

## General syllabus for third-cycle courses and study programmes in

### GENDER STUDIES

#### *Genusvetenskap*

This syllabus was approved on 3 May 2007 (reg. no. CF 62-252/2007)<sup>1</sup>, <sup>2</sup>. It was last approved on 23 October 2014 (reg. no. ORU 5.1-3188/2014).

By virtue of the Higher Education Ordinance, Chapter 6, Section 26 (1993:100), Örebro University prescribes the following.

#### 1 Subject description

The focus of gender studies is how gender shapes and is shaped by different societal structures, organisations and human life, and how knowledge about gender is generated. Key issues include how gender and gender equality and other dimensions of power, such as class, ethnicity and sexual orientation, are woven together, influence each other, and are transformed. Problematising theoretical, as well as everyday, understandings of sex, gender and intersectionality is of central interest.

Gender studies at Örebro University has a social science and history research profile with a strong international orientation. Among the department's central research fields are feminist theory, critical studies on men and masculinities, studies of gender and organisations, violence against women, sexuality and love, parenting, politics and policy, gender equality policy, as well as gender in science and knowledge production.

#### 2 Outcomes

The intended learning outcomes for the award of the degree, the qualitative targets, are evident from [annex 1](#) to this syllabus. The different components of the third-cycle study programme shall together equip the doctoral student to meet all intended learning outcomes<sup>3</sup>. The intended learning outcomes are referred to in more detail in the degree requirements in sections 5 and 6.

---

<sup>1</sup> Faculty Board of Humanities and Social Sciences.

<sup>2</sup> The English translation of this general syllabus was last amended on 19 September 2018.

<sup>3</sup> Under the new higher education system in Sweden, and in accordance with the terminology recommended by the Swedish Council for Higher Education, courses and study programmes on the research/doctoral level are referred to as *third-cycle courses and study programmes*. In this document, the terms *research* and *third-cycle* are used interchangeably as prefixes to terms related to studies on

### 3 Admission to the programme – entry requirements and selection etc.

Provisions on entry requirements and selection can be found in annex 2 to this syllabus. For information on admission in other respects, see the admission regulations for Örebro University.

### 4 Programme organisation – general information<sup>4</sup>

There are two types of third-cycle, or research, study programmes – one concluding with the doctoral degree (240 credits, corresponding to four years of full-time study) and one concluding with the licentiate degree (120 credits, corresponding to two years of full-time study).

The programmes mainly consist of courses and the writing of a doctoral or licentiate thesis. The programme components are assessed by means of course examination and the public defence of the thesis respectively. The doctoral student is expected to take an active part in seminars and other auxiliary components during their period of study. The student is further recommended to take advantage of the opportunities offered to attend guest lectures etc. at the university, and to attend and contribute to national and international conferences.

For each doctoral student, a minimum of two supervisors will be appointed, supporting the student during their studies<sup>5</sup>. One of them will be nominated principal supervisor. The detailed organisation of the programme shall be determined in an individual study plan.

#### Credit overview

Overview of programme organisation and degree requirements	Courses/examinations, credits		Thesis, no. of credits	Total no. of credits
	Compulsory	Elective		
Doctoral degree	30	37.5-45	165-172.5	240
Licentiate degree	30	30	60	120

---

the research/doctoral level and they should therefore be considered synonymous [translator's comment].

<sup>4</sup> Higher Education Ordinance, Chapter 6, Sections 4, 5, 28 and 29 and local guidelines on the organisation of third-cycle courses and study programmes

<sup>5</sup> The Higher Education Ordinance stipulation that at least two supervisors be appointed for each doctoral student does not apply to doctoral students who commenced their studies before 1 July 2007. Instead, the older provision of at least one supervisor applies (point 18, transitional provisions of SFS 2006:1053).

## 5 Degree requirements for the Degree of Doctor, 240 credits

For the Degree of Doctor, the doctoral student must

- have received a passing grade in the examinations<sup>6</sup> of the 67.5-75 credits generated by the courses listed below,
- have received a passing grade on a scholarly dissertation (doctoral thesis) corresponding to 165-172.5 credits. The thesis is to be defended orally at a public defence event<sup>7</sup>.

