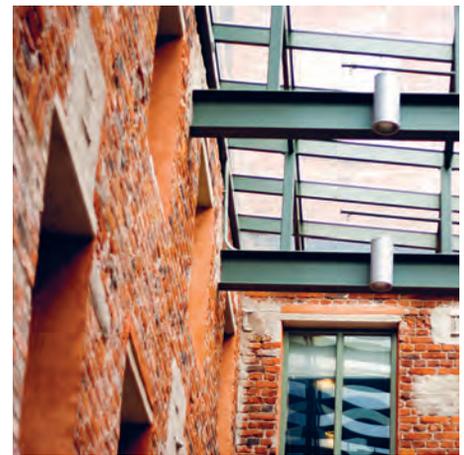
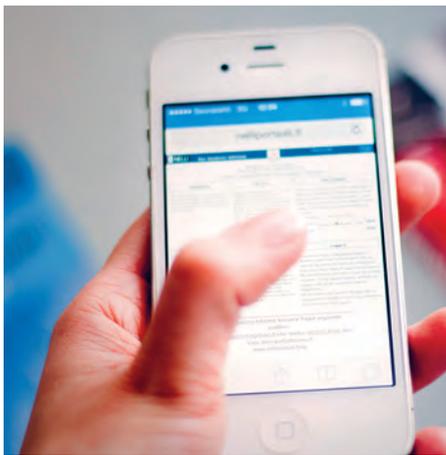


# STUDY IN ENGLISH

2014 - 2015

COURSE CATALOGUE



## Study in English 2014-2015 Åbo Akademi University

Vammalan Kirjapaino, Sastamala 2014

This publication is also published online at: [www.abo.fi/student/en/courses](http://www.abo.fi/student/en/courses)

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**Course information**  
**2014-2015**  
Courses at the  
Vasa Campus

# Education

## Vasa Campus

Courses in English for education majors can be combined with literature studies and practice. Accordingly, the 5 credit teacher training practice for teacher students at the Åbo Akademi University - Vasa campus is offered in English for grades 1-6 and pre-school, and also for grades 7-9. These modules provide practice in addition to theory, helping students develop their professional skills.

The training practice can be focused on subjects or areas of interest for the student, for example music, mathematics, language training, etc. The teacher-training school is a part of the Faculty of Education.

### Teaching Practice

**641001.7**

**5 credits**

**Intermediate level**

**Supervised teaching practice**

**Time: Autumn 2014 and spring 2015**

Lecturer/Contact person: Heimo Oksanen

Teacher students have the possibility to do teaching practice in Vasa. The teaching practice takes place in Vasa Teacher Training School (VTTS), which is located only a block from the university. The exchange students are recommended to take part in the Basic Practice (Grundläggande praktik). This practice period can be designed according to personal needs and the extent is 5 credits. The practice period is graded as a pass or fail. For other grading please contact the International office before the practice.

It is also possible to take part in other practice periods but these periods have to be arranged according to the actual situation in the teacher training school. In these cases you should discuss the requirements with the university and the advising teacher at VTTS.

The advising teacher is responsible for giving information beforehand to the student in case of risk for failing the practice period (preferably extra support is given through advising sessions and tutoring). If required the student completes supplementary practice after the practice period in question. The grade fail means that the complete period must be renewed. The student documents, analyses and evaluates each practice period in a report. The requirements for the reports must be met in all aspects.

Assessment summary:

The student:

- participates in school work all day
- participates in advising sessions
- plans and executes individually, in pairs or in a small group at least 10 exercises (pre-school-6)
- observes (7-9) and participates in evaluation discussions
- prepares for and participates in three theme discussions
- hands in the practice passport

### Pictorial Creativity and Visual Thinking

**640002.9**

**3 credits**

**Basic level**

**Lectured course**

**Offered: To be announced**

Lecturer: Hannah Kaihovirta-Rosvik

### Climate Change Education - Challenges and Opportunities

**5 credits**

**Basic level**

**Lectured course**

**Offered: Autumn 2014**

Contact: Mikaela Hermans

Aim: The aim of the course is to enhance the prospective teachers' knowledge about global climate change and to promote their action competence in climate change mitigation. Necessary skills for the participants' own future teaching of climate change will be cultivated.

