

Research Design in Gender Studies, 7.5 credits

Genusvetenskaplig forskningsdesign, 7,5 högskolepoäng

Course Code/Codes	15GE076
Subject Area	Gender studies
School/equivalent	School of Humanites, Education and Social Sciences,
Valid from	Autumn 2020
Approved	2020-09-22
Revised	<i>If applicable, enter the date on which any amendments to the course syllabus were approved. If no amendments have been made, delete the help text by pressing the space key on your keyboard. To display a calendar, click on the drop-down arrow to the right</i>
Approved by	Head of School
Translation to English, date and signature	2020-12-22 MJ/IA

1 Course content

The course aims to provide knowledge about research design: how a study is developed, undertaken and presented in different traditions within gender studies. During the course the elements of research is discussed: the formulation of problem and research questions, state of the art, methods, the empirical investigation, the selection, delimitations and motivations of empirical material, the results and the contribution. Research ethics and questions related to the philosophy of science are touched upon. The emphasis of the course rests with discussing and analyzing doctoral dissertations. Central questions in gender studies, such as the role and positioning of the researcher, the theoretical understanding of gender and how to operationalize gender are at the centre of the course.

2 Outcomes

2.1 The course in relation to the doctoral programme

The course shall primarily refer to the following intended learning outcomes for third-cycle courses and study programmes as described in the Higher Education Ordinance, i.e. the doctoral student shall demonstrate:

Knowledge and understanding

- broad knowledge and systematic understanding of the research field (part of outcome 1)
- familiarity with the methods of the specific field of research in particular (part of outcome 2)

Competence and skills

- the capacity to review and assess new and complex phenomena, issues and situations autonomously and critically (part of outcome 3)
- the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively (part of outcome 4)

Judgement and approach

- the ability to make assessments of research ethics (part of outcome 9)

The intended learning outcomes are listed in the same order as in the general syllabus for the programme.

2.2 Intended course learning outcomes

To obtain a passing grade, the doctoral student shall demonstrate:

Ability to:

- describe the elements of a study in gender studies and how the different elements relate to each other;
- describe different ways that research can be designed in gender studies;
- discuss about ethical questions in research;
- discuss dilemmas in the intersection between research design and the philosophy of science;
- design and present a research project in gender studies;
- discuss, problematize and reflect around the choices s/he makes in a presentation of a research project in gender studies.

3 Reading list and other teaching material

The following course readings and teaching material will be used on the course:

Al-Zayani, R., Jansson, M. & Strid, S. (2024 fc). “If it was my account with my name, I would be scared for my life”: Queer Online Sex Work in Turkey. *Journal of Gender Studies*.

Bremer, S. Bremer, S. (2011/2017). *Kroppslinjer–Kön, transsexualism och kropp i berättelser om könskorrigering* (andra upplagan). Makadam förlag.

Börjesson, I-M. (fc). Networking women. Manuscript, Örebro universitet.

Darwish, M. & Gottzén, L (2024 fc). The contemplative man: Positive affect and masculinity in ecofascist visual communication. Forthcoming in *Journal of Gender Studies*.

Doucet, A., and Mauthner, N. S. (2006): “Feminist Methodologies and Epistemology”, pp. 11-36 in: Clifton D. B., and Peck, D. L. (eds.). *21st Century Sociology*. Sage. <http://sk.sagepub.com/reference/sociology/n62.xml>

Fahlgren, S., & Sawyer, L. (2011). The power of positioning: On the normalisation of gender, race/ethnicity, nation and class positions in a Swedish social work textbook. *Gender and education*, 23(5), 535-548. (13 s)

Hoffart, A. R. (2023) *Interpreting Intersectionality: Interpretative Politics in Metacommentaries*. Taylor & Francis. https://gslg-oru.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma999745195903663&context=L&vid=46GSLG_OREBRO:46OREBRO_V1&lang=sv_SE&search_scope=EverythingUniversity&adaptor=Local%20Search%20Engine&tab=EverythingUniversity&query=any,contains,Amund%20hoffart

