



DEPARTMENT OF LITERATURE, HISTORY OF IDEAS, AND RELIGION

LIR102 Justice - ideas and ideals in fiction, philosophy and religion, 7.5 credits

Rättvisa - idéer och ideal i fiktion, filosofi och religion, 7,5 högskolepoäng

First Cycle

Confirmation

This course syllabus was confirmed by Department of Literature, History of Ideas, and Religion on 2020-11-20 to be valid from 2021-01-18, spring semester of 2021.

Field of education: Arts 100%

Department: Department of Literature, History of Ideas, and Religion

Position in the educational system

The course is given as a free-standing course.

Main field of studies

Comparative Literature

History of Science and Ideas

Religious Studies and Theology

Specialization

G1N, First cycle, has only upper-secondary level entry requirements

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Entry requirements

General entrance requirements

Learning outcomes

On successful completion of the course the student will be able to:

Knowledge and understanding

- explain a selection of influential conceptions of justice that have been developed in

fiction, philosophy and theology

- show understanding of the complexity of forming theories of justice
- explain how fiction, philosophy and theology can contribute to the formation of theories of justice

Competence and skills

- conduct a critical and constructive discussion of theoretical and practical questions regarding justice
- conduct a critical and constructive discussion of theoretical and practical questions regarding justice in written form
- discuss and analyse the difficulties and possibilities of motivating people to act in accordance with their conceptions of justice

Judgement and approach

- analyse arguments and critically and reflexively evaluate historical and contemporary conceptions of justice
- reflect on your own understanding of questions of justice

The course is sustainability-focused, which means that at least one of the learning outcomes clearly shows that the course content meets at least one of the University of Gothenburg's confirmed sustainability criteria. The content also constitutes the course's main focus.

Course content

How do we learn to act justly? What role do philosophical reflection, literary representation and religious faith and practice play in forming conceptions of justice? The course examines different understandings of justice and how they have been formulated in literature, philosophy and theology. We highlight strengths and weaknesses in contemporary theories of justice and how literature, philosophy and theology can serve in different ways to enrich these theories. Special attention is devoted to asking how people can be motivated to translate their conceptions of justice into practical action.

Form of teaching

Teaching is provided in the form of lectures and seminars. Active participation is required in the seminars, which are obligatory.

Language of instruction: Swedish

Lectures in English can occur but other communication and examination takes place in Swedish.

Assessment

The course is examined through active and substantial participation in seminar discussions as well as written examination.

In case of absence from seminar discussions, students shall submit a supplementary assignment in accordance with the teacher's instructions.

The student is required to retain a copy of home assignments until they are graded and returned. A student who submits a home assignment after the stipulated time has no right to have it assessed, but must submit it at the next reexamination or obtain a re-examination at another occasion.

For a student who has failed an examination, the possibility of a reexamination is given on no more than four occasions.

If a student has failed the same course component twice and wishes to change examiners before the next examination opportunity, a request to this effect must be sent in writing to the department responsible for the course, and shall be granted, unless there are special reasons to the contrary (Chapter 6, Section 22, Higher Education Ordinance).

If a student has received a recommendation from the University of Gothenburg for special educational support, where it is compatible with the learning outcomes of the course and provided that no unreasonable resources are required, the examiner may decide to allow the student to sit an adjusted exam or alternative form of assessment.

In the event that a course has ceased or undergone major changes, students are to be guaranteed at least three examination sessions (including the ordinary examination session) over a period of at least one year, but no more than two years, after the course has ceased/been changed.

Grades

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

For the grade of pass, active participation in the compulsory components of the course is required together with

passed written examination.

Passing the course requires that the student show knowledge and skills in accordance with the aims of the course in a productive and reflective way.

To pass with distinction, it is required that the student show knowledge and skills in accordance with the aims of the course in an especially productive and critically reflective way.

The grade Pass cannot be changed to Failed on the student's request. A student who has passed an examination may not participate in a re-examination in order to receive a higher grade. The student also does not have the right to revoke a submitted

examination in order to avoid grading.

The examiner has the possibility to request that supplementary assignments be submitted for the grade Pass. The supplementary assignment should in such cases be communicated to the student in writing and be submitted within the time stipulated by the teacher.

Course evaluation

The Department is responsible for carrying out course evaluations systematically and regularly and for seeing to it that they are compiled in accordance with the regulations for course evaluations at the Department of Literature, History of Ideas and Religion.

The result and any changes to the structure of the course are to be communicated both to the students who carried out the evaluation and to the students who are about to start the course.

Additional information

In addition to the stated intended learning outcomes, students in the course should, whenever relevant, be encouraged to make assessments with regard to gender equality and other aspects of equality, and also make explicit and problematise ecologically, economically and socially sustainable development.