Learning objectives: After the course the participants shall

- have improved their understanding of climate-related socio-scientific issues (e.g. the causes and consequences of climate change)
- have a raised awareness of the potential strategies for limiting the impacts of climate change
- be able and motivated to take both individual and collective actions targeted at mitigating climate change
- have the competence to teach about climate change using a comprehensive and multidisciplinary approach (including critical thinking and problem solving)
- have the capability to use local, tangible and actionable aspects of climate change in their future teaching about climate change

Teaching methods: Lectures, seminars, group tutorials, experiential learning, problem based learning, fieldwork.

Forms of examination: Individual and group tasks, oral presentations, active participation.

Literature:

Anderson, A. (2012). Climate change education for mitigation and adaptation. *Journal of Education for Sustainable Development*, 6(2), 191-206.

Bangay, C., & Blum, N. (2010). Education responses to climate change and quality: Two parts of same agenda? *International Journal of Educational Development*, 30(4), 359-368.

Houghton, J. (2009). *Global Warming: The Complete Briefing*. 4th ed. Cambridge: Cambridge University Press.

Jensen, B. B., & Schnack, K. (2006). The action competence approach in environmental education. *Environmental Education Research*, 12(34), 471-486.

Kagawa, F., & Selby, D. (2012). Ready for the storm: Education for disaster risk reduction and climate change adaptation and mitigation. *Journal of Education for Sustainable Development*, 6(2), 207-217.

Portier, C.J., Thigpen Tart, K., Carter, S.R., Dilworth, C.H., Grambsch, A.E., Gohlke, J., & Whung, P.-Y. (2010.) *A Human Health Perspective On Climate Change*. Research Triangle Park, NC: Environmental Health Perspectives/National Institute of Environmental Health Sciences. Available: [www.niehs.nih.gov/climate-report](http://www.niehs.nih.gov/climate-report)

In addition literature according to the participants' own choices.

### Education and Society

**641000.2**

**3 credits**

**Basic level**

**Lectured course**

**Offered: Autumn 2014 - to be confirmed**

Lecturer: Rita Nordström-Lytz

Aim: The aim of the course is to provide knowledge about the function of education in a world of increasing internationalization. The student will also gain insight in the historical development of the Finnish school system and the socialization and growth of younger people.

Content: Education in an international perspective, education in the Finnish society from a historical perspective, demands and expectations from the society on schools and teachers, social interaction in school and family, youth culture.

### **Sustainable Development at home and in the local neighbourhood**

**641003.3**

**Part 1: 5 credits, part 2: 3 credits**

**Basic level**

**Lectured course**

**Offered: Autumn 2014 or spring 2015 – to be confirmed**

Lecturer: Linda Degerman

Aim: After the course the student should:

- Have gained knowledge about the environmental impact of our way of living in the current society
- Take into account the principles of sustainable development in the everyday choices in the home environment
- Know how different cycles in nature and the local community work
- Have the skills to act in local environmental issues
- Have the skills to analyze their own and society's consumption
- Have the skills to integrate sustainable development into teaching and everyday school activities

Content:

- Ecological approach; cycles in nature, at home and in the community
- Chemicals in everyday life
- Sustainable development in school
- Meaningful field trips and environmental education methods

Course literature: WWF. 2012. Living planet report 2012. Biodiversity, biocapacity and better choices. Gland: WWF International, and other readings to be decided with the students.

### **Teaching Content through English (TCE)**

**641112.0**

**3 credits**

**Basic level**

**Lectured course**

**Offered: Spring 2015**

Lecturer: Mikaela Björklund (and other lecturers, tba)

Prerequisites: Sufficient knowledge of English in order to grasp course content and complete coursework.

Contents:

- A historical perspective and theoretical basis for Content and language integration learning (CLIL) and immersion
- Some methods, techniques and materials used within CLIL-programmes
- Practicing skills to use English/a foreign language as the medium of instruction in different subjects taught at primary school level (pupils 7-12 years old)

Learning objectives:

After the course the student will be able to:

- describe the main differences between CLIL and immersion
- show basic skills in implementing CLIL-methodology
- discuss a CLIL-related theme of interest in relation to relevant literature

Assessment: Written essay, oral and/or written tasks, active participation.

Course literature:

Baker, C. (1996/2001). Foundations of Bilingual Education and Bilingualism. Clevedon: Multilingual Matters. (selected parts)  
Mehisto, P., Marsh, D. & Frigols, M. J. (2008). Uncovering CLIL. Macmillan.

