study period: Autumn semester
Website: www.ht.lu.se/kurs/SASH56

SASH60 Swedish Society and Everyday Life, 7.5 credits
The course provides an introduction to Swedish culture and everyday life. The course includes a minor field study consisting of exercises in observing the surrounding society and analysis of the material collected.

On completion of the course, the student shall:
• account at a basic level for some cultural-analytical perspectives on Swedish society and everyday life
• provide a general and basic account of everyday life in Sweden from a historical perspective, focusing on the modern era
• account for the way in which gender, class, age and ethnicity affect culture and everyday life
• discover, describe and problematize some everyday phenomena in their own culture
• conduct a cultural analysis using concepts from the cultural sciences
• present their own and others’ research findings both orally and in writing
• take a critical approach to scholarly works in subject areas of relevance to the course

Selected topics
• Cultural Analysis • Swedish Modernity • Growing Old • Gender and Equality • The Welfare
State and Disability • Meal Traditions and Rituals • Swedish Music

**Teaching and assessment**
The assessment is based on a written exam at the end of the course. Examinations can take the following forms: oral and/or written examinations. Continuous assessment in the form of group or individual assignments. Contributions to seminars are taken into account for the final grading.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

**Study period:** Autumn semester

**Website:** [www.ht.lu.se/kurs/SASH60](http://www.ht.lu.se/kurs/SASH60)

**SASH63 Swedish Politics – Past and Present, 7.5 credits**
The course provides the students with an introduction to Swedish politics. Topics discussed include the political system in general, the constitution, the government and the various Swedish political parties. Both historical and contemporary perspectives are taken. Emphasis is on the role of Sweden as a small country in a global context, and as a member of the European Union and the United Nations. Swedish attributes such as the “Swedish Model” and the policy of neutrality are analyzed from a historical perspective as well as with reference to the present situation. Special attention is given to policies concerning issues of social welfare, gender equality, refugees and diversity.

**On completion of the course, the student shall:**
- be able to give a general account of the political system, the constitution and the political parties in Sweden, from both historical and contemporary perspectives
- be able to give an account of the political role of Sweden internationally in the 20th and 21st centuries
- be able to give a general account of Swedish policy concerning issues of social welfare, gender equality, refugees and diversity
- be able to present and discuss in speech and writing the development of Swedish politics in the 20th and 21st centuries from the perspectives of history and political science
- be able to give a general account of Swedish political life from the perspectives of political science and history

**Selected topics**
- Swedish Parties and Politics Today
- Overview of Local, Regional and National Politics, from the Middle Ages to the Early Modern Period
- The Founding of the National State
- The Four Estates and Peasant Politics
- Pre-1809 Domestic and Foreign Politics
- 19th Century Democratic Developments
- Sweden in the 20th Century (to 1939)
- The SDP and the Swedish “People’s Home”
- Neutrality Politics and Policies
- Sweden on the 20th Century World Political Stage
- The Politics of Gender
- The “New Swedes”: Immigration Followed by Assimilation?
- Political Predictions for 21st Century Sweden

**Teaching and assessment**
The assessment is based on participation in group exercises and seminars and on a written take-home exam. Other forms of examination may occur, if an agreement is reached with the
students.
The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.
**Study period:** Spring semester
**Website:** www.ht.lu.se/SASH63

**SASH64 Swedish History from a Nordic Perspective, 7.5 credits**
The course includes a short overview of Swedish and Nordic history from the Viking Age to the present. A Nordic perspective is adopted in order to allow for a critical standpoint on a Swedish interpretation of history. Selected problems in Swedish and Nordic history are discussed in order to orientate students in relevant discussions and argumentation in historical theory and to show how the interpretation of history is based on an academic foundation.

**On completion of the course, the student shall:**
- be able to account for and explain important developments, relationships and events in the history of Sweden and the Nordic countries over a broad time span
- be able to account for the scientific basis of historical knowledge
- be able to critically analyse and review an academic article on the history of Sweden
- be able to discuss and evaluate academic historical writing and understanding of the history of Sweden in a comparative Nordic context from the perspective of historical theory

**Selected topics**
- History and Historiography  
- Geography and Climate  
- Production and Consumption  
- The Household and Family  
- Political Consensus and Conflict  
- War and Peace  
- Crime and Punishment  
- Religion  
- The Countryside and the City  
- The Arts and Sciences  
- Social Sweden  
- Societal Stratification

**Teaching and assessment**
Teaching takes the form of lectures and seminars. Active participation in seminars is compulsory. Assessment is based partly on class participation, and partly on a written review assignment and a take-home examination at the end of the course. Other forms of examination may be used in agreement with the students.

Students are awarded one of the following grades: A, B, C, D, E or U. The highest grade is A and the lowest grade for a pass is E. The grade for a non-passing result is Fail.
**Study period:** Autumn semester
**Website:** www.ht.lu.se/kurs/SASH64

**SASH74 Swedish Art in a Scandinavian Context, 7.5 credits**
The course deals with Swedish art from the pre-historical period to the 21st century in the context of the art of other Scandinavian countries and international comparisons. A chronological outline is given of artistic expressions from the rock carvings of the Bronze Age to contemporary art and architecture. As part of the outline the gradual evolution of artist roles, the formation of an indigenous body of artists as well as related institutions, expressions of nationalism and international contacts are discussed.

The chronological outline is combined with thematic studies emphasizing aspects of gender, class and ethnicity. In addition to lectures and seminars the course is based on visits
to local museums and studies of architecture in Lund.

The objects of study comprise diverse types of work: artwork, mass-produced images and photographs, architecture and urban planning etc.

**On completion of the course, the student shall:**

- be able to give a basic account of the main patterns in Swedish and Scandinavian art history
- be able to give a general description of key currents in Western art history
- be able to give basic descriptions of artwork, buildings and architectural environments and their stylistic properties
- be able to identify and discuss objects from art history in relationship to style and fashion history
- be able to relate currents in Scandinavian art history to events in international art history
- in general terms, relate events in art history to the social context in terms of, for example, power, gender and ethnicity perspectives

**Selected topics**

- From Stone Age to Viking Hegemony
- Medieval Art
- Renaissance and Baroque
- From Rococo to Romanticism
- 19th century and the formation of National Identity
- Modernism and the Swedish Welfare State
- From Modernism to Contemporary Art in a Global Context

**Teaching and assessment**

Teaching consists of lectures, seminars, group work and 2–3 compulsory study visits to examine original works. The assessment is based on 2–3 individual written assignments.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

**Study period:** Spring semester

**Website:** [www.ht.lu.se/kurs/SASH74](http://www.ht.lu.se/kurs/SASH74)

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**SASH76 The Religious Impact of Migration in Sweden, 7.5 credits**

The course deals with the impact of migration on religion, focusing on present-day Sweden. A further area of enquiry is the position towards religious pluralism and the changes experienced as a result of religious pluralism in Swedish society. The changes are illustrated by empirical examples of Christian, Muslim, Buddhist, Hindu and Sikh communities in Sweden. Lectures, seminars and study visits highlight the complexity of the changes taking place. The changes are problematized from the perspectives of gender and power.

**On completion of the course, the student shall:**

- be able to give a structured account of the consequences of migration in present-day Sweden on religious denominations and the relationship between religious denominations
- fairly independently account for the impact of increased religious pluralism on Swedish society
- be able to analyze the consequences of the changes in religious denominations due to migration on the basis of theories in religious studies and migration studies
- be able to analyze the societal changes caused by increased religious pluralism on the basis of theories in religious studies and migration studies
- analytically and critically problematize the concepts religion and migration
• be able to assess the changes in religious denominations due to migration from the perspectives of gender and power
• be able to critically assess the impact on society of increased religious pluralism from the perspectives of gender and power

Selected topics
• Zen, Tibetan and Thai Buddhism in Sweden • Hindu Mission and Diaspora in Sweden
• Islam in Sweden • Islam and Multiculturalism in Sweden • Christian Communities and Migration in Sweden • Secularisation and Religious Plurality in Sweden

Teaching and assessment
The teaching consists of lectures, compulsory seminars and study visits. The assessment is based on a take-home exam at the end of the course.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

Study period: Spring semester
Website: www.ht.lu.se/kurs/SASH76

SASH80 Swedish Music in Contemporary Culture, 7.5 credits
The student is given an orientation in the history of Swedish music in contemporary culture. Social and historical contexts are of central importance to this course. An emphasis is placed on popular music traditions from the 20th century, such as jazz and rock, on music production and technology. The course will consider both Sweden’s historical and recent musical contributions to a wealth of national and international genres and cultural trends.

On completion of the course, the student shall:
• be able to give an overview of the history of Swedish music, composers, works, musicians, musical media, record production and music technology
• be able to give an overview of and characterise the main features of Swedish music in contemporary culture
• be able to relate his/her knowledge of the history of Swedish music to various social and cultural contexts

Selected topics
• Introduction; jazz: traditions, the golden age & contemporary styles • 50’s rock • 60’s pop & rock • Experimental music • Progressive rock • The visa tradition • ABBA • The polarised 70’s • The technological 80’s • The successful decades • Musical instruments • Music production

Teaching and assessment
Teaching consists of lectures and independent studies. Examination can take the following forms: Invigilated examination and/or individual take-home exam.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

Study period: Autumn semester
Website: www.ht.lu.se/kurs/SASH80
EUROPEAN DIMENSION AND OTHER CULTURAL REGIONS

SASH23 Introduction to the Middle East, 7.5 credits
The political development of the region is examined from a historical perspective. Emphasis is on the period post World War I. The course examines nation-building as a multi-dimensional process as well as various forms of cooperation in the region. Various conflicts are studied, in particular the Israeli-Palestinian conflict. During the analysis of social aspects emphasis is placed on modernisation. The importance of modernisation for the development of the various societies in the region is discussed from the perspectives of gender, ethnicity and class.

On completion of the course, the student shall:
• be able to give an overview of the political history of the Middle East and North Africa
• be able to analyze events as well as the interregional and international driving forces which have affected the political history of the area
• be able to search for and evaluate information and be able to manage tasks concerning the formulation of problems
• be able to assess autonomously gender relations in the Middle East and North Africa and how class and ethnicity affect the lives of men and women politically and socially

Selected topics
• The Middle East: an Introduction • The Middle East before WWI: Historical and Cultural Setting • Reforms in the Ottoman Empire • The Middle East and WWI • The New Middle East: Peace Settlements and State Building • Revolutions in the Middle East • Traditional Monarchies • Political Islam and the Iranian Revolution 1978-79 • The Democracy Problem

Teaching and assessment
Teaching consists of lectures combined with seminars and group exercises. Participation in seminars and group exercises is obligatory. Examination takes the form of, in part, active participation in the obligatory seminar and group exercises, and, in part, a written examination at the end of the course.

Students are awarded one of the following grades: Fail, Pass or Pass with Distinction.

Study period: Autumn semester.
Website: www.ht.lu.se/kurs/SASH23

SASH38 Governance and Conflict in the Middle East, 7.5 credits
The course deals with the historical background to the Israeli-Palestinian conflict. Furthermore, the modernisation process of Palestine during the Ottoman rule and the British mandate that led to different nationalist movements is discussed. Another subject of the course is the Oslo Accords, focusing on their premises and the reasons for their failure. The Oslo Accords are placed in a wider context of global economy. The course concludes with a discussion of possible present-day solutions to the conflict.