### Compulsory courses, total of 30 credits

#### ***Vetenskapsteori*** [Philosophy of science], 7.5 credits

The course and examination shall refer to outcome D9 and D10, annex 1

#### ***Metod*** [Methods], 7.5 credits

The course and examination shall refer to outcome D2 and D9, annex 1.

#### ***Feministisk teori*** [Feminist theory], 7.5 credits

The course and examination shall refer to

- the part of outcome D1 that bears upon broad knowledge and systematic understanding of the research field, annex 1.
- the part of outcome D3 that bears upon the capacity for scholarly analysis and synthesis, annex 1

#### ***Teori och empiri i samspel*** [The interplay between theory and empirics], 7.5 credits

The course and examination shall refer to

- the part of outcome D1 that bears upon broad knowledge and systematic understanding of the research field, annex 1,
- the part of outcome D3 that bears upon the ability to review and assess new and complex phenomena, issues and situations autonomously and critically, annex 1,
- the part of outcome D4 that bears upon the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively, annex 1, and
- the part of outcome D9 that bears upon the ability to make assessments of research ethics, annex 1.

### Elective courses, total of 37.5-45 credits

Which course/courses a doctoral student shall take is determined based on an assessment of what courses will enable them to meet the intended learning outcomes. The doctoral student plans, in consultation with the supervisor, which courses should be part of their programme. The selection is then laid down in the individual study plan.

#### Block I: In-depth studies of theory and empirics, 15-22.5 credits

The courses and examinations included in this block shall refer to outcome D3 and the part of outcome D1 that bears upon advanced and up-to-date specialised knowledge in a limited area of this field, annex 1.

#### Block II: In-depth studies of methods, 7.5-15 credits

The courses and examinations included in this block shall refer to outcome D3 and the part of outcome D2 that bears upon the methods of the specific field of research in particular, annex 1.

---

<sup>6</sup> Higher Education Ordinance, Chapter 6, Section 32

<sup>7</sup> Higher Education Ordinance, Chapter 6, Sections 5 and 33

### Block III: Teaching and learning in higher education, 0-15 credits

The courses and examinations included in this block shall refer to outcome D8, annex 1.

#### Doctoral thesis and public defence, 162.5-175 credits

At the public defence event, the assessment of the doctoral thesis and the public defence thereof shall refer to all intended learning outcomes specified for the award of the doctoral degree, annex 1.

#### Other

The majority of the credits generated by the courses on the programme should be obtained during the first half of the programme.

## 6 Degree requirements for the Degree of Licentiate, 120 credits

The licentiate degree is the degree awarded to those who have been admitted to and successfully completed a licentiate programme. Students who have been admitted to the programme concluding with the doctoral degree have the right to apply for the award of a licentiate degree, as a half-way degree<sup>8</sup>. The degree requirements in this section apply to the licentiate degree both as a final and as a half-way degree.

For the licentiate degree, the doctoral student must

- have received a passing grade in the examinations<sup>9</sup> of the 60 credits generated by the courses listed below,
- have received a passing grade on a scholarly paper (licentiate thesis) corresponding to 60 credits<sup>10</sup>.

For courses and course blocks that are identical for the licentiate and doctoral degrees, please see outcomes and descriptions in section 5. For any other courses and course blocks, see below<sup>11</sup>.

#### Compulsory courses, total of 30 credits

**Vetenskapsteori [Philosophy of science], 7.5 credits**

**Metod [Methods], 7.5 credits**

**Feministisk teori [Feminist theory], 7.5 credits**

**Teori och empiri i samspel [The interplay between theory and empirics], 7.5 credits**

#### Elective courses, total of 30 credits

Which course/courses a doctoral student shall take is determined based on an assessment of what courses will enable them to meet the intended learning outcomes. The doctoral student plans, in consultation with the supervisor, which courses should be part of their programme. The selection is then laid down in the individual study plan.