Nixon, J. (2001). Integrating the teaching of language with the teaching of content. In R. Ferm & P. Malmberg (Eds.). Språk-boken. Stockholm: Myndigheten för skolutveckling, 225-234. Information about additional literature and course materials is provided by the lecturer.

### **Learning Disabilities I**

**620001.3**

**5 credits**

**Basic level**

**Lectured course**

**Offered: Spring 2015 – to be confirmed**

Lecturer: Johan Korhonen

Aim: The aim of the course is to give students basic knowledge of learning difficulties in language and mathematics.

Contents:

- Mathematical development, reading development
- Mathematical learning difficulties and reading difficulties (definitions, prevalence rates, underlying causes).
- Screening and identification of learning difficulties in school.
- Intervention and instruction for pupils struggling with mathematics and reading.

Literature:

Berch, D.B. & Mazzocco, M. (ed.) (2007). Why is math so hard for some children?: the nature and origins of mathematical learning difficulties and disabilities. Baltimore: Paul Brooks Pub.

Snowling, M. (2000). Dyslexia. Oxford: Blackwell.

Assessment: Examination

### **Winter Sports, Snow and Ice**

**641113.0**

**2 credits**

**Intermediate level**

**Lectured course with winter sports activities**

**Offered: Spring 2015**

Lecturer: Jan-Erik Romar

Learning objectives: The aim of the course is to present different winter sports to exchange students. Participants get to try sports combined with snow and ice, as cross-country, skiing, ice-skating and downhill skiing. Equipment for the different sports will be rented and therefore the participants are asked to be prepared for covering the rental costs. The course will be planned in cooperation between the students and the lectures.

Assessment: Participation in the activities included in the course.

### **Literature analysis and academic writing**

**642330.2**

**5 credits**

**Basic level**

**Lectured course**

**Offered: Autumn 2014, period 1-2**

Restricted entry

Lecturer: Mikaela Björklund

Contents:

- Literature analysis and academic writing
- Basic literary methodology, terminology and discussion
- Practising the ability to analyse English language literature (novels, short stories and poetry)

Learning objectives:

After the course the student will be able to:

- apply basic rules of academic writing
- know basic concepts of and perspectives in literary analysis

## EDUCATION

- orally and in writing analyse English literary texts (novels and poetry between 1900-2000)

Assessment: Examination, essay, short written assignments.

Active participation (at least 75 % of lectures)

Course literature:

Gill, R. (1985/2006). *Mastering English Literature*. Hampshire: Palgrave. (selected parts)

Hartley, J. (2008). *Academic Writing and Publishing. A practical handbook*. London: Routledge. (selected parts)

Hawthorn, J. (1997). *Studying the Novel. An Introduction*. London: Arnold.

The Norton Anthology of English Literature volume II.

Reference material

### **Culture and realia of the English-speaking world**

**642330.3**

**5 credits**

**Lectured course**

**Offered: Autumn 2014, period 2**

Restricted entry

Lecturer: NN

Contents:

- Overview of British, American and Australian history
- Aspects of the constitutions, institutions and traditions of the English-speaking world.
- Basic theories about culture and language
- Ways of integrating culture in language teaching

Learning objectives:

After the course the student will be able to:

- summarise the main outlines of at least British and American history
- connect phenomena in British and US society of today with historical events
- reflect about and problematize constitutions, institutions and traditions in some societies of the English-speaking world at a basic level.
- have basic knowledge about methods for integrating culture in language teaching
- apply different methods of integrating culture in language teaching
- be aware of the meaning of the affective and cognitive aspects of language teaching

Assessment: Examination, written and oral assignments, presentations. Active participation (at least 80% of lectures and presentations)

Course literature:

Byram, M. (2008). *From Foreign Language Education to Education for Intercultural Citizenship. Essays and Reflection*. Clevedon: Multilingual Matters. (selected parts)

Forsman, L. (2010). On the changing role of English language education: promoting respect for difference in the language classroom. *Intercultural Education*, 21(6), 505-518.

Larzén-Östermark, E. (2008). The intercultural dimension in EFL-teaching: A study of conceptions among Finland-Swedish comprehensive school teachers. *Scandinavian Journal of Educational Research*, 52(5), 527-547.

Ware, P. & Kramsch, C. (2005). Toward an intercultural stance. *Teaching German and English through telecollaboration*. *The Modern Language Journal*, 89(2), 190-205.