On completion of the course, the student shall:
• provide a general description of the historical background to the Israeli-Palestinian conflict
• provide a general account of how the conflict is part of a global context
• analyse scholarly material of relevance for the study of the Israeli-Palestinian conflict
• account in general terms for typical research problems in the study of the Israeli-Palestinian conflict
conflict.
• assess different historical accounts of and proposed solutions to the Israeli-Palestinian conflict.

Selected topics
• One Land and Two Peoples: Two Histories, Two Realities and Two Visions • Modern Palestine and the Forces of Modernization • The First World War: a Water Shed in the History of the Palestinian-Israeli Conflict • The Mandate Palestine: Colonialism, Nationalism and Cohabitation • The Declaration of the State of Israel • The Radicalization of Politics in the 1950s • The Palestinian–Israeli Conflict; from 1967 War to the Beginning of 1980s • The Dynamic 1980s and the Hopeful 1990s • The Peace Process and Future Prospects.

Teaching and assessment
Teaching consists of lectures and compulsory seminars. Assessment is normally based on oral and/or written examination at the end of the course and on continuous assessment during the course of home assignments and seminars.

Students are awarded one of the following grades: Fail, Pass or Pass with Distinction

Study period: Spring semester
Website: www.ht.lu.se/kurs/SASH38

SASH39 The Roman Empire, 7.5 credits
Although primarily a result of military aggression, the Roman Empire existed for half a millennium. The course focuses on how this mighty empire arose, cohered and survived for such a long time. Students are provided with the opportunity to study the social, political and cultural aspects of empire-building at different levels, the city of Rome, the core Italic region and the province, in order to understand these issues. Furthermore, the Roman Empire is compared with other historical empires.

On completion of the course, the student shall:
• be able to account for the main traits of the history, political and social organization and ideological superstructure of the Roman Empire
• be able to define different types of material and cultural expressions of Roman identity and state government
• be able to use and problematize key concepts of political science, such as “state”, “identity” and “globalization”, in a Roman context
• be able to identify similarities and differences between different types of state formation from a historical perspective at a fundamental level
• be able to take a critical approach to the use of historical and archaeological sources from the Roman Age

Selected topics
• Civilization and Empire • Demography and Urbanism • The Roman Emperor • Rome at the Frontier • Responses to Empire • Rome and China

Teaching and assessment
Teaching consists of lectures, seminars and workshops. Participation in seminars and workshops is compulsory. The assessment is based on oral presentations at seminars, active attendance at workshops and an independent written assignment. Other forms of examination may be applied, if separately agreed by students and lecturers.
The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

**Study period:** Autumn semester

**Website:** [www.ht.lu.se/kurs/SASH39](http://www.ht.lu.se/kurs/SASH39)

**SASH62 Communism and Eastern and Central Europe – Past, Present and Future Perspectives, 7.5 credits**

The course addresses the development of communism after World War II, focusing on the situation in Central and Eastern Europe. The aim is to study the development of communism during the Cold War, from the Yalta conference in 1945 to the fall of the Soviet Union in 1991, and its consequences in the 1990’s and early 21st century. The subject is addressed from both genetic and genealogical perspectives.

**On completion of the course, the student shall:**

- give a basic account of current problems in Central and Eastern European societies that can be related to the development of communism during the Cold War, especially problems that can be linked to issues of identity, memory, values and the use of history
- describe in overview the social, political and cultural development of the Soviet Union and the rest of Central and Eastern Europe during the Cold War and until the fall of the Soviet Union in 1991
- describe in overview the differences and similarities in the various Eastern European communist regimes prior to 1989 and different forms of “post-communist communism” in the region after 1989
- describe in overview the power structure that led to the terror and crimes of Soviet communism
- describe in overview the development of communist parties in Central and Eastern Europe after the fall of communism and the Soviet Union
- understand and explain the historical context and key changes of the development of communist states in Europe during the 20th century
- place the internal development of the communist states in the context of the global development, especially during the Cold War
- analyse and assess social and cultural issues concerning the communist states of Europe during the second half of the 20th century.
- judge and assess the differences between parliamentary democracies worldwide and the communist dictatorships that challenged pluralistic parliamentarianism
- judge and assess how a lack of independent democratic institutions enables the growth of non-democratic political systems

**Selected topics**

- Soviet Communism
- Communist Terror
- Gulag and its Aftermath
- Communism and Nazism
- Cold War
- Central and Eastern Europe
- Post-Soviet Nostalgia

**Teaching and assessment**

Teaching consists of lectures and compulsory seminars. The assessment is based on a written exam at the end of the course.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing
SASH65 History of the Holocaust, 7.5 credits
The course provides an introduction to the study of the Holocaust – the term used for the systematic killing of Europe’s Jews – and the events that led to the Holocaust. A foundation is laid for seeking answers to difficult questions such as why this tragedy occurred. By studying the conditions that lead to genocide, in particular the Holocaust, students can orientate themselves in the interpretations and debates of the post-war era. The consequences of the Holocaust, how it influenced political and cultural language in the post-war era and why attention was drawn to it so late are discussed during the course. The Holocaust is also placed in relation to other genocides before and after WWII.

On completion of the course, the student shall:
• give a basic account of the events that led to the Holocaust
• describe how the Holocaust influenced political and cultural language in the post-war era discuss, and analyse the Holocaust orally and in writing from an academic perspective
• place the Holocaust in relation to other genocides before and after WWII
• assess and discuss how the Holocaust has influenced language in society
• take a view on and discuss how people have handled the trauma caused by the Holocaust

Selected topics
• Background to the Holocaust: The Weimar Republic, Nazism and Anti-Semitism
• Defining the Holocaust: Jewish and non-Jewish Victims, Similarities and Differences
• The First Phase of Genocide 1939-1941
• The “Final Solution” 1941-1945
• Judging the Holocaust: Nuremberg, Eichmann, ordinary Germans
• Explaining the Holocaust: Intentions, Functions and the Historians Debate
• Denying the Holocaust
• Remembering the Holocaust: Political Discours
• Comparing Genocides I: Armenians, the Soviet Union, the Balkans, Africa
• Comparing Genocides II: the Holocaust and other Genocides, Similarities and Differences

Teaching and assessment
Teaching takes the form of lectures and seminars. Active participation in seminars is compulsory. Assessment is based partly on participation in group exercises and seminars and partly on a written take-home examination. Other forms of examination may be used in agreement with the students.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

Study period: Spring semester
Website: www.ht.lu.se/kurs/SASH65
SASH79 Barbarians and Romans, 7.5 credits
This course studies the relationship between the Roman Empire and other cultures, especially Germanic and Celtic tribes, outside the realm of the Empire during the period 100 B.C to 400 A.D. We discuss how the meeting between Romans and their neighbours took place materially and culturally and problematize central concepts like imperialism, civilization, ethnicity, social identity, Romanization and hybridity. Parts of the teaching will take place at the Historical Museum in Lund and at the National Museum and Glyptoteket in Copenhagen.

On completion of the course, the student shall:
• be able to discuss the relations between the Roman Empire and other cultures, with special regard to the Celtic and Germanic tribes from the first century B.C to the fourth century A.D.
• be able to discuss how the interaction between the Roman Empire and Germanic and Celtic tribes can be seen in the material culture from the first century B.C to the fourth century A.D.
• be able to use and problematize concepts like imperialism, ethnicity, social identity, Romanization and hybridity
• on a basic level be able to use methods and material connected to the interaction between the Roman Empire and its neighbours
• on a basic level be able to in a critical way use historical and archaeological sources from the period in question
• be able to use and relate to different theories regarding the interaction between cultures

Selected topics
• Cultural Interaction • Imperialism, Colonialism and Resistance • Julius Caesar and the Gallic Wars • The Roman Legion and Life at the Frontier • Conflict and Defeat - The Battle of the Teutoburg Forest • Victory and Triumph • Inscriptions, Commemoration and Identity • Beyond the Border - Roman Influences in Scandinavia • The Legacy of the Roman Empire

Teaching and assessment
Teaching consists of lectures, group work, compulsory seminars and a compulsory study visit. The assessment is based on a written assignment and active participation in seminars and group work.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

Study period: Spring semester
Website: www.ht.lu.se/kurs/SASH79

SASH85 The Emergence of European Culture, 7.5 credits
The course is organized around a number of themes concerning central issues in European prehistory, such as the introduction of agriculture, the impact of metallurgy and the emergence of complex societies in southern, central and northern Europe. The importance of these issues in the on-going social transformation taking place in the areas is discussed.
Class meetings centre on historical overviews of the chronological sequences in the geographical areas studied. They also involve discussions of the changes that have occurred, their
causes and effects.

**On completion of the course, the student shall:**

- be able to demonstrate sound knowledge of the development of European prehistory, especially regarding the emergence of agriculture, metallurgy and complex societies in northern, central and southern Europe
- be able to present arguments, based on a critical reading of the archaeological record, to explain the emergence and spread of agriculture, metallurgy and social complexity in northern, central and southern Europe
- demonstrate a critical understanding of different the interpretations of European prehistory

**Selected topics**

The Neolithic in Europe and the Agricultural Revolution • Early Metallurgy and Specialization in northern Neolithic Europe • Metallurgy in the Bronze Age • Social Complexity in Bronze Age and Iron Age Europe

**Teaching and assessment**

Teaching consists of lectures and obligatory seminars. Examination is in the form of a home assignments with specific questions. Grades are based on these papers and on participation in the seminars.

Students are awarded one of the following grades: A-E, F

**Study period:** Autumn semester

**Website:** www.ht.lu.se/kurs/SASH85

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**GLOBAL ISSUES OF CONTEMPORARY INTEREST**

**SASH26 Diversity of the World’s Languages, 7.5 credits**

The course provides the students with an overview of the major languages in the world, the families to which they belong, their structural characteristics and where they are spoken. Different accounts as to why languages resemble or differ from each other regarding grammar and sound systems are taken up and discussed. Explanations as to why the number of languages in the world is fast decreasing through language death are further examined.

Emphasis is placed on practical exercises as well as an investigation where the student (either individually or in a group) conducts a questionnaire-based interview with a speaker of a language of which he/she has no previous knowledge.

**On completion of the course, the student shall:**

- be able to describe the major languages of the world, where they are located and their typical characteristics
- be able to explain what ‘language relatedness’ means, and how one can recognize it
- be able to explain and apply basic concepts of language typology
- be able to make grammatical generalizations on the basis of a limited number of language examples
- be able to place a language in the world (geographically or genealogically) on the basis of grammatical and sociolinguistic information
- be able to distinguish between possible/probable languages and impossible/improbable languages
• be able to account for the typological status of his/her own native language among the languages of the world
• be able to carry out a questionnaire-based interview
• be able to evaluate reasons as to why the world’s great number of languages is decreasing through language death.

Selected topics
• The Structure of Human Language • The Sounds of Human Language • Language Diversity
• Language Typology and Fieldwork • A Linguistic Look at Europe • From Finland to Japan
• The Isolates of Eurasia • The Melting Pot of South-East Asia • The Languages of Africa • The Languages of the New World • The Languages of Oceania • Pidgins and Creoles • Australian and Indo-Pacific

Teaching and assessment
Teaching consists of lectures and practical exercises. Exercises are obligatory. Examination takes the form of a take-home examination and an individual/group assignment involving the brief description of a language of the student’s own choice using a questionnaire-based interview method.

Students are awarded one of the following grades: Fail, Pass or Pass with Distinction.