---

<sup>8</sup> Örebro University's local regulations on qualifications

<sup>9</sup> Higher Education Ordinance, Chapter 6, Section 32

<sup>10</sup> Higher Education Ordinance, Chapter 6, Section 5

<sup>11</sup> Since the licentiate degree may constitute a half-way degree on the road to a doctoral degree, the courses intended for a licentiate degree should, in conformity with the courses intended for a doctoral degree, be linked to the outcomes for the doctoral degree, see further in the guidelines for general syllabuses for third-cycle courses and study programmes.

Block I: In-depth studies of theory and empirics, 15 -22.5 credits

Block II: In-depth studies of methods, 7.5-15 credits

### Licentiate thesis

On the examination of the licentiate thesis, the assessment shall refer to all intended learning outcomes specified for the award of the licentiate degree, annex 1.

## **7 Further information**

Further information about provisions for research study programmes can be found on the university website. Documents there include the admissions regulations for Örebro University and other information on national and local regulations.

- - -

### **Entry-into-force and transitional provisions**

This general syllabus shall be in effect from 1 July 2007.

#### *Doctoral students who have commenced their studies before 1 July 2007*

Doctoral students who have commenced their studies on the programme before 1 July 2007 shall continue their studies according to the new provisions for third-cycle courses and study programmes. As a principal rule, the doctoral students will be awarded their qualification from the new programme<sup>12</sup>.

These doctoral students have however the right, should they require, to complete their studies and obtain their qualification pursuant to the earlier provisions for third-cycle courses and study programmes. This right exists until, but no later than, the end of June 2015 (point 5, transitional provisions of SFS 2006:1053).

- - -

Amendments to the general syllabus approved on 4 June 2009 shall take effect on 7 June 2009. These amendments refer to the provision that introductory courses on teaching and learning in higher education may count towards the doctoral degree as well as the increase of the available scope for elective courses and the concurrent decrease of the number of credits for the doctoral thesis. Doctoral students already admitted to the programme by the effective date of this amendment have the option to be awarded their qualification in accordance with the new or previous degree requirements.

- - -

Amendments approved by the Vice-Chancellor on 19 October 2010 shall take effect on 1 January 2011. These amendments are brought about by changes in the Higher Education Ordinance, but do not lead to any substantive changes in the general syllabus.

- - -

Amendments to the general syllabus approved on 23 October 2014 shall take effect on 1 November 2014. These amendments refer to a revision of the subject description in section 1 and an adaptation of the general syllabus to the new

---

<sup>12</sup> Point 1, transitional provisions for SFS 2006:1053

template through which, among other things, the different components of the programme are more clearly linked to the different intended learning outcomes (primarily sections 5 and 6).

Doctoral students already admitted to the programme shall complete their studies in accordance with the previous degree requirements. If requested by a doctoral student and it is deemed appropriate, provisions may be made in the individual study plan for the student to complete their studies in accordance with the new degree requirements.

**Outcomes<sup>13</sup>**

<b>Outcomes for the DEGREE OF DOCTOR</b>	<b>Outcomes for the DEGREE OF LICENTIATE</b>
For the Degree of Doctor, the third-cycle student shall	For a Degree of Licentiate, the third-cycle student shall
<i>Knowledge and understanding</i>	<i>Knowledge and understanding</i>
D1 demonstrate broad knowledge and systematic understanding of the research field as well as advanced and up-to-date specialised knowledge in a limited area of this field, and	L1 demonstrate knowledge and understanding in the field of research including current specialist knowledge in a limited area of this field as well as specialised knowledge of research methodology in general and the methods of the specific field of research in particular.
D2 demonstrate familiarity with research methodology in general and the methods of the specific field of research in particular.	L2 (for the equivalent to D2, see L1, second part)
<i>Competence and skills</i>	<i>Competence and skills</i>
D3 demonstrate the capacity for scholarly analysis and synthesis as well to review and assess new and complex phenomena, issues and situations autonomously and critically,	L3 (no direct equivalent to D3)
D4 demonstrate the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively, and to plan and use appropriate methods to undertake research and other qualified tasks within predetermined time frames and to review and evaluate such work,	L4 demonstrate the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively, and to plan and use appropriate methods to undertake a limited piece of research and other qualified tasks within predetermined time frames in order to contribute to the formation of knowledge as well as to evaluate this work,
D5 demonstrate through a dissertation the ability to make a significant contribution to the formation of knowledge through his or her own research,	L5 (no direct equivalent to D5, refer however to L4, second part)
D6 demonstrate the ability in both national and international contexts to present and discuss research and research findings authoritatively in speech and writing and in dialogue with the academic community and society in general,	L6 demonstrate the ability in both national and international contexts to present and discuss research and research findings in speech and writing and in dialogue with the academic community and society in general, and
D7 demonstrate the ability to identify the need for further knowledge, and	L7 (comp. L11)
D8 demonstrate the capacity to contribute to social development and support the learning of others both through research and education and in some other qualified professional capacity.	L8 demonstrate the skills required to participate autonomously in research and development work and to work autonomously in some other qualified capacity.
<i>Judgement and approach</i>	<i>Judgement and approach</i>
D9 demonstrate intellectual autonomy and disciplinary rectitude as well as the ability to make assessments of research ethics, and	L9 demonstrate the ability to make assessments of ethical aspects of his or her own research,
D10 demonstrate specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used.	L10 demonstrate insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used, and
	L11 demonstrate the ability to identify the personal need for further knowledge and take responsibility for his or her ongoing learning (comp. D7).