And other material

### **Texts for children - use of society and adaptations for the language classroom**

**642330.4**

**5 credits**

**Basic level**

**Lectured course**

**Offered: Spring 2015**

Restricted entry

Lecturer: Mikaela Björklund

Contents:

- Basic research in the field
- Critical assessment of images of societies in texts aimed at children
- Using literature in the language classroom
- Children's literature

Learning objectives:

- Strengthen the ability to critically assess the didactical potential of texts
- Knowledge about English language authors of children's and youth literature
- Knowledge about the historical development of literature for children

Assessment: Examination, written and oral assignments.

Course literature:

Information about the course literature, children's literature and other materials is provided by the lecturer

### **Language and linguistics**

**642330.5**

**5 credits**

**Basic level**

**Lectured course**

**Offered: Spring 2015**

Restricted entry

Lecturer: NN

Contents:

- The history of the English language
- The development of English as a world language
- Linguistical basic terminology and applied linguistics (morphology, phonetics, semantics)
- Language teaching and learning
- The variations of the English language
- Introduction to different types of dictionaries

Assessment: Examination, written and oral assignments, presentations. Active participation (at least 80% of lectures and presentations).

Course literature:

Lightbown, P. & Spada, N. (1993 alt. 1999). *How languages are learned*. Oxford University Press.

Common European Framework of Reference for Languages: Learning, teaching, assessment. (2001). Cambridge University Press. Ch. 5 pp 101-130

Fasold, Ralph W & Jeff Connor-Linton (eds.) (2006). *An Introduction to Language and Linguistics*. Cambridge University Press. (a selection)

And other material and texts

# Social Sciences

Vasa Campus

## Peace and Conflict Resolution

Exchange students can, to a limited extent, participate in the following courses of the Master programme in Peace and Conflict resolution:

### Human Aggressive Behaviour

705934.0

5 credits

Intermediate/advanced level

Offered: Autumn 2014

Lecturer: Kaj Björkqvist

Aim: This course focus on aggressive behavior, how it develops and the various forms of aggressive behavior. There is a special focus on aggression in schools, at the workplace and in the family.

Examination: Ppt presentation and a written exam.

### Mass Media's role in crisis

5 credits

Intermediate/advanced level

Offered: Autumn 2014

Lecturer: Klas Backholm

Content: In the course, the media's role in crises is described, from a victim, authority, public, and journalist viewpoint. The course consists of a description of the crisis-related work structure of media organizations, legislation related to media work at a crisis scene, what research shows regarding mass media's role in crises, and how non-media organizations should plan for meeting the media in a crisis.

Aim: After a completed course the student is expected to have basic knowledge on how authorities/non-media organizations meet mass media in a crisis, on how journalists work during a crisis, on the legislation regarding crisis related media reporting, and what research shows about how crisis reporting can affect crisis victims and the public.

### Nonkilling

705955.0

5 credits

Intermediate/advanced level

Offered: Spring 2015

Lecturer: Joam E Pim

Aim: To explore how the establishment of a killing-free world is a possible achievement and to create an understanding about the possibility of a killing free society.

Examination: Essay or an exam

### Psychology of Evil

705954.0

5 credits

Intermediate/advanced level

Offered: Spring 2015

Lecturer: Thomas Gumpel

Aim: To gain an understanding of the basis of evil and its psychological mechanisms within human nature.

Examination: Essay or an exam

### The Power of Nonviolence

705937.0

5 credits

Intermediate/advanced level

Offered: Spring 2015

Lecturer: Joam E Pim

Aim: To learn the basics of the power of nonviolence. The lectures, discussions, films, and readings provide a background on the theory and methods of nonviolence and illustrate nonviolence in action around the world through consideration of social and political nonviolent movements.

Examination: Essay or an exam

### Peaceful Societies and Peace Systems

705940.0

5 credits

Intermediate/advanced level

Offered: Spring 2015

Lecturer: Joam E Pim/Ingrida Grigaityte

Aim: The basics of peaceful societies and peace systems. This course explores peaceful societies, some of which are internally peaceful and some of which do not make war, as well as peace systems, that is, clusters of neighbouring societies that do not make war on each other and possibly not with any outside group either.

Examination: Essay or exam.

## Social Policy

Social Policy studies issues and problems related to well-being, health and social security. It also refers to certain (political) activities seeking to ensure people a basic level of well-being and a statutory protection against various social risks such as illness or unemployment.