Study period: Autumn and Spring semester
Website: www.ht.lu.se/kurs/SASH26

SASH35 Globalization in the Pre-Modern World, 7.5 credits
The course introduces globalization as a phenomenon to be studied archaeologically and historically. The following themes are addressed in the course: the conditions and driving forces of the globalization process; the organisation and trade patterns of the “pre-European” world; the European expansion from the 15th century; cultural encounters and hybridity; trade capitalism and East Indian trade; slavery and plantation economics; and the silent groups of humanity. A special focus will be placed on ecological globalization and the threats to the cultural heritage of the world due to climate change.

On completion of the course, the student shall:
• be able to discuss global cultural connections during the last 2000 years with special emphasis on the greater Indian Ocean World and the cultural encounters of the European expansion
• be able to demonstrate an understanding of the source materials and methods available for this study
• be able to demonstrate a non-Eurocentric understanding of the early globalization processes
• be able to demonstrate an understanding of the relevance of the “non-western” world for “western” history and development, and vice versa.

Selected topics
• Perspectives on Globalization • The Pre-European World • Scandinavian Globalism • Interactions of Humans and Environment • Effects of Urbanity • Trade in things and people • Power and Discourse

Teaching and assessment
Teaching consists of lectures and an excursion (museum visit). Examination takes the form of writing an essay of around 4-5 pages on a given problem and using both lectures and literature as sources.

Students are awarded one of the following grades: Fail, Pass or Pass with Distinction.

**Study period:** Spring semester

**Website:** www.ht.lu.se/kurs/SASH35

**SASH49 Religion and Politics, 7.5 credits**
The course investigates the intimate connections between religion and politics, historically and geographically and on group as well as individual level. It introduces different fundamentalist groups that have made political religion known in recent decades. Furthermore, focus is placed on how people take up issues of democracy, the environment and equality because of religious conviction and on different psychological and sociological models for interpreting different forms of religio-political activism.

**On completion of the course, the student shall:**

- be able to account for in general terms and compare a selection of religio-political manifestations
- be able to summarize and explain psychological and sociological models for interpreting religio-political manifestations
- be able to describe, analyze and interpret with a certain degree of independence how religious texts and historical processes can be used to legitimize political and/or ideological positions and determine what is a correct lifestyle
- be able to write a short scholarly text on a given issue of relevance for the theme of the course
- be able to discern, compare and take a position on terminology specific to certain religions and scholarly terminology
- be able to critically assess the subject matter of religio-political statements

**Selected topics**

- Religion, Ecology and Politics
- Hindu and Buddhist Fundamentalism
- Judaism in the Diaspora and Israel
- Judaism and Politics in Israel
- Islam and Politics
- Muslim Politics and Activism

**Teaching and assessment**
Teaching consists of lectures and seminars. The assessment is based on a written take-home exam in which one assignment is to produce a scholarly text.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

The course is equivalent to RHBB14 and cannot be included in a degree together with this course.

**Study period:** Autumn semester

**Website:** www.ht.lu.se/kurs/SASH49

**SASH59 Gastronomy – Sustainable Eating, 7.5 credits**
The aim of the course is to provide a broad introduction to the study of food and eating in relation to issues of sustainability and health. The course has an interdisciplinary approach
and combines perspectives from the cultural sciences, geography and nutrition. The course provides a global outlook on the subject, based on current literature and students carry out a local field study.

**On completion of the course, the student shall:**

- be able to account for the main aspects of the international and interdisciplinary research field of food, sustainability and health
- be able to account for some key aspects of studying the impact of food and eating on sustainable development for individuals and society
- be able to carry out a minor field study and gather material related to sustainable eating
- be able to carry out an analysis of collected material from the perspective of current research issues in the field of food and sustainability
- present and discuss their own and others’ research findings on sustainable lifestyles, orally and in writing
- analyse the interdependence of eating, individuals, communities and the environment
- be able to take a critical approach to debates on sustainable lifestyles.

**Selected topics**

- Global Food Challenges
- Individual Sustainability
- Natural Food
- Sustainable Choices
- Organic and Local Food

**Teaching and assessment**

Teaching consists of group work, lectures and seminars. The group work (approx. 1 session) and seminars (approx. 2) are compulsory. The assessment is based on one (1) continuous group work, which is reported orally, and in writing, as well as an individual written assignment at the end of the course.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

**Study period:** Autumn semester

**Website:** www.ht.lu.se/kurs/SASH59

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**SASH61 Cultural Perspectives on Health, Lifestyle and Medicine 7.5 credits**

The course covers issues of health, lifestyle and medicine from a cultural-analytical perspective. The course discusses current social issues related to illness, diagnosis and well being in present-day and historical contexts. Students on the course work individually and in groups to formulate issues concerning the theme of the course; they then carry out a cultural-analytical study of these issues. These may be issues such as the encounter between doctor and patient, living with chronic illness, controversial biomedical diagnoses and treatments, discourse on risk and responsibility, etc. The course is based on current research in ethnology, medical anthropology and cultural sciences, including issues concerning the body, the experience of illness, disability, ethics and health. The course provides a theoretical insight into how aspects such as identity, class, gender, ethnicity and age affect medical treatments and lifestyle patterns. The course aims to increase understanding of the social and cultural dimensions of illness and health.

**On completion of the course, the student shall:**

- be able to give a basic account of some of the central cultural-analytical perspectives on health, lifestyle and medicine
be able to account for how gender, class, age and ethnicity determine health, lifestyle and medicine
be able to formulate relevant cultural-analytical issues concerning health, lifestyle and medicine
be able to conduct a basic cultural analysis using theoretical concepts
problematize at a basic level various societal phenomena concerning health, lifestyle and medicine from a cultural-analytical perspective, both orally and in writing
be able to present and critically approach other people's research findings, both orally and in writing
be able to evaluate and critically interpret, analyze and comprehend works in the cultural sciences on health, lifestyle and medicine

Selected topics
- Suffering and Healing
- Wear and Ageing
- Ethnographic Methods
- Migration and Categorizations
- Medical Visualizations of the Body
- Culture and History of Psychiatry
- Rituals of Wellbeing
- Gender and Everyday Life
- Biotechnological Bodies in Transition

Teaching and assessment
Teaching consists of lectures, seminars, group exercises and excursions. Participation in seminars and group exercises is compulsory. There will be a visit to the Medical Museum in Copenhagen including a lecture on site. The assessment is based on a continuous assignment to be completed in groups or individually and presented at a seminar, as well as an individual written assignment to be handed in by each student.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

Study period: Spring semester
Website: www.ht.lu.se/kurs/SASH61

SASH66 One World – One Morality, 7.5 credits
The course is an introduction to Practical Philosophy. It highlights the fundamental role of moral issues in a range of individual and social areas and provides a historical background to classical ethical theories such as utilitarianism, social contract theory and virtue ethics as well as more recent theories such as feminist ethics of care. The course presents some of the theoretical approaches for dealing with issues of right and wrong, good and evil.

On completion of the course, the student shall:
- be able to identify and account for some key theories in ethics such as consequentialism, Kantian ethics and feminist ethics of care
- be able to provide an overview of some historical and contemporary philosophical currents of importance for the present-day moral philosophy of the so-called analytical school
- be able to explain some key concepts of moral philosophy, such as subjectivism and objectivism
- be able to account for a few different models used to explain moral values, such as relativism and absolutism
- be able to describe a few classical virtues and vices
- be able to summarize the arguments for and against certain central ethical approaches,
such as utilitarianism and virtue ethics, and distinguish between value statements and empirical statements

- be able to apply the methodology of practical philosophy and the approaches of meta-ethics, ethical theory and applied ethics
- be able to argue in speech and in writing for some moral values
- be able to query their own attitudes and those of others towards questions of good and evil, right and wrong

**Selected topics**

- Applied Ethics, Ethical Theory and Metaethics
- Consequentialism
- Kantianism
- Ethical Egoism vs Psychological Egoism
- Social Contract Theory
- Subjectivism and Objectivism
- Morality Based on Religion?
- Virtue Ethics
- Care Theory

**Teaching and assessment**

Teaching consists of lectures and group exercises. Assessment is based on a written exam.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

**Study period:** Spring semester

**Website:** [www.ht.lu.se/kurs/SASH66](http://www.ht.lu.se/kurs/SASH66)

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**SASH67 Media and Armed Conflicts – Past and present, 7.5 credits**

The course focuses on the significance of media for armed conflicts and the significance of armed conflicts for the media, in historical as well as present-day perspectives. The aim of the course is to provide tools for analysing and understanding different cultural, social and technical aspects of the relationships between media and armed conflicts.

**On completion of the course, the student shall:**

- be able to give a basic account of the different types of relationship between the media and armed conflict, in history as well as in the present
- be able to account for basic knowledge of the development of the relationships between the media and armed conflict and be able to relate these to medial as well as cultural, social and technical change
- be able to identify and formulate issues of the media with regard to armed conflict
- be able to analyse and critically discuss media expressions, orally and in writing
- discern relevant contexts of medial as well as cultural, social and technical conditions and change for the relationship between media and armed conflict
- be able to assess media critically while taking into account relevant scientific and social aspects

**Selected topics**

- Conflicts in the Global Media System
- Visual Representations of Conflicts
- New Media Technologies in Conflicts throughout History
- Early Use of Photography
- The Construction of Gender and Ethnicities
- Demonization of the Enemy
- Vietnam and Documentary Film
- The Role of Pop Culture and Nationalism in Conflicts

**Teaching and course assessment**

Teaching consists of lectures combined with seminar and group exercises. The seminars and group exercises are compulsory. Assessment is based on active attendance at the
compulsory components and a written assignment at the end of the course.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

**Study period:** Autumn semester

**Website:** [www.ht.lu.se/kurs/SASH67](http://www.ht.lu.se/kurs/SASH67)

**SASH68 Critical Animal Studies – Animals and Society, Culture and the Media, 7.5 credits**

The course provides a multidisciplinary introduction to the research field of critical animal studies (CAS) and explores the shifting roles and positions of animals in contemporary Western society. The aim of the course is to provide analytical tools to critically review norms and structures organizing human–animal relations and the ethical, cultural and social consequences of these.

**On completion of the course, the student shall:**

- be able to account for the shifting roles and positions of animals in contemporary Western society and the ethical, cultural and social consequences of these
- be able to account for key theoretical perspectives and concepts in the field of human–animal studies
- be able to account for the importance of including a critical animal studies perspective in analyses of current social issues
- be able to analyse and critically review norms and structures organizing human-animal relations in contemporary Western society
- be able to analyze the boundaries drawn between human and animals and critically review the consequences of these
- be able to critically assess the ethical, cultural and social consequences of human-animal relations
- be able to formulate research issues orally and in writing

**Selected topics**

- Animals in Society
- Human-Animal Relations
- Animal Rights
- Intersectionality and Commonality of Oppressions
- Animal Advocacy and Activism
- Animals in Media and Popular Culture
- Animal Representations and Stereotypes
- Animals as Food
- Animals as Pets
- Animals in Zoos

**Teaching and course assessment**

Teaching consists of lectures and seminars and group exercises. The seminars and group exercises are compulsory. Assessment is based on active attendance at the compulsory components and a written exam at the end of the course. Absence from compulsory components is compensated for by written assignments. A student who fails the ordinary examination will be given the opportunity to complete the course through supplementary assignments.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

**Study period:** Spring semester

**Website:** [www.ht.lu.se/kurs/SASH68](http://www.ht.lu.se/kurs/SASH68)
SASH69 Media and the History of Political Rhetoric, 7.5 credits

The course is interdisciplinary and deals with the impact of media on the political rhetoric of politicians, moulders of public opinion and potentates. The main focus is placed on the impact of new communication technologies such as writing, print and broadcasting on rhetoric and the manifestation of power.