<sup>13</sup> Extract from the Qualifications ordinance, annex 2, Higher Education Ordinance (1993:100)

## Admission to research studies – entry requirements

### 1 Admission requirements – Higher Education Ordinance

The Higher Education Ordinance stipulates that the number of doctoral students that may be admitted by the university may not exceed the number that can be offered supervision and otherwise acceptable conditions for study and whose studies are funded pursuant to the provisions in the Higher Education Ordinance<sup>14</sup>.

The requirements for admission to third-cycle courses and study programmes are that the applicant

1. meets the general and specific entry requirements that the university may have laid down, and
2. is considered in other respects to have the ability required to benefit from the course or study programme<sup>15</sup>.

### 2 Entry requirements

#### 2.1 General entry requirements

A person meets the general entry requirements for third-cycle courses and study programmes if he or she

1. has been awarded a second-cycle qualification,
2. has satisfied the requirements for courses comprising at least 240 credits of which at least 60 credits were awarded in the second-cycle, or
3. has acquired substantially equivalent knowledge in some other way in Sweden or abroad.

The higher education institution may permit an exemption from the general entry requirements for an individual applicant, if there are special grounds<sup>16</sup>.

#### *Transitional provisions*

a) A person with *credits or qualifications from undergraduate programmes under the previous higher education system* corresponding to the entry requirements above will also be eligible<sup>17</sup>. Exemptions from the entry requirements may be made also in these cases, if there are special grounds.

b) A person who *meets the general entry requirements* for research study programmes (120 credits from undergraduate programmes or corresponding knowledge<sup>18</sup>), *before 1 July 2007* will also be considered to meet the general entry requirements for third-cycle courses and study programmes after that, however, until no later than the end of June 2015<sup>19</sup>. Exemptions from this provision are not permitted.

<sup>14</sup> Higher Education Ordinance, Chapter 7, Section 34

<sup>15</sup> Higher Education Ordinance, Chapter 7, Section 35

<sup>16</sup> Higher Education Ordinance, Chapter 7, Section 39

<sup>17</sup> Point 10, transitional provisions for SFS 2006:1053

<sup>18</sup> A person who has completed an undergraduate programme of at least 120 credits, or in some other way, in Sweden or abroad, has acquired substantially corresponding knowledge

<sup>19</sup> Point 11, transitional provisions for SFS 2006:1053



## 2.2 Specific entry requirements

A person meets the specific entry requirements for third-cycle courses and study programmes in the subject if he or she has received a passing grade in courses of at least 90 credits, including an independent project at the advanced course level<sup>20</sup> in gender studies or a closely related subject. A person who has acquired substantially corresponding knowledge, in Sweden or abroad, also meets the specific entry requirements.

### *Transitional provisions*

A person with credits or qualifications from undergraduate programmes under the previous higher education system corresponding to the entry requirements in the previous paragraph will also be eligible<sup>21</sup>.