At the Department of Social Sciences, the subject of Social Policy concentrates mainly on social change, migration, poverty, welfare state change, wellbeing and health among different groups such as youth, children, people with disabilities and older people. The social policy department is found on floor B6 in Academill, Åbo Akademi University's campus in Vasa.

### Ageing in Europe in welfare-regional context

5 credits

Intermediate/advanced level

Lectured course

Offered: Autumn 2014

Lecturer: Julia Klein

Objectives and contents:

This course will enable students to understand the implications of the ageing process of the individual and society and how it is linked to disability and dependence. Central to that discussion will be the concept of welfare region: Students will learn why different mechanisms of welfare distribution shape not only the European landscape decisively, but also about the capacities of different welfare regions to prevent negative outcomes of the ageing process.

Anttonen, A., Sipilä, J. (1996): European Social Care Services: Is It Possible To Identify Models? In: Journal of European Social Policy, Vol. 6, p. 87-100.

Arts, W., Gelissen, J. (2002): Three worlds of welfare capitalism or more? A state-of-the-art report. In: Journal of European Social Policy. Vol. 12/2, p. 137-158.

Bettio, F. Plantega, J. (2004): Comparing Care Regimes in

Europe. In: *Feminist Economics*. Vol. 10/1, p. 85-113.

Bettio, F., Simonazzi, A., Villa, P. (2006): Change in care regimes and female migration: the 'care drain' in the Mediterranean. In: *Journal of European Social Policy*, Vol.16/3, p.271-285.

Börsch-Supan, A., Jürges, H. (eds.) (2005): *The Survey of Health, Aging, and Retirement in Europe – Methodology*. Mannheim: Mannheim Research Institute for the Economics of Aging (MEA).

Börsch-Supan, A., Brugiavani, A., Jürges, H., Kapteyn, A., Mackenbach, J., Siegrist, J., Weber, G. (eds.) (2008): *First results from the Survey of Health, Ageing and Retirement in Europe (2004-2007). Starting the Longitudinal Dimension*. Mannheim: Mannheim Research Institute for the Economics of Aging (MEA).

Börsch-Supan, A., Hank, K., Jürges, H., Schröder, M. (2009): Introduction: empirical research on health, ageing and retirement in Europe. In: *Journal of European Social Policy* 2009 19(4), p.293-300.

Crimmins, E.M. (2004): Trends in the Health of the Elderly. In: *Annual Review of Public Health*, Vol. 25, p. 79-98.

Esping-Andersen, G. (1990): *The three worlds of welfare capitalism*. Cambridge: Polity Press.

Filinson, R., Niklas, D., Chmielewski, P. (2010): Brief Report: Long-term Care for Aged in Poland. In: *Ageing International*. Vol. 35: p. 286-292.

Golinowska, S., Hengstenberg, P., Żukowski, M (eds.) (2009): *Diversity and Commonality in European Social Policies: The Forging of a European Social Model*. Warsaw: Wydawnictwo Naukowe Scholar, Friedrich Ebert Stiftung.

Golinowska, S. (2010): *The System of Long-Term Care in Poland*. Warsaw: CASE – Center for Social and Economic Research.

Jette, A.M. (2006): Toward a Common Language for Function, Disability, and Health. In: *Journal of the American Physical Therapy Association*. Vol. 86; p. 726-734.

Hughes, B./Paterson, K. (1997): *The Social Model of Disability and the Disappearing Body: Towards a sociology of impairment*. In: *Disability&Society*, Vol. 12, p. 325-340.

Leitner, S. (2003): Varieties if familialism: The caring function of the family in comparative perspective. In: *European Societies*. Vol 5/4, p. 353-375. (online)

Lezovic, M./Kovac, R. (2008): Comparison of long-term care in European developed countries to possible implementation in Slovakia. In: *Bratisl Lek Listy*, Vol. 109/1, p. 20-24.

Mackenbach, J.P., Karanikolos, M., McKee, M. (2013): Health in Europe 1. The unequal health of Europeans: successes and failures of policies. In: *The Lancet*, Vol. 381, p. 1125-1134.

Mont, D. (2007): Measuring health and disability. In: *Lancet*, Vol. 369, p. 1658-1663.

Nagi, S.Z. (1976): *An Epidemiology of Disability among Adults in the United States*. In: *The Milbank Memorial Fund Quarterly. Health and Society*. Vol. 54/4. p.439-467.

Oesch, D. (2008): Stratifying Welfare States: Class Differences in Pension Coverage in Britain, Germany, Sweden and Switzerland. In: *Swiss Journal of Sociology*, Vol. 34/4, p. 533-554.

