

Analysing Change

Att analysera förändring
9 credits

Programme course

757A24

Valid from: 2022 Spring semester

Determined by	Main field of study	
The Quality Board at the Faculty of Arts and Sciences	Gender Studies	
Date determined	Course level	Progressive specialisation
2016-01-29	Second cycle	A1N
Revised by	Disciplinary domain	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Social sciences	
Revision date	Subject group	
2017-01-09; 2022-03-18	Gender Studies	
Offered first time	Offered for the last time	
Spring semester 2015		
Department	Replaced by	
Institutionen för Tema		

Course offered for

- Master's Programme in Gender Studies - Intersectionality and Change

Entry requirements

- Bachelor's degree equivalent to a Swedish Kandidatexamen in social sciences or humanities or equivalent
- English corresponding to the level of English in Swedish upper secondary education (Engelska 6)
Exemption from Swedish

Intended learning outcomes

On completion of the course, the students should, on an advanced level within the field of Gender Studies – Intersectionality and Change, be able to:

- identify, critically analyse and account for relevant processes of change;
- design and carry out an analysis of change, taking into account and arguing for appropriate theoretical, methodological, empirical and ethical frameworks;
- work constructively in a team taking into account the resources of all team members.

Course content

The course includes:

- methods to integrate intersectional gender analytical approaches when analysing processes of social, cultural, technological, scientific, political, environmental and/or bodily change;
- visual and textual analysis, ethnographical fieldwork including interviews and observations, analysis of genealogies and discourse analysis;
- relevant theoretical, methodological, empirical and ethical frameworks.

Teaching and working methods

Lectures followed by discussions take place in the online classroom. Knowledge is further reinforced during online-seminars, -workshops and/or other learning activities. In between online-seminars and -lectures students study the course literature independently and communicate with each other online in peer learning groups,. The learning process will include training in collaborative team work and productive integration of different knowledge bases of individual team members.

The language of instruction and examination is English.

Examination

The course is examined through:

- participation in team work, grading: Pass/Fail
- individual reflection diary