In such cases, the advanced course level shall in accordance with the above correspond to a passing grade on courses of at least 60 credits under the previous credit system, including an independent project at the previous advanced course level/60 credit level in gender studies or a closely related subject, in accordance with older provisions.

## 2.3 Ability in other respects to benefit from the course or study programme

The assessment whether the applicant has such ability in other respects to benefit from the programme shall be made based on prior courses and programmes taken by the applicant, on other previous activities, as well as on the essays and other independent projects of a scholarly nature that have been submitted by the applicant (compare assessment criteria in accordance with the university's regulations on the selection of doctoral students below).

## 3 Selection from among the applicants

In selecting between applicants, their ability to benefit from the programme shall be taken into account. The higher education institution determines which assessment criteria shall be used in determining the ability to benefit from the programme.

However, the fact that an applicant is considered able to transfer credits from prior courses and study programmes or for professional or vocational experience may not alone give the applicant priority over other applicants<sup>22</sup>.

### Assessment criteria for selection<sup>23</sup>

The criteria A - B aim at facilitating an examination of the applicant's ability to benefit from the programme. They should therefore be relevant to the applicant's ability to later achieve the learning outcomes of the programme. The outcomes are described in annex 1 to this general syllabus.

<sup>20</sup> The "advanced course level" refers to the same level of progression as under the previous higher education system. With the new credit system, the advanced course level thus refers to 61-90 credits within the main field of study.

<sup>21</sup> Point 10, transitional provisions for SFS 2006:1053

<sup>22</sup> Higher Education Ordinance, Chapter 7, Section 41

<sup>23</sup> Local regulations on the selection of doctoral students to third-cycle courses and study programmes etc.

### **A Courses, study programmes and other previous activities – formal qualifications**

The assessment is based on submitted certificates and transcripts as well as on degree certificates and/or course certificates.

Completed courses and study programmes and experience contributing to the applicant's ability to successfully benefit from the programme applied for are considered an additional qualification.

#### **- Courses and study programmes**

Special emphasis is given to the scope, depth and grades of the applicant's prior courses and study programmes within the subject area applied for, particularly the grades on written independent projects.

Emphasis is also given to the scope, depth and grades of prior courses and study programmes within other fields of great relevance to the subject area applied for.

#### **- Other previous activities**

Special emphasis is given to long and independent professional and/or vocational experience of great relevance to the subject area applied for.

### **B Capability – demonstrated knowledge, competence and skills**

The assessment is based on a consideration of the applicant's submitted essays and other written independent projects of a scholarly nature as well as on a brief outline of research interests. For those applicants who at this stage are considered to be most qualified, and if it is deemed necessary, references will be taken and interviews will be carried out.

It is considered an additional qualification if the applicant demonstrates such knowledge, competence and skills that contribute to their being successfully able to benefit from the programme applied for. These are for example

- sound theoretical, analytic and methodological knowledge;
- sound ability to discuss, in writing and in speech, issues and conclusions;
- intellectual independence; and
- sound ability to carry out advanced tasks within given time frames.

Special emphasis is given to the applicant's ability to

- identify and formulate realistic and productive research problems;
- integrate knowledge and experience and apply these in ways and in contexts where they have not previously been used; and
- conduct a dialogue characterised by independence as well as by an ability to cooperate.

### **C Weighing up qualifications**

The fact that an applicant is considered able to transfer credits from prior courses and study programmes or for professional or vocational experience may not alone give the applicant priority over other applicants (Higher Education Ordinance, Chapter 7, Section 41).

When weighing up the assessment criteria A and B, the greatest emphasis is placed on criteria B, Capability.

#### **D Gender equality**

If, followed from the above, applicants are found to have equal qualifications, preference will be given to applicants of the sex that is underrepresented among the doctoral students within the subject area<sup>24</sup>. The underrepresented sex here refers to if and when the share of either female or male students enrolled on the subject area's third-cycle study programme amounts to less than 40 per cent.

---

<sup>24</sup> Higher Education Act (SFS 1992:1434), Chapter 1, Section 5, second paragraph and other provisions