**On completion of the course, the student shall:**

- be able to give a general account of the use of rhetorical techniques in political argumentation
- be able to give a basic account of different types of relationship between media and power, in the past and in the present
- be able to account for the impact of social, cultural and technological change on media and political rhetoric
- be able to identify and formulate issues of relevance to media and power
- be able to analyze and critically discuss communication in different types of media
- master basic rhetorical terminology and apply it to analysis and assessment of propaganda
- be able to take a position on and judge political rhetoric with reference to aspects of media history, ethics and intercultural relations

**Selected topics**

- Propaganda
- Persuasion
- Cartoon
- Psychological Warfare
- Images of Power
- Changing Media Landscapes
- Media Technologies: Opportunities and Risks
- Influencing Publics

**Teaching and assessment**

Teaching consists of lectures combined with seminars and group exercises. Attendance is compulsory at seminars and group exercises (4 in all). The assessment is based on active attendance at two assessed seminars, an oral report of an assignment and a final written exam.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

**Study period:** Spring semester

**Website:** www.ht.lu.se/kurs/SASH69

SASH73 Health and Diet through Human History, 7.5 credits

The course provides an overview of the last 200,000 years of human history. Focusing on diet and health, it deals with different aspects of the relationship between mankind and the environment. The concept of transition is discussed with reference to osteological, archaeological and historical source material on the Neolithic revolution, urbanization and industrialization.

In order to understand the population growth from a few individuals to 7 billion people in less than 200,000 years, the course employs an interdisciplinary perspective interweaving biological, social and economic developments and climate change.

**On completion of the course, the student shall:**

- be able to give a general description of the variation in archaeological sources used to study human history in terms of health and diet
- be able to provide examples of osteological methods to study health and diet
- give a basic account of how health and diet are related to each other and to the historical context
• be able to give an account of methods in interdisciplinary research on health and diet
• be able to assimilate simple research texts and summarize the contents
• be able to identify the consequences of major changes in health and diet in human history
• be able to critically assess different aspects of complex issues concerning knowledge and interpretation of health and diet in the past
• be able to assess present-day uses of information on health and diet in the past

**Selected topics**
- Diet and Health
- The Skeleton as a Database
- Faunal History
- Archaeobotany
- Disease History
- Arts of Healing
- The Effects the Neolithic Transition
- Urbanization and Industrialization

**Teaching and assessment**
Teaching consists of lectures, group work, compulsory seminars and a compulsory study visit.
The assessment is based on a written assignment and active participation in seminars and group work.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

**Study period:** Spring semester
**Website:** www.ht.lu.se/kurs/SASH73

**SASH81 One World, One Language, 7.5 credits**
The course is an introduction to the central topics of the philosophy of language seen from a global, multi-lingual perspective. It focuses on the commonalities of the natural languages that allow them to generate meaningful expressions, to be about things in the world, and to influence and be influenced by what we think. Topics addressed in the course include the nature of meaning and reference, whether there is a universal language of thought, how language influence thought, if translation is really possible, whether we can have private languages, and how the languages of animals and machines relate to ours.

**On completion of the course, the student shall:**
- be able to account for different theories of meaning and reference, and reason about the relative strengths and weaknesses of these
- be able to explain some key concepts of the philosophy of language, such as compositionality and intentionality
- be able to account for different philosophical perspectives on the relationship between language and thought
- be able to account for philosophical theses and arguments pertaining to translation
- be able to account for different interpretations of Wittgenstein’s private language argument, and other arguments pertaining to the possibility of a private language
- be able to account for commonalities and differences between human languages and animal and machine languages
- be able to formulate, in a reasonably precise way, philosophical theses of their own about language and thought
- be able to express him/herself in philosophical terms both orally and in writing
- be able to apply the methodology of theoretical philosophy to problems in the philosophy
of language
• be able to evaluate philosophical theses about language and thought
• be able to relate different philosophical positions pertaining to language and thought and critically assess their compatibility

Selected topics
• Meaning • Reference • Universal Grammar • Compositionality • The relationship between Language and Thought • Translation • Private Languages • Wittgenstein • Animal languages • Machine languages

Teaching and assessment
Teaching consists of lectures and group exercises. Assessment is based on a written exam. The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

Study period: Autumn Semester
Website: www.ht.lu.se/kurs/SASH81

SASH82 Intercultural Communication, 7.5 credits
On the course, students develop their rhetorical abilities, in both speech and writing, in an intercultural context. Teaching is based on rhetorical theory and practical application. Students prepare and deliver speeches for different communication situations and write texts in different genres. The relationship between rhetoric and ethics is addressed in discussions on what characterises good and effective communication.

On completion of the course, the student shall:
• be able to describe the working process for rhetoric
• be able to describe fundamental concepts of cross-cultural rhetoric
• be able to give examples of differences between rhetorical expressions in different cultures
• be able to master basic rhetorical terminology and apply it in analysis and evaluation of communicative activities
• be able to communicate convincingly, both as sender and receiver, in various cultural environments, e.g. in the workplace, in academia or in private situations in different countries
• be able to provide constructive feedback on other students’ oral and written work
• be able to independently and critically analyze rhetorical communication in various media, in speech and in writing
• be able to consider ethical and intercultural aspects of rhetorical communication

Selected topics
• Culture Chock • Non-Verbal Communication • Discrimination • Intercultural Competence • Untranslateable Words • International Management • Corporate Culture • Cultural Patterns

Teaching and course assessment
Teaching takes the form of lectures combined with seminars and group exercises. Attendance at seminars and group exercises is compulsory. The assessment is based on compulsory oral and written assignments (two of each).

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

Study period: Autumn semester
Website: www.ht.lu.se/kurs/SASH82
SASH86 – Food, Tradition and Innovation, 7.5 credits

The course Food, Tradition and Innovation aims to discuss the meaning of food and meals in various social situations. A central perspective of this course is how food culture is a process that is constantly changing. Based on traditions, both new and old, the cultural and social significance of food is discussed in different contexts: in everyday life and in festivities, at home and in public. The historical development of food traditions and innovations, as well as contemporary change and possible future scenarios, will be studied.

On completion of the course, the student shall:
• be able to account for how cultural meaning is created through food and meals
• be able to account for the concepts tradition and innovation in relation to food culture
• be able to explain how change in, for example, commodity production, processing and trade, economy, migration and housing affect food habits
• be able to carry out a minor ethnographic field work and collect material around one limited food culture phenomenon
• be able to carry out a cultural analysis of an empirical material based on issues that concerns food, tradition and innovation,
• be able to compare the importance of traditions and innovations over time, space and social milieu
• assess and discuss ethical and democratic aspects of food culture

Selected topics
• Food Culture • Tradition• Innovation • Meals and National Identity

Teaching and assessment
Teaching consists of group work, lectures and seminars. Group work (approx. 1 session) and seminars (approx. 2) are compulsory. The assessment takes place through at least one continuous group work, and through an individual assignment at the end of the course.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

Study period: Spring semester
Website: www.ht.lu.se/kurs/SASH86

SASH87 Modernism and Postmodernism in European History of Ideas of the Twentieth Century, 7.5 credits

Modernism and postmodernism are well-known concepts characterizing the period from 1789 to the present. Modernism in general includes the ideas behind empirical sciences, anti-idealistic philosophy, liberal democracy, secularism and belief in reason that has emerged since the Enlightenment. Conventionally, modernism and postmodernism are separated into scientific and artistic enterprises.

This course focuses on the cognitive links between what Foucault called the “human sciences” and aesthetic modernism in the arts including literary criticism. In the dynamic culture of modernism a move towards greater subjectivity was a common feature, however in the human sciences it was modified by a devotion to rationality and scientific progress. In its first phase postmodernism opposed modernism and regarded self and culture as linguistic constructs. Currently a move towards universalism, tradition and religion is articulated among thinkers
such as Giorgio Agamben and Slavoj Žižek.

The course views modernism and postmodernism primarily as modes of thinking that affirm the power of human beings to create, improve and remake their environment with the aid of scientific knowledge, technology and art and thus reshape the world. These modes of thinking and the ideas that constitute them are presented in a historical context.

On completion of the course, the student shall:

- be able to account for basic ideas, concepts and terminology within modernism and postmodernism
- be able to account for the political, ideological and cultural importance of ideas associated with modernism and postmodernism
- be able to discuss in speech and writing how ideas within art, culture and society interact in the formation of the phenomena known as modernism and postmodernism
- be able to formulate and delimit a research issue related to modernism and postmodernism
- be able to analyse and problematise both past and present modernist and postmodernist events and societal phenomena from the perspectives of the history of ideas and sociology
- be able to analyse and problematise current events and societal phenomena from the perspective of a postmodernist history of ideas
- be able to assess to what extent ethical values have affected the history of ideas

Teaching and assessment
Teaching consists of lectures and compulsory seminars and study visits. The assessment is based on 2 to 4 written assignments (papers).

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

Study period: Autumn semester
Website: www.ht.lu.se/kurs/SASH87

SASH89 – Inter-religious Relations: Conflict and Community in the Historical Past and the Lived Present, 7.5 credits
This course will engage with inter-religious relations between Judaism, Christianity, and Islam from a range of thematic and interdisciplinary perspectives. Each session will equip students with an understanding of the historical roots and contemporary impacts of inter-religious relations between the three faiths. Students will learn about the core narratives at the heart of inter-religious discourses and will gain a new understanding of both the challenges facing inter-religious engagement as well as points of co-operation. Themes include gender and sexuality, eschatology and apocalypticism, the intersection of religious and civil law in Western societies, and the challenges of maintaining individual and community identity in a shifting cultural, social, and political landscape.

On completion of the course, the student shall:

- demonstrate an awareness of the core texts and traditions of the religions covered by the course, including Judaism, Christianity, and Islam
- provide a general account of the key issues emerging from the study of interreligious relations in historical and contemporary contexts
• communicate themes and ideas covered in the course orally and in writing
• critically analyze texts from a range of genres and in a range of forms, including in written, oral, and visual media
• understand and employ correctly religious and scholarly terminology
• critically and reflexively assess one’s own position while analyzing competing religious and political narratives within the context of wider society

Selected topics
Inter-religious relations • Judaism • Christianity • Islam

Teaching and assessment
The teaching consists of lectures and seminars. The assessment is based on a final written take-home exam.
The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

Study period: Spring semester
Website: www.ht.lu.se/kurs/SASH89

SASH99 Lund University in the Global World, 7.5 credits
The course is based on field studies and visits to important places of interest, museums, archives, libraries, laboratories, etc., which will give us a glimpse behind the scenes. We will visit places from the middle ages to the present time, even into the future. The course is multidisciplinary and discusses art, architecture, objects, ideas, science, and other topics that in all forms a university. After this course you will have a richer understanding of Lund and its university, how it has emerged since the 17th century and how it has been formed in a global world.