Oman, A. R. (1971). *The Epidemiologic Transition: A Theory of the Epidemiology of Population Change*. The Milbank Memorial Fund Quarterly, Vol 49, No 4, Part 1, pp. 509-538.

Olshansky, S. J and Ault, A. (1986). *The Fourth Stage of Epidemiologic Transition: The Age of Delayed Degenerative Diseases*. The Milbank Quarterly, Vol 64, No 3, pp. 355-391.

Pommer, E.J., Woittiez, I.B., Stevens, J. (eds.) (2007): *Comparing Care. The care of the elderly in ten EU-countries*. The Netherlands Institute for Social Research/SCP. The Hague.

Rechel, B., Grundy, E., Robine, J.M., Mackenbach, J.P., Knai, C., McKnee, M. (2013): Health in Europe 6. Ageing in the European Union. In: *The Lancet*. Vol. 381, p. 1312-1321.

Reimat, A. (2009): Welfare regimes and long-term care for

elderly people in Europe. Paper presented at: The European Social Model in a Global Perspective. IMPALLA-ESPAnet Joint conference (06-07.03.2009)

Simonazzi, A. (2009): Care regimes and national employment models. In: *Cambridge Journal of Economics*, Vol. 33, p.211-232.

Sprangers, M.A.G., de Regt, E.B., Andries, F., van Agt, H.M.E, Bijl, R.V., de Boer, J.B., Foets, M., Hoeymans, N., Jacobs, A.E., Kempen, G.I.J.M., Miedema, H.S., Tjihuis, M.A.R., de Haes, H.C.J.M. (2000): Which chronic conditions are associated with better or poorer quality of life? In: *Journal of Clinical Epidemiology*. Vol 53, p. 895-907.

Theobald, H. (2009): Restructuring elder care systems in Europe: Policy-field, policy transfer and negative integration. Paper presented at: *Social Policies: Local Experiments, Traveling Ideas*. ISA RC 19 conference (20-22.08.2009)

Theobald, H., Kern, K. (2011): The introduction of long-term care policy schemes: policy development, policy transfer and policy change. In: *Policy and Politics*, Vol. 39/3, p. 325-342.

Vallin, J. (2005). Diseases, deaths and life expectancy. *Genus*, LXI, pp. 279-296.

Verbrugge, L.M., Mette, A.M. (1994): The disablement process. In: *Social Science in Medicine*, Vol. 38, No. 1, p.1-14.

### **Finnish social policy - past, present, future**

#### **5 credits**

#### **Basic/intermediate level**

**Lectured course (the course is offered upon demand and can also be completed as a self-study course)**

**Offered: Autumn or spring, 2014-15**

Lecturer: Mikael Nygård, PhD, Reader (docent) in social policy. Objectives and contents: The aim of the course is to give a historical account of the origins and historical development of the Finnish welfare state. It also discusses the challenges confronting the Finnish welfare system today and possible future scenarios.

Learning objectives: After having completed the course the student: a) can distinguish between different phases of the historical development of the Finnish welfare state and relate this development to other Nordic countries, b) can give an account of the factors behind the emergence of social policy in the late-19th century, c) can identify major social and economic issues in different historical phases as well as their policy outcomes, d) understands the current challenges facing the Finnish welfare state, e) can discuss different future scenarios and possible policy recommendations to sustain these scenarios.

Teaching forms: Lectures 20 hours, literature studies, written assignment.

Literature:

a) Kettunen, P. (2001). *The Nordic Welfare State in Finland*. *Scandinavian Journal of History*, 26, 3, 225-247.

b) Kananen, P. (2011). *Modern societal impulses and their Nordic manifestations*. Helsinki: University of Helsinki Press.

c) Timonen, V. (2003). *Restructuring the welfare state. Globalization and Social Policy Reform in Finland and Sweden*. Cheltenham: Edward Elgar.