Linderoth, Kristin (2020) Kampen om välfärdsarbetets värde: Fackligt aktiva kommunalare minns strejken 2003. Stockholm: Leopard förlag. Tillgänglig elektroniskt här: <https://portal.research.lu.se/sv/publications/kampen-om-v%C3%A4lf%C3%A4rdsarbetets-v%C3%A4rde-fackligt-aktiva-kommunalare-minn>

Rosengren, E. (2020). *Gendering nuclear disarmament: identity and disarmament in Sweden during the Cold War* (Doctoral dissertation, Department of Economic History and International Relations, Stockholm University). <https://su.diva-portal.org/smash/get/diva2:1457572/FULLTEXT01.pdf>

Thomson, P., and Kamler, B. (2012). "So what? Who cares?" I: *Writing for peer reviewed journals: Strategies for getting published*. Routledge. (ca 20 s)

Åkesson, E. (2023). *Teacher Education Becoming Elsewhere : An Affirmative Critique of Student Experiences through Intersectional Corpomaterial Perspectives* (PhD dissertation, Linköping University Electronic Press). <https://doi.org/10.3384/9789180752763>

Ytterligare litteratur om maximalt 100 s kan tillkomma.

4 Teaching formats

Teaching on the course takes the following format:

Individual studies and lectures.

5 Examination

The course is assessed through an examination consisting of the components listed below. The individual components are not graded separately but together they provide the basis for assessment and grading.

- A written paper and continuous written assignments.

For examinations consisting of several examination components, the following applies: If during the course it is concluded that a doctoral student is unable to complete a certain examination component, the examiner may set a substitute assignment provided that circumstances do not reasonably allow for the course component to be completed at a later date during the run of the course.

6 Grades

Examinations on third-cycle courses and study programmes are to be assessed according to a two-grade scale with either of the grades 'fail' or 'pass' (local regulations).

The grade shall be determined by a teacher specifically nominated by the higher education institution (the examiner) (Higher Education Ordinance).

To obtain a passing grade on examinations included in the course, the doctoral student is required to demonstrate that he/she attains the intended course learning outcomes as described in section 2.2. Alternatively, if the course consists of multiple examinations generating credit, the doctoral student is required to demonstrate that he/she attains the outcomes that the examination in question refers to in accordance with section 5.

A student who has failed an examination is entitled to a retake.

If an examination consists of several examination components, and a student fails an examination component, the examiner may, as an alternative to a retake, set a make-up assignment with regard to the examination component in question.

A doctoral student who has failed an examination twice for a specific course or course element is entitled, upon his/her request, to have another examiner appointed to determine the grade.

7 Admission to the course

7.1 Admission requirements

To gain access to the course and complete the examinations included in the course, the applicant must be admitted to a doctoral programme at Örebro University.

Further, the applicant can be admitted at another University as in point 7.3.

7.2 Selection

Selection between applicants who have been admitted to doctoral programmes at Örebro University and who otherwise meet the admission requirements as listed above is made according to the following order of precedence:

1. Applicants admitted to a Doctoral program in genders studies at Örebro University.
2. Applicants admitted to a Doctoral program in other subjects and connected to the research environment Centre for Feminist Social Studies at Örebro University.
3. Applicants admitted to a Doctoral program in Social sciences at other universities.

If no other selection criteria are specified in this section, priority shall be given to applicants with a lower number of course credits left before the award of their degree over applicants with a higher number of remaining course credits. Should two or more students have equal number of credits, selection will be done through the drawing of lots. This also applies within any selection groups listed unless otherwise stated.

7.3 Other applicants than doctoral students admitted at Örebro University

Other applicants than doctoral students admitted at Örebro University may be given access to the course on the grounds of provisions for and/or agreements regarding contracted courses, joint degrees, national graduate schools or cooperation in other respects with other universities.

Any decisions on what such other applicants may be given access to the course are made separately and on the basis of the provisions and/or agreements that occasion the student to apply for the course.

For participation in the course in other respects, the same provisions shall apply as for doctoral students admitted to Örebro University.

8 Transfer of credits for courses, study programmes and other experience

Provisions on the transfer of credits can be found in the Higher Education Ordinance and on the university's webpage.

9 Other information

The course language is in English/Swedish.

Transitional provisions

None