On completion of the course, the student shall:
• be able to identify basic concepts, ideas and terminology within university history
• be able to explain on a basic level how a city and its university expresses itself in literature, art, architecture, archives and history of ideas
• be able to distinguish and present the general features of the development of Lund as a university city
• be able to reflect in speech and writing on how influences from the outside world have affected the development of Lund as a university city

Selected Topics:
• Lund during the Middle Ages • Influences from Germany, Denmark, the United Kingdom, the United Stated of America • University culture from the 17th century to the present

Teaching and assessment
Teaching takes the form of lectures, seminars, excursions, and group work. Assessment is based on written assignments and a seminar.
The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

Study period: Spring
Website: www.ht.lu.se/course/SASH99

Contact SASH-courses: International@ht.lu.se
Special Area Studies at the Faculty of Engineering

SASC01 An Introduction to Information Security, 7.5 credits
Information must be protected for several reasons. Some information must be protected from eavesdroppers and some from unauthorized modification. Users must be authenticated and access to information must be controlled. At the same time, the number of Internet connected devices are increasing and so is the amount of information that we are able to access online. This course will give an introduction to the problems we are facing when designing security for computers, mobile devices and web applications. It will also give an overview of the solutions to these problems. The course focus will be on concepts and ideas, not on technical details. Still, the goal is to provide a good understanding of building blocks, attacks, and defenses. It is suitable for anyone that wants to have an increased general understanding of information security and how it affects the systems and products that we interact with in everyday life.

On completion of the course, the student shall:
- be able to discuss security aspects in an informed way
- be able to understand design decisions related to security
- be able to understand basic security principles on the Internet
- be able to understand how security can be broken
- be able to understand common ways of protecting computers and systems against attacks
- be able to distinguish different security measures and explain where and why they are used
- be able to understand how web accounts can be hijacked and how to protect against this

Selected Topics:
- Password Security
- Principles for Protecting Stored and Transmitted Data
- Data Integrity
- Security Features in Computers and Applications
- Email Security
- Internet Anonymity
- Security in Electronic Payment Solution
- Security in Internet Applications

Teaching and assessment
Teaching takes the form of lectures. Assessment is based on home exercises and written assignments.

Students are awarded one of the following grades: Fail, Pass or Pass with Distinction.

Study period: Autumn
Website: www.eit.lth.se/course/sast01

Contact: incoming@kansli.lth.se
Special Area Studies at the Faculty of Fine and Performing Arts

SASL03 Ensemble Music at Odeum (Orchestra playing or choir singing) 7.5
The course is studied during the autumn semester as participation in one of the university orchestras and choirs, Lund University Academic Orchestra, Lund Academic Choir or Lund University Brass band. The course aims at singers and musicians on a high non-professional level. The student has to pass an audition in the beginning of the autumn semester to be accepted for the course.

On completion of the course, the student shall:
• be able to show practical knowledge about playing or singing in an orchestra or choir
• be able to give an overview of different functions in ensemble playing/singing
• on a basic level be able to describe, analyse and interpret music for orchestra or choir
• be able to place the repertoire in a historical context
• be able to relate knowledge about orchestra playing or choir singing to other cultural contexts

Selected topics
• Principles of Ensemble Playing and Ensemble Singing • Interpretation and Style • Music Historical Orientation

Teaching and assessment
Teaching consists of compulsory full rehearsals, sectional rehearsal, concerts and lectures
Students are awarded one of the following grades: Fail or Pass

Study period: Autumn semester
Website: www.SASL03

SASL04 Ensemble Music at Odeum (Orchestra playing or choir singing) 7.5
The course is studied during the spring semester as participation in one of the university orchestras and choirs, Lund University Academic Orchestra, Lund Academic Choir or Lund University Brass band. The course aims at singers and musicians on a high non-professional level. The student has to pass an audition in the beginning of the spring semester to be accepted for the course.

On completion of the course, the student shall:
• be able to show practical knowledge about playing or singing in an orchestra or choir
• be able to give an overview of different functions in ensemble playing/singing
• on a basic level be able to describe, analyse and interpret music for orchestra or choir
• be able to place the repertoire in a historical context
• be able to relate knowledge about orchestra playing or choir singing to other cultural contexts

Selected topics
• Principles of Ensemble Playing and Ensemble Singing • Interpretation and Style • Music Historical Orientation
Teaching and assessment
Teaching consists of compulsory full rehearsals, sectional rehearsal, concerts and lectures
Students are awarded one of the following grades: Fail or Pass
Study period: Autumn semester and Spring semester
Website: www.SASL04

SASL06 Arabic Rythms, 7.5 hp
The purpose of this course is for the students to gain basic knowledge in the field of Arabic rythms together with basic techniques in playing the instruments rek, dag and darbouka-drums. The students will learn how to play different arabic rythms (ballad, said, lee, maksoum, falls, masmoudi, adani, chobi, kat, kati, kart chi, nahawaht) in different ways. During the course we will also perform exercises in improvisation and music listening. The teaching will be carried out by ear. We will end the course with a common drum session presentation.

On completion of the course, the student shall:
• master different basic timbres on darbouka, daf and rek
• be able to play commonly occurring Arabic rhythms on above-mentioned instruments
• show skills in recognizing and name different rhythms from recordings through active music listening
• have knowledge of the names of the percussion instruments and the rhythms and their origin

Selected topics
• arabic rythms • drumsessions • instrument technics • rek • dag & darbouka-drums

Teaching and assessment
Teaching consist of group tutions and the examination takes place through a joint presentation with drum ensemble.
Students are awarded one of the following grades: Fail or Pass
Study period: Autumn semester
Website: www.SASL06

SASL08 Swedish Folk music
This course aims at students who want to learn more about Swedish Folk music in theory and praxis. The repertoire includes Swedish Folk music from different time periods, 1700-1900 together with contemporary Folk music. The course contains ensemble exercises, intonation, improvisation and composition in the style of Swedish Folk music based on different dance types such as reel, polka, waltz and schottische. The course requires instrumental knowledge and sight-reading skills (a prima vista) on a basic level.

On completion of the course, the student shall:
• have gained insight and basic knowledge about ensemble playing and songs in Swedish Folk tradition
• have acquired knowledge of contemporary material and newer elements within Swedish Folk music tradition of today
• have gained knowledge in arranging Folk music material both in older and in newer style
Selected topics
• Swedish Folk music between 1700-1900 century as well as contemporary Folk music
• ensemble exercises • intonation • improvisation • composition

Teaching and assessment
Teaching consists of rehearsals and review of the Course material.
Students are awarded one of the following grades: Fail or Pass

Study period: Autumn semester
Website: www.SASL08

Contact: Patrik.Andersson@odeum.lu.se and international@mhm.lu.se

Special Area Studies at the Faculty of Law

SASJ01 Introduction to European Business Law, 7.5 cr

The European Union is one of the world’s largest and most important economies. Those interested in doing business with the EU member states must know the rules and the practice of relevant laws.

This introductory course deals with the subject from several perspectives, among others social and economic. It will provide students with the fundamental tools they need in order to be able to do business with the EU, whether they live in Europe or elsewhere. Students will gain a broad understanding of both the practical and theoretical aspects of European business law, regardless if they have prior legal knowledge or not. We will focus on topics central to business law and to economic analysis, such as free movement law, competition law, environmental law, trade law and state aids law. Students will also gain a general understanding of the European Union’s legal system and explore the basic constitutional foundations of the EU.

On completion of the course, the student shall:
• be able to demonstrate basic knowledge and understanding of the operations of the EU internal market in a global context
• be able to demonstrate knowledge and understanding of the EU legal system and the constitutional foundations of European cooperation
• be able to demonstrate knowledge and understanding of the different fields of EU business law
• be able to demonstrate basic ability to analyse and reflect on EU business law and the concepts involved
• be able to demonstrate basic ability to apply legal knowledge to concrete problems within EU business law
• be able to demonstrate basic ability to independently execute a legal investigation using knowledge acquired on the course
* be able to demonstrate ability to reflect on EU business law informed by economic, social and other societal aspects
* be able to demonstrate ability to reflect on EU business law from an independent and critical perspective

**Selected topics**
- Introduction to the EU
- Constitutional Foundations and Fundamental Principles
- The Economic Freedoms
- Intellectual Property Law
- Competition Law
- State aid and Public Procurement
- Tax Law and the Financial Market
- Labour law
- Procedural and Environmental Law
- The External Dimension

**Teaching and assessment**
The course is based on a number of seminars. The students are expected to prepare themselves before and actively participate during the seminars. As part of the preparations, the students shall watch a number of video lectures provided on the course webpage. The video lectures and the course literature lay the foundations for what will be discussed during the seminars. Work in the course is evaluated on the basis of graded quizzes and a legal report.

**Graded quizzes**
The students are going to answer three graded quizzes during the course. The questions are a part of the assessment and shall therefore be a result of the students’ own efforts. It is necessary to pass the graded quizzes in order to participate in the legal report.

**Legal report**
The students are also going to write a legal report on one of the topics covered in the course. The legal report must be a result of the student’s independent work. The student shall give feedback on at least one other legal report, written by a fellow student and present the report in front of the class.

**Study period:** Autumn semester

**Website:** [www.law.lu.se](http://www.law.lu.se)

**SASJ02 Introduction to International Law, 7.5 cr**
How nations act domestically and internationally is regularly influenced, and sometimes dramatically influenced, by international standards. International rules governing issues like human rights, trade, climate or the use of force in resolving disputes between countries affect the day-to-day lives of people and communities all over the world.

This course is designed to provide non-lawyers with basic knowledge about the different forms that international standards can take, about how those standards are made and enforced, and above all how and why they have impacts (when they do) on what countries actually do at home and abroad.

**On completion of the course, the student shall:**
* be familiar with the principal theories about the nature of international law: is it really “law” or is it something else? Why do states obey it (if they do)?
* have an understanding of how international legal standards develop and the different forms (e.g. treaties, customary international law, etc.) that they take
* be familiar with the concept of “soft” (non-binding) international law, the different forms it can take, and its role in shaping governmental and non-governmental behavior
have a broad idea of the role and structure of the United Nations
have a general understanding of the international systems for resolving legal disputes among nations, including the role of the International Court of Justice
have had a glimpse into the substantive context of several areas of international law, e.g. international human rights law
be able to identify international legal standards that they encounter and be aware of their nature and legal force (e.g., binding or not binding)
be able to read international legal cases and understand the nature of the arguments being made
be better able to identify and understand the potential role of public international law in ongoing international processes, e.g. a conflict between two countries or an international negotiation concerning cooperation on environmental topics

Selected topics
• International Human Rights Law • International Environmental Law • International Economic Law • The Use of Force under International Law

Teaching and assessment
This course is taught using a case method, meaning that much of the reading will focus on real-life international legal disputes or negotiations and on how they were resolved. Class time consists of a combination of lecture and class discussion, including debates over the cases themselves. Regular attendance and preparation of the assigned readings in advance of the class sessions, as well as participation in the class discussions, are essential components of the course.
Work in the course is evaluated on the basis of an in-class exam partway through the course and a take-home exam at the end of the course.
Study period: Autumn semester
Website: www.law.lu.se

Contact:
For information about courses: SASJ01@jur.lu.se, SASJ02@jur.lu.se
For questions regarding application and admission: Jenny.Backer@jur.lu.se
Special Area Studies at the Faculty of Sciences

**SASF10 The Scientific Method, 7.5 credits**
The course covers basic questions about what constitutes science and the scientific method; what are the differences between true science and pseudoscience, from charlatanism and fraud; the relationship between faith and reason, religion and science; anthropocentricity and gender perspectives in science; and the connection between natural science and other creative activities such as painting, sculpture and composition.