### **The Nordic Model of Welfare**

#### **5 credits**

#### **Intermediate level**

**Offered: Autumn or spring, 2014-15, the course is offered upon demand (can also be completed as a self-study course)**

Lecturer: Mikael Nygård, PhD, Reader (docent) in social policy. Objectives and contents:

The Nordic model of welfare is often characterized as a model that has successfully managed to combine high standards

of living and equality with economic efficiency. What has made this possible, and what does the future hold for this model? The aim of the course is to deconstruct the concept of the Nordic welfare model by describing common traits of the welfare systems in Nordic countries as well as displaying differences between them. The historical and political driving forces behind the model(s) are also important to understand, especially as the welfare program that these models entail are much influenced by so-called class alliances between the labour movement and the peasantry. It is also essential to understand the economic and institutional perspectives of the model; its financing structure, the strong accentuation of high labour market participation and its distributive effects. Finally, the course assesses the main achievements of the model and discusses the challenges and problems that the Nordic model of welfare faces in a time of globalisation, Europeanization and graying of populations.

Learning objectives:

To be able to describe the main characteristics of the welfare system in Nordic countries as well as the central differences between them. To understand the historical, political, social and economic factors that have shaped these systems and that have an effect on their performance today. To be able to critically assess the challenges that the system faces today and to discuss alternative policy solutions in relation to these challenges.

Teaching forms: Lectures 20 h, literature studies, written assignment

Literature:

- a) Einhorn, E. & Logue, J. (2003). *Modern Welfare States: Scandinavian Politics and Policy in the Global Age*. Westport: Praeger.
- b) Kangas, O. & Palme, J. (eds.) *Social Policy and Economic Development in the Nordic Countries*. London: Palgrave, 2006.
- c) Lister, R. (2009). A Nordic Nirvana? Gender, Citizenship, and Social Justice in the Nordic Welfare States. *Social Politics*, Summer 2009, 242-278.

## Migration and ethnic relations

**5 credits**

**Intermediate/advanced level**

**Offered: Spring 2015**

Lecturer: Jan Saarela

The course gives an overview to the study on migration and ethnic group relations from a social science perspective. Its main objectives are to familiarize students with central issues, concepts, theories, and research findings on aspects of migration, immigrant integration, ethnic group relations, and related phenomena. It offers an overview of the possibilities for conducting research within this broad and multidisciplinary area from the standpoint of empirical research. One primary purpose is to illustrate how Finnish and Nordic research findings can be understood in a broader context. The intended learning outcome is to provide students with a basic toolbox for understanding determinants and consequences of migration, how immigrants integrate, and the interrelation between ethnic groups. The course serves to enlighten the students about the possibilities for proceeding with own research within the field. The course consists of lectures integrated with group discussions. Participants will be examined on the basis of lecture participation, lecture diaries, and an essay assignment.

The lectures are based upon the following literature:

Rooth, D.-O. & Saarela, J. (2007a). Native Language and Immigrant Labour Market Outcomes: An Alternative Approach to Measuring the Returns for Language Skills. *Journal of International Migration and Integration*, 8, 207-221.

Rooth, D.-O. & Saarela, J. (2007b). Selection in Migration and Return Migration: Evidence from Micro Data. *Economics Letters*, 94, 90-95.

Saarela, J. & Finnäs, F. (2006). Adjustment Failures in an Immigrant Population: Finns in Sweden. *Social Indicators Research*, 82, 545-563.

Saarela, J. & Finnäs, F. (2008). Cross-country Employment Propensity of Finnish Migrants: Evidence from Linked Register Data. *Migration Letters*, 5, 63-77.

Saarela, J. & Finnäs, F. (2009). Return Migrant Status and Employment in Finland. *International Journal of Manpower*, 30, 489-506.

Saarela, J. & Finnäs, F. (2013). Ethnic Affiliation of Children and the Risk of Union Dissolution. *Journal of Comparative Family Studies*, 44, 609-621.

Saarela, J. & Finnäs, F. (2014). Transitions within and from Ethno-linguistically Mixed and Endogamous First Unions in Finland. *Acta Sociologica*, 57, forthcoming.

Saarela, J. & Rooth, D.-O. (2006). How Integrated are Finns in the Swedish Labour Market? Outcomes of Free Labour Mobility. *International Migration*, 44, 119-152.

Saarela, J. & Rooth, D.-O. (2012). Uncertainty and International Return Migration: Some Evidence from Linked Register Data. *Applied Economics Letters*, 19, 1893-1897.

## Comparative welfare state analysis

**5 credits**

**Intermediate/advanced level**

**Lectured course**

**Offered: Spring 2015**

Lecturer: Mikael Nygård, PhD, Reader (docent) in social policy. Objectives and contents:

The course aims at introducing the student to the objectives and goals of comparative welfare state analysis, and notably the study of welfare state reforms.