**On completion of the course, the student shall:**
- be able to give a general overview of the history of science, illustrated by the emergence of a specific scientific theory
- be able to describe the basic features of the scientific method models by Popper, Kuhn and Feyerabend as well as discuss common criticism against these theories
- be able to describe how thought experiments and real experiments can interact with phenomenology and model construction in the emergence of scientific theories relate a given scientific theory to models of scientific method as well as critically
- be able to discuss in what way the theory is scientific
- be able to discuss the relationship between faith and knowledge, and critically examine the concept of non-overlapping magisteria of science and religion
- be able to discuss possible female and male approaches to scholarship or whether science as such is gender-neutral
- be able to discuss gender issues in the scientific environment
- be able to discuss how research is related to other creative activities, such as art, literature and music as well as reflect over what creativity actually is and how ideas are borne

**Selected topics**
- History of Science
- Theory of Science
- Pseudoscience and Fraud
- Faith, religion and science
- Gender Perspectives
- Creativity

**Teaching and assessment**
The teaching consists of lectures and compulsory course elements: group discussions, seminars, interviews, and an essay.

The examination is based on oral and written presentations and critique of the compulsory course elements.

Grading scale: Pass or Fail

**Study period:** Spring semester

**Website:** home.thep.lu.se/sasf10
Special Area Studies at the Faculty of Social Sciences

SASA16 Gender, Social Change and Modernity in Sweden, 7.5 credits

The aim of the course is to provide the student with basic knowledge about gender, social change and modernity in Sweden/Scandinavia, covering the period from late 1800 up to the 1950’s as well as to present the development of some theoretical debates within this field. The course explores some Scandinavian political, social, feminist and literary texts in relation to gender, race and sexuality, and analyzes early movements for women’s rights in relation to modern breakthrough in literature in Scandinavia. Research regarding women’s rights, family, racism, homophobia and gay and lesbian rights, and the emergence of the welfare state will be presented.

On completion of the course, the student shall:

• be familiar with some Scandinavian political, social, feminist and literary texts in relation to gender, ethnicity and sexuality, and the development of women’s rights in a historically changing society
• have knowledge concerning women’s rights, Scandinavian cultural expressions, and the mechanisms of intolerance and xenophobia from the late 1800’s and 1950’s and self-reflexive attitude towards gender issues
• have basic knowledge about gender, ethnicity and sexuality, social change and modernity in Sweden/Scandinavia, covering the period between late 1800 and the 1950’s
• be able to identify some of the major issues concerning the historical development of women’s rights in Sweden
• be able to present and convey this knowledge and these skills, orally and/or in writing
• have acquired an interdisciplinary and self-reflective attitude towards gender issues

Study period: Autumn and Spring semester
Website: www.sam.lu.se/en

SASA20 Education, Culture and Lifestyle, 7.5 credits Cancelled Autumn 2020

Cultural development in Sweden, including the development of the educational system during the last century, is introduced and discussed. The diversity of cultural patterns in different learning contexts – home, school, work, media, gender relations, intercultural settings are described, analysed and compared. How does culture create meaning for its members and how are values interpreted by immigrants and visitors? New conditions for learning and present concerns (equality, immigration, the European dimension, globalization and sustainable development) create new lifestyles which are discussed within the framework of a multicultural society with its current problems and possibilities.

On completion of the course, the student shall:

• outline the cultural development in Sweden, including the development of the education system during the last century
• identify, analyze and compare the diversity of Swedish cultural patterns and lifestyles in
different learning contexts: home, school, work, media, gender relations, intercultural settings and other cultures

• analyze and describe how culture creates meaning for the members of a society and how values are interpreted by immigrants and visitors
• show insight regarding how recent conditions for learning and current concerns (equality, immigration, the European dimension, globalization and sustainable development) create new lifestyles within the framework of a multicultural society
• identify and discuss current challenges

Teaching and assessment
Teaching takes the form of lectures, seminars and group work. Assessment is based on written papers, which are presented and discussed in a seminar.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

Study period: Autumn and Spring semesters
Website: www.sam.lu.se/en

SASA22 Swedish Social Policy, 7.5 credits
In the course some key social institutions that together have come to be called the “Swedish” or “Scandinavian” Model are presented. The course will present the historical development of the Swedish welfare state, both in relation to institutional changes and to the political project of the welfare state. It departs from an analytical and historical perspective where the internal contradictions and impetus for change of the Swedish Model are central. The course will therefore include recent developments such as the possible dismantling of the Swedish welfare state and emergence of a new welfare model. The emergence of social rights and social citizenship will be included in this section.

On completion of the course, the student shall:
• identify the characteristics of different welfare state models and discuss the welfare system in Sweden in relation to these models
• describe the most important dimensions of the Swedish model of labour market regulation and analyze how the model has been transformed in the last decades
• understand the relationship between care, public policy and gender inequalities in Sweden, and compare it with the situation in other countries

Teaching and assessment
Teaching course is based on a combination of lectures and group discussions. The assessment is based on a written home exam.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

Study period: Autumn and Spring semesters
Website: www.sam.lu.se/en

SASA23 Social Anthropology and Contemporary Swedish Society, 7.5 credits
The course is an introduction to the anthropology of contemporary Swedish society. It deals primarily with issues of politics, morality and social change in Sweden, and is based on a number of current ethnographic studies. The anthropological perspective usually starts with
an empirical understanding of people’s experiences, and can as such provide insight into the everyday life of people and organizations. The diversity of social and political life in contemporary Sweden will be examined, for example, in the view of morality in the so-called black economy, in changing norms in public organisations, or in the enactment and reproduction of gender differences in what is generally considered an equal society. Students are also expected to learn to apply theoretical approaches and perspectives to empirical cases, and to form an understanding of the local expressions of global processes.

On completion of the course, the student shall:

• account for some key theoretical perspectives and concepts in contemporary anthropology, especially as regards globalization, power and social change
• describe and apply some central ethnographic methods
• understand the relationship between ethnographic methods and anthropological knowledge
• critically review anthropological research findings
• discuss and analyze some current challenges in Swedish society and how they relate to global processes
• reflect on their own practices and values in comparison with some of the ethnographic examples discussed in the course

Teaching and assessment
Teaching takes the form of lectures, seminars and group work. Assessment is based on written papers, which are presented and discussed in a seminar.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

Study period: Autumn and Spring semesters
Website: www.sam.lu.se/en

SASA25 Gender, Citizenship and Migration, 7.5 credits
The aim of this course is to provide the student with basic knowledge about current racialized formations of gender, citizenship, and migration. Social, economic, political as well as cultural dimensions of citizenship and migration will be addressed. The course engages with key theoretical debates in the field, in particular postcolonial and feminist conceptual investigations of citizenship, (non)belonging, and migration. The course will explore gendered and racialized processes of inclusion and exclusion to the nation state. Issues regarding sexuality and reproduction in relation to citizenship will also be addressed.

On completion of the course, the student shall:

• have a basic knowledge of the gendered processes involved in migration
• be familiar with a number of empirical case studies pertaining how migration and citizenship are gendered and racialized
• be familiar with postcolonial and feminist theoretical approaches to citizenship and migration
• be able to account for key theoretical concepts in feminist and postcolonial studies of migration and citizenship
• be able to critically evaluate a number of sources of information pertaining the key concerns of the course
Selected topics
• Gender • Migration • Citizenship • Politics of Belonging • Racialization • Globalization
• Sexuality • Reproduction • Postcolonial and Feminist Theory

Teaching and assessment
Teaching consists of lectures and compulsory seminars. Examination takes the form of a written home assignment.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is F. The grade for a non-passing result is Fail.

Study period: Autumn Semester
Website: www.sam.lu.se/en

SASA27 Scandinavian Models of Equality, 7.5 credits
During the period after World War II the Scandinavian countries generally, and Sweden in particular, have been regarded as the forefront of gender equality in practice. This course explores the debates about equality and strategies used during this period. Particular attention will be given to cultural/social explanations of the level of inequality between women and men in Scandinavia, the concept of the “woman-friendly” welfare state and Scandinavian women’s movements. Current debates about gender, class, sexuality and ethnicity in Scandinavian countries will be presented.

On completion of the course, the student shall:
• be familiar with some of the ways in which Gender Studies have contributed to an understanding of the socioeconomic aspects of Scandinavian countries
• have achieved knowledge of the background to contemporary debates about Scandinavian models of gender equality, seen from interdisciplinary perspectives, including gender in relation to class, sexuality and ethnicity
• have acquired in-depth knowledge about cultural/social explanations for the level of inequality between women and men in Scandinavia, the concept of the “woman-friendly” welfare state and Scandinavian women’s movements during the period after World War II
• be able to identify some of the major issues taken up in the debates and in research on gender equality in the Scandinavian countries, and Sweden in particular, in the period after World War II
• be able to present and convey this knowledge and these skills, orally and/or in writing
• have acquired an interdisciplinary and self-reflective attitude towards gender issues

Teaching and assessment
Teaching methods include lectures and group discussions. The lecturers adopt an interdisciplinary approach. Students will be assessed on the basis of their active participation in seminars, oral presentations and a written examination.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is F. The grade for a non-passing result is Fail.

Study period: Autumn and Spring semesters
Website: www.sam.lu.se/en

Contact: inter@sam.lu.se
SASI03 Concepts, Challenges and Approaches in Sustainability Studies
This course is an introduction to the interdisciplinary field of sustainability studies. We will explore competing perspectives on sustainability, and learn about key sustainability challenges such as climate change, biodiversity loss and land-system change. The course integrates both natural and social dimensions of these challenges. In this way the course covers the scientific understanding of, theoretical perspectives on, and social perceptions of major sustainability challenges and their implications. During the course, students are introduced to some of the tools and approaches used to measure progress toward (or away from) societal sustainability goals. The course is taught by an interdisciplinary group of lecturers and consists of lectures, field visits in Scania and other student learning activities.

On completion of the course, the student shall:
• show the ability to discuss the concept of sustainability from several different perspectives
• demonstrate the capacity to differentiate some of the main worldviews that lie behind the discourses and debates about sustainability
• be able to describe and discuss how sustainability challenges have implications at different levels and scale
• have the ability to explain how a sustainability challenge has both social and ecological dimensions
• demonstrate the capacity to illustrate a complex sustainability challenge using a tool, framework, or theory in the field
• have the ability to propose a potential solution(s) to a particular challenge area and critically reflect on the strengths and limitations to it/them

Selected topics
• planetary boundaries • climate change • biodiversity loss • local sustainability • urban and rural planning for sustainability • intersectionality and sustainability

Teaching and assessment
The course is comprised of lectures, seminars and excursions. Assessment is carried out by means of evaluation of a written group project and oral presentation of the group project, two individual assignments (take-home exams), completion of a log book and a final individual paper (take-home exam).

Students are awarded one of the following grades: Fail, 3, 4, 5.

Study period: Autumn Semester
Website: www.lumes.lu.se

Contact: Amanda.Elgh@lucsus.lu.se
Special Area Studies at The International Institute for Environmental Economics

SASI01 Greening the Economy – lessons from Scandinavia
This is an interdisciplinary course that addresses sustainability, climate change and how to combine economic development with a healthy environment. The course will explore greening the economy on four levels – individual, business, city, and nation, and look at the relationships between these levels. Practical examples of the complexities and solutions across each level are discussed. A particular focus is placed on examples from Scandinavia, a pioneering place in advancing sustainability and combating climate change, and a unique starting point for learning about greening the economy.

On completion of the course, the student shall:
• be able to describe the basic challenges involved in implementation of the Green Economy
• be able to describe basic concepts, strategies and technologies that can enable the green economy
• be able to recognize how individual choices, business strategies, sustainable cities and national policies can promote or hinder greening the economy

Selected topics
• The Concept of a Green Economy • Consumer Behavior - Patterns and Levels of Consumption
• Business Strategies for Transition to a Greener Economy Business strategies for transition to a greener economy • Sustainable Cities
• Environmental policy on a national level

Teaching and assessment
The course is based on a “flipped classroom” pedagogy and involves recorded lectures, seminars, a paper and smaller assignments. Seminars are compulsory, and active participation is required to pass the course.
Grading is based on individual and group performance, via a written exam, and a paper. Students are awarded one of the following grades: Fail, Pass or Pass with Distinction.
Study period
Study period: Autumn semester and Spring semester
Website: www.iiiee.lu.se/education

SASI04 Circular Economy – Managing materials sustainably in its way.
The aim of this course is for students to learn what the Circular Economy (CE) is, and how its emergence can be facilitated as the result of choices and strategies by suppliers, designers, businesses, policymakers, and all of us as consumers. The course delivers knowledge of where important materials in products we use every day are sourced from, and how these materials can be used more efficiently, for longer periods of time, and in closed loops – these being key areas of work encompassed by the concept of the CE. However, adoption of the CE does not happen on its own and requires the support of social, business, and policy interventions. The
course provides numerous cases of management of materials for sustainability, skill building exercises, and tools for analyzing circular business models. Coursework also promotes the development of students ideas on how to facilitate the transition to a Circular Economy.

**On completion of the course, the student shall:**
- be able to describe the basic challenges involved in implementation of a Circular Economy and the contrast basic concepts, strategies and assessment methods that can enable a Circular Economy
- be able to analyze, evaluate and make critical judgements on various strategies and approaches in transitioning to a Circular Economy
- demonstrate the ability to plan and execute course assignments within given time limits, applying relevant and suitable methods for completing the assignment
- demonstrate the ability to present, in written or oral form, a coherent and sustained argument related to given questions, or problems, of relevance to the course content
- be able to reflect upon how individuals, businesses, and policies can promote or impede a transition to a Circular Economy.

**Selected topics**
- Materials
- Circular Business Models
- Circular Design
- Innovation and Assessment
- Policies and Networks
- Circular Societies.

**Teaching and assessment**
The course is based on a “flipped classroom” pedagogy and involves recorded lectures, seminars and case discussions, a course project and smaller assignments. Seminars and case discussions are compulsory, and active participation is required to pass the course. Grading is based on individual and group performance, via a written exam, course project and participation in quizzes and peer feedback.

The grades awarded are: Fail, Pass or Pass with Distinction

**Study period:** Autumn semester and Spring semester

**Website:** www.iiiee.lu.se/education

Contact: emp@iiiee.lu.se

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**Special Area Studies at The School of Economics and Management**

**SASE10 Swedish Economic Development, 7.5 credits**
The course examines Swedish economic development in a long-term perspective. It starts with an overview of the agrarian past in Sweden, its peculiarities and its similarities with other regions in Europe. The process of Swedish industrialization is studied in the general context of economic changes in 19th century Europe. The development of the welfare state and the Swedish economic model in a comparative perspective is another theme. Particular considera-
tion is given to the high degree of internationalization of the Swedish economy and Sweden’s relationship to the EU.

**On completion of the course, the student shall:**

- have insights in Sweden’s transformation to an industrial society, structural changes in Swedish economic development and the economic structure of modern Sweden
- have insights in post-war economic growth, the history of “the Swedish model” and the welfare state
- be able to clarify accounts of Swedish economic history and to relate these to processes of economic development and institutional change
- be able to present, orally and in writing, analyzes of Swedish economic development

**Teaching and assessment**

The course is designed as a series of lectures, exercises and work with projects reports. The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

**Study period:** Autumn and Spring semester

**Website:** [www.ekh.lu.se/kurser/sase10](http://www.ekh.lu.se/kurser/sase10)

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**SASE11 Economic Change, Labour Market and the Population, 7.5 credits**

The course begins with an examination of the development of Swedish labour policy in general during the post war period. Particular attention is laid on the fundamental changes that have taken place from the 1970s onwards in the functioning of the labour market, the welfare system, and the economy as a whole. The change process is examined from the point of view of those most affected by it – immigrants, women and young people. In addition to discussing the Swedish phenomenon, the problem and the potential solutions will also be compared and contrasted with similar situations in other European and North American countries.

**On completion of the course, the student shall:**

- demonstrate familiarity with the changes which have occurred in the Swedish labour market during the post-war period
- clarify the causes of the high female labour force participation since the 1960’s
- discuss why immigrants are having increasing difficulties finding adequate employment
- discuss the structural changes in the labour market and in the educational system that affect young people’s employment opportunities

**Teaching and assessment:**

The course is designed as a series of lectures, exercises and work with project reports. The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

**Study period:** Spring semester

**Website:** [www.ekh.lu.se/kurser/sase10](http://www.ekh.lu.se/kurser/sase10)

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**SASE12 Family and Work: Scandinavia in International Perspective, 7.5 credits**

This course examines demographic and labour market trends together with policies relating to work and family life, focusing on the Scandinavian experience in international perspective.

During the 20th century, the relationship between work and family changed fundamentally
in most industrialized countries. The movement of women, especially mothers, into the labour market not only impacted the economy and the labour market but also families as they were. The Scandinavian countries have been forerunners in the transition to new family forms and combinations of work and family, which has changed the lives of men, women, and children. These changes, i.e. dual-earner families, cohabitation, divorce, out-of-wedlock childbearing, new divisions of labour, and involved fatherhood, are now under way in most other Western countries as well. This course provides an overview and analysis of the long term development of men's and women's work, careers, education and their interactions with family life. By a combination of theory and empirical illustrations students will be given a comprehensive overview of a silent revolution and gain understanding of factors shaping working life and family life in contemporary Scandinavia. It deals with fundamental issues regarding union formation, childbearing, gender equality, time-use, labour force participation and earnings. The course also deals with policies relating to work and family issues, their efficiency and effectiveness, and to what extent other contexts may learn from the Scandinavian experience.

**On completion of the course, the student shall:**
- demonstrate knowledge about the long-term development of women's advancement in education and the labour market together with the equalization of men's and women's income and careers
- demonstrate knowledge about the long-term demographic development in Scandinavia
- demonstrate knowledge about the interrelationships between work and family with special attention to gender affecting the nature of these relationships
- be familiar with theoretical and research issues in the study of work and family
- be able to explain empirical patterns relating to men's and women's work and family life, why they have changed over time and the implications hereof
- be able to present, orally and in writing, analyses of work-family interactions in an international perspective, e.g. developments in gender, work, and family roles; parental employment, fatherhood, and childrearing; causes and consequences of gender differences in the household division of labour; and international perspectives on gender economic inequality with a focus on Scandinavia versus the rest of Europe and the United States.

**Teaching and assessment**

The course is designed as a series of lectures, exercises, and work with project reports. Grading is based on both individual and group performance, via written exams, presentations and other mandatory activities.

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

**Study period:** Spring semester

**Website:** [www.ekh.lu.se/kurser/sase12](http://www.ekh.lu.se/kurser/sase12)

**SASE13 Population Aging and the Welfare State, 7.5 credits**

The course problemizes current issues relating to aging societies. An increasing share of elderly, through an increasing life expectancy and – by historical proportions – low fertility has characterized Sweden and other developed countries for a long time. If this did not constitute a challenge before, why is it the case today? Is the welfare state as we today know it
compatible with an aging society? How can we finance the welfare of an increasing share of elderly, with a steadily declining work force? Can this be done through increased immigration? Furthermore, what consequences does an aging society have for labor supply, savings, investments, and economic growth?

The course initially takes a broad perspective on the challenges that welfare states face, today and in the future. A focus is directed towards how the challenges are linked to an aging population and its implications for the costs of the welfare system and how it is financed. In order to better understand how current and future challenges have emerged, the historical origins of welfare systems, in Sweden and elsewhere, is discussed. Furthermore, historical fertility, mortality and migration patterns are discussed, linking short and long-term population changes – both size and composition – to economic growth.

On completion of the course, the student shall:
• be able to discuss and understand theory, empirics, and terms that constitute the foundation for modern as well as historical research as regards the link between population structure and macroeconomics
• be able to describe and understand the challenges that an aging population mean for societies today, linked to different welfare systems’ commitments and way of financing
• be able to understand the relationship between long-term changes in the population structure and their implications for the society’s ability to care for their net consumers
• be able to describe and understand differences between welfare systems, as well as their historical origins
• be able to describe and understand potential solutions to the challenges facing today’s aging society and their welfare systems

Teaching and assessment:
The course is designed as a series of lectures. The grading is based on both individual and group performance, via written exams, presentations and other mandatory activities. Examination may draw on teaching as well as the course literature.
The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

Study period: Autumn semester
Website: www.ekh.lu.se/kurser/sase13

SASE21 Social Innovation – a Strategy for Sustainability, 7.5 credits
Technical innovations alone have proven to be insufficient to address the pressing challenges of today such as climate change, resource depletion, economic deprivation, poverty alleviation, increased migration and improved life quality. Therefore non-technical innovations are also required to enable transitions to more sustainable solutions. Social innovations include new solutions (products, services, models, markets, processes etc.) that simultaneously meet a social need (more efficiently and effectively than existing solutions) and lead to new or improved capabilities, assets and/or relationships. The objective of the course is to provide students with knowledge of how to explore and evaluate social innovations in theory and practice. The course will also explain and provide examples on how to transfer academic knowledge into practice in uncertain environments and how to initiate and carry out teamwork.
On completion of the course, the student shall:
• be able to name and describe key concepts in the field of social innovation
• be able to name and explain the main principles of core theories and frameworks in the field of social innovation
• be able to understand the process of social innovation
• be able to show method knowledge in social Innovation
• be able to identify, analyze and find solutions in problems relating to social innovation independently and with others

Teaching and assessment
The course is conducted by a multi disciplinary team of teachers using a wide range of teaching and learning methods, that primarily consists of lectures, case discussions, teamwork and group discussions. Assigned readings, in the form of research articles, are an integral part of the teaching methods. Participation in the assigned teamwork is mandatory.
Examination is based on individual and group assignments (papers written and presented). Assignments can be in the form of teamwork, case studies etc.
This course is participative, intensive and utilizes action based learning. At least 50% of the course is examined on an individual basis. Active participation and verbal presentations is part of the examination.
The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

Study period: Autumn semester
Website: www.ekh.lu.se/kurser/SASE21

SASE31 International Economics, 7.5 credits
The course starts with a survey of the theories of international trade, an analysis of profits associated with international trade, and the effects of international trade on the price of goods and factor prices. Furthermore, theories of factor mobility are studied as well as the emergence of transnational corporations. The course also treats the motives behind different trade policies and the effect they can have, and the framework and organisation of the international trade system. Finally, the role of trade policy and regional integration for trade and development is discussed.

On completion of the course, the student shall:
• be able to explain and illustrate the principle of comparative advantage and describe empirical evidence of how trade occurs due to relative productivities within different industries,
• be able to explain how differences in the relative supply of production factors give rise to trade, and be able to analyse the arguments for free trade in spite of the fact that trade, through its effects on commodity and factor prices, creates both winners and losers,
• understand how a combination of supply and demand determines trade patterns, the relationship between import and export prices and furthermore how changes in terms-of-trade affect welfare due to growth, transfers, tariffs and export subsidies,
• be able to describe the role that different types of economies of scale play as an ever more important source of trade, and how industry-specific production technology affects trade patterns between countries,
• be able to describe the differences between inter-industry trade and intra-industry trade and to understand what drives them and gives rise to their profits,
• be able to explain how trade growth can benefit from international negotiations and agreements,
• be able to describe the historic role that import limitations and export-promoting policies have played for the developing countries’ strategy for economic growth,
• understand how conflicts can arise between national interests and the application of common rules.

Teaching and assessment
Tuition consists of lectures and supervised exercises.
A written exam takes place at the end of the course. There will be further opportunities for examination close to this date. The examination also consists of an optional home exercise that gives credits in the ordinary written exam and the written re-exam during the same term.
The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.
Study period: Autumn semester
Website: www.ekh.lu.se/kurser/SASE31

Contact SASE-courses: incoming@ehl.lu.se

Swedish Language Courses - exclusively for exchange students

As an added value to the student exchange programme and to awake interest in the language and culture of the host country as well as to facilitate communication, Lund University offers Swedish Language courses for exchange students.
In line with available resources, (in general, about half of the applicants to these courses are admitted), these courses are normally outside the scope of the exchange agreements, which means that exchange students cannot demand a place in these courses.

1. Structure of the courses
Teaching is offered through five (5) modules:
SVEE11 Swedish for Exchange Students, Level 1 (basic level)
SVEE12 Swedish for Exchange Students, Level 2
SVEE13 Swedish for Exchange Students, Level 3
SVEE14 Swedish for Exchange Students, Level 4
SVEE15 Swedish for Exchange Students, Level 5

Swedish for Exchange Students, Level 5, is especially designed for exchange students who have a profound knowledge in Swedish and who have Swedish as a major subject at their home
university (i.e. skandinavister).

The syllabuses may be found here: http://www.sol.lu.se/sfs/exchange/

2. Workload, credits, attendance and withdrawals
The workload of these courses is as demanding as other regular courses. Attendance is obligatory and the rate of absences will affect the final grades.

SVEE-courses must be an integral part of the student’s study plan at Lund University and as with all other courses you must inquire at your home university if they will recognize the credits that you might obtain in these language courses.

If you wish to withdraw from a course to which you have been admitted you must notify both your own coordinator and the course administrator.

3. How to apply
If you wish to apply for an SVEE course you must include it in the same request to your coordinator as with your other courses. A full-time semester normally consists of 30 Swedish credits (= 30 ECTS) to which a SUSA course may be added. You must consult your Lund University coordinator if you may take more or less credits.

If you wish that the credits you get for these courses shall be recognized by your home university, you must ask the coordinator at your home university about this well in advance.

Students admitted through agreements with the Faculty of Engineering (LTH) must contact their coordinator if they wish to apply to Swedish Levels 1-2 since alternative Swedish courses (EXTA24 - 25) are offered specially designed for LTH incoming exchange students.

Before the semester starts the coordinators at Lund University will send their lists of names of students that they have selected to register in these courses. A waiting list will also be sent to the Department of Swedish as a Foreign Language.

Final schedules, reading lists, and other information will be distributed during the introductory meetings.

Non-beginners levels
If you have completed level A2 on the CEFR-scale you can apply for SVEE12 or SVEE13. If you have completed level B1 or higher with a successful result you can apply for SVEE14 or SVEE15. Your language skills will be tested through a short written essay during the introductory meeting for the SVEE courses, to make sure that you are placed into the right group.

Exchange students may normally be admitted to one module during their whole stay in Lund. In certain cases students may be allowed to continue to a higher level depending on availability and the student’s performance. Information about the possibility to continue will be announced in class towards the end of the course and decision will be made after the final test and only with the coordinator’s consent.

For more information, see: www.sol.lu.se/sfs/exchange
4. Preliminary admission and registration
The applicants themselves are responsible to check if they have been admitted. No individual
notifications will be sent. The result of the preliminary admission will be published on the web
page www.sol.lu.se/sfs/exchange and also posted outside the International Desk (Stora Al-
gatan 4), the International Office of the Faculties of Humanities and Theology (Sölvegatan 13A,
A143) and the Department of Swedish as a Foreign Language (SOL Centre, L wing, 2nd floor).
Some students will be placed on a waiting list in case of vacancies. The students on the
waiting list who get a place will be contacted immediately after the introductory meeting.
The final admission will take place when the student registers at the introductory meeting. A
student who was admitted but does not attend (or is late) to the introductory meeting or first
lesson without a valid reason will lose his/her place, which will be allocated to the next student
on the waiting list. A student who has a justifiable reason for not attending the introductory
meeting and wishes to keep his/her place, must notify the course administrator by e-mail
(magnus.goransson@sol.lu.se) at least the day before the introductory meeting.
On behalf of the SOL Centre your coordinator will sign your enrolment form for these
courses.

5. Introductory meetings
Information about place and time for introductory meetings is published at:
www.sol.lu.se/sfs/exchange

6. Levels and schedules
Lessons for level 1-4 (SVEE11-14) are at half-time pace and take place in the afternoon, in
general twice per week. The level 5 course (SVEE15) is at quarter-time pace and takes place
once per week.
SVEE11 Swedish for Exchange Students 1
SVEE12 Swedish for Exchange Students 2
SVEE13 Swedish for Exchange Students 3
SVEE14 Swedish for Exchange Students 4
SVEE15 Swedish for Exchange Students 5

7. Academic information
Teaching consists of exercises, lectures and seminars. All elements involving skills training are
compulsory. The assessment is based on a written and an oral exam at the end of the course.
Students are awarded one of the following grades: Fail, Pass or Pass with Distinction.

COURSE DESCRIPTIONS
SVEE11 Swedish for Exchange Students, Level 1 (basic), 7.5 credits
The course consists of teaching and practical exercises in Swedish. The vocabulary, pronun-
ciation and sentence structure of the Swedish language are dealt with. Work on texts and oral
exercises are included.
On completion of the course, the student shall:
• be able to account for a few very simple grammatical structures and syntax patterns from
on a set studied
• be able to describe a few cultural aspects of Swedish society, such as certain customs
• be able to ask and respond to simple questions orally and make and respond to simple
  statements in familiar areas (oral proficiency)
• be able to write very short texts with short phrases and sentences describing, for example,
  family, home situation or educational background (written proficiency)
• be able to follow and summarize slow and clear speech (listening comprehension)
• be able to read and summarize short texts featuring highly frequent words, including
  certain shared international words (reading comprehension)
• be able to identify the personal need for further knowledge and skills in the subject

**SVEE12 Swedish for Exchange Students, Level 2, 7.5 credits**
The course consists of teaching and practical exercises in Swedish. The vocabulary, pronun-
unciation and sentence structure of the Swedish language are dealt with. Work on texts and oral
exercises are included.

**On completion of the course, the student shall:**
• be able to account for a few simple grammatical structures and syntax patterns from a
  set studied
• be able to describe some fundamental traits of Swedish pronunciation
• be able to describe a few cultural aspects of Swedish society, such as certain customs or
  everyday circumstances
• be able to interact in prepared situations and short conversations in a relatively relaxed
  manner, provided that the interlocutor provides help, when required (oral proficiency)
• be able to write short basic descriptions of events, previous activities and personal experi-
  ences, using connectives (written proficiency)
• be able to understand and summarize clear standard Swedish describing familiar things,
  provided that clarifications are made, when required (listening comprehension)
• be able to understand and summarize short simple texts on familiar concrete subjects,
  featuring highly frequent vocabulary on everyday and study situations (reading compre-
  hension)
• be able to identify the personal need for further knowledge and skills in the subject

**SVEE13 Swedish for Exchange Students, Level 3, 7.5 credits**
The course consists of teaching and practical exercises in Swedish. Newspaper reading is a
component of the course. Pronunciation and grammar exercises are assisted by computer-based
language programs. Oral proficiency and listening comprehension are important components.

**On completion of the course, the student shall:**
• be able to account for simple grammatical structures and syntax patterns in modern
  Swedish
• be able to describe a few cultural aspects of Swedish society, such as an important person
  in Swedish history
• be able to account for a topical issue in Swedish public life
• be able to engage in a conversation on familiar topics, express personal views and ex-
change information on familiar topics or current events, without previous preparation (oral proficiency)

• be able to write short coherent texts on several well-known subjects in an individual field of interest (written proficiency)

• be able to understand and summarize the main content of clear standard Swedish describing common subjects concerning leisure activities, studies, etc. (listening comprehension)

• be able to find and summarize relevant information in everyday reading matter, such as letters, leaflets and short public circulars (reading comprehension)

• be able to identify the personal need for further knowledge and skills in the subject

SVEE14 Swedish for Exchange Students, Level 4, 7.5 credits

The course consists of components intended to reinforce and develop the student’s Swedish proficiency. In addition to the skills training, the typical traits of Swedish grammar and phonetics are presented. The course also provides further knowledge of Swedish life and institutions. The students extend their vocabulary through reading and their listening comprehension is practised through recorded radio and television programmes. Texts are studied to extend the student’s general range of words and phrases. The student’s ability to discuss, engage in conversations and make short presentations is trained and pronunciation and grammar exercises are assisted by computer-based language programs. Written proficiency is practised through different written assignments.

On completion of the course, the student shall:

• be able to account for a few key aspects of the morphology and syntax of modern Swedish

• be able to account for topical issues in current Swedish public debate

• be able to describe a chosen Swedish literary text and its author

• be able to make a prepared simple presentation on a familiar subject (oral proficiency)

• be able to write clear and detailed texts on several different subjects (written proficiency)

• be able to understand and summarize both the general content and specific details of uncomplicated factual information (listening comprehension)

• be able to summarize uncomplicated factual texts in a familiar field with a satisfactory degree of comprehension (reading comprehension)

• be able to identify the personal need for further knowledge and skills in the subject

Please note! The SVEE courses are offered exclusively to exchange students. Other [regular] students, regardless if they study at bachelor, master or doctoral level are not eligible to register to these courses.
Swedish Language and Orientation Program for exchange students

Lund University offers a programme (SLOP) consisting of a short introduction to the Swedish language and activities with practical orientation that will help exchange students to adapt themselves to their new social and cultural environment.

Program content
- intensive language instruction (SUSA course)
- lectures by Lund University instructors on Swedish culture and society
- general orientation meeting which includes information on banking, medical care, student organizations and other issues of immediate concern
- information market
- excursion to places of historical and cultural interest. There is an excursion fee

Introductory courses of Swedish for Exchange Students (SUSA-courses)
Instruction is offered on beginning or intermediate beginner’s level. Students with previous knowledge of Swedish take a minor placement test when applying.
A SUSA-course is worth 3 ECTS credits. The student will gain the 3 credits if he/she passes the test and complies with the requirements stated by the teacher.

Description of the levels
SUSA01
You are expected to prepare the first part of this course at home before your departure for Sweden. Find the material at: www.sol.lu.se/en/course/SUSA11

The course consists of teaching and exercises in Swedish language proficiency. Students acquire knowledge of everyday phrases and vocabulary so as to be able to communicate in simple everyday situations. Students also gain insights into Swedish grammar. The course provides students with information about studying and living in Sweden and about Swedish culture and society.

SUSA02
Students acquire knowledge of Swedish vocabulary used in everyday contexts. Students also practice communicating in varying situations. Providing students with information about studying and living in Sweden is an important element of the course

Application
You may apply for the SLOP programme which includes the SUSA courses at the same time you make your online application for exchange studies.
**Further studies in Swedish**
Check for other Swedish Language courses for Exchange Students (SVE) at:
www.sol.lu.se/sfs/exchange

Watch the video: Anna and Fredrik give a short description of the course and how to use the podcasts. Length: 01:58

www.sol.lu.se/sfs/susa-films

Department of Swedish as a Foreign Language
Assistance Director of Studies: Lena Larsson
Course administrator: Magnus Göransson
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