Learning objectives:

After having completed the course, the student a) can identify goals, methods, straits and problems within comparative welfare state research, b) distinguish between different theoretical understandings of welfare state change, c) is familiar with different data sets, methodological approaches as well as caveats in comparative analysis, and d) can perform simple comparative analyses of welfare state analysis (either small-N or large-N studies).

Teaching forms: Lectures 20 h, exercises 10 h, literature studies, written assignment.

Literature:

a) Clasen, J and Siegel, N. (eds.) *Investigating welfare state change*. Edward Elgar. 2007.

b) Van Vliet, O. P (2011). *Convergence and Europeanisation. The Political Economy of Social and Labour Market Policies*. Leiden: Leiden University Press.

c) Bamba, C (2007). Sifting the Wheat from the Chaff? A Two-dimensional Discriminant Analysis of Welfare State Regime Theory. *Social Policy & Administration*, 41,1, 1-28.

d) Pierson, P. (2000). Three Worlds of Welfare State Research. *Comparative Political Studies* 33.

## Families, children and the welfare state

**5 credits**

**Intermediate/advanced level**

**Lectured course**

**Offered: Spring/summer 2015**

Lecturer: Mikael Nygård, PhD, Reader (docent) in social policy. Objectives and contents:

The course aims at identifying and analysing policies directed towards families and children in Finland, but it also presents

## LANGUAGE COURSES

the variety in family policies between countries.

Learning objectives:

After having completed the course the student a) knows how to define family and child policy, and to identify different policy areas, b) can identify the historical origins of family policy in Finland as well as more recent developments in this field, c) can distinguish between different so-called family policy regimes, d) understands the importance of family policy for incomes, work and the wellbeing of families.

Teaching forms: lectures 24 h, literature studies, written assignment.

Literature:

a) Hiilamo, H. (2002). *The Rise and Fall of Nordic Family Policy? Historical development and changes during the 1990s in Sweden and Finland*. Helsinki: Stakes.

b) Ministry of Social Affairs and Health, Finland (2013). *Child and Family Policy in Finland*. Brochures 9. English. Helsinki: Ministry of Social Affairs and Health.

c) Ferrarini, T. (2006). *Families, States and Labour Markets*. Cheltenham: Edward Elgar.

d) UNICEF (2013). *Child well-being in rich countries A comparative overview*. Florence: UNICEF.

# Language courses

*Vasa Campus*

### **Swedish as a Foreign Language I (A1)**

**933016.0**

**5 credits**

**Level: A1**

**Offered: Autumn 2014**

Lecturer: Kristina Granstedt-Ketola

Learning objectives:

Level A1 according to the Common European Framework of References for Language

Upon completion of the course, students are expected to be able to do the following:

- read and understand simple texts and other written material dealing with every day and familiar topics
- read and understand the main content of simple instructions and directions
- understand common, everyday words and simple expressions as well as simple, slow and distinct conversation pertaining to oneself, family and specific areas of interest
- understand simple instructions and directions in everyday situations when spoken slowly and clearly
- produce basic written information about oneself, complete simple forms and questionnaires
- produce short, very simple texts which comprehensively describe a familiar situation, (e.g. write a short letter or message)
- participate in basic conversation about everyday situations and general areas of interest, (e.g. family, housing, studies or equivalent) in which other participants speak slowly and clearly, and are prepared to assist
- use simple vocabulary and phrases, ask and answer basic questions about known topics of conversation and situations, (e.g. greetings, shopping terminology, asking for assistance and help)

Assessment: Written and oral examination

### **Survival Swedish**

**933017.0**

**2 credits**

**Basic level (for beginners)**

**Offered: September-October 2014 and January-March 2015 (to be confirmed)**

Lecturers: Ella Enbacka, Kristina Granstedt-Ketola

Learning objectives: The course is intended for exchange students as a beginners' course presenting Swedish grammar and vocabulary for everyday life, especially training the ability of oral communication.

Assessment: Written and oral examination at the end of the course.

### **Survival Finnish**

**933300.0**

**2 credits**

**Basic level (for beginners)**

**Offered: September-October 2014 and January-March 2015**

Lecturers: Anja Sjöholm (Autumn) and Kristina Granstedt-Ketola (Spring)

Learning objectives: The course is intended for exchange students as a beginners' course presenting Finnish grammar and vocabulary for everyday life, especially training the ability of oral communication.

Assessment: Written examination at the end of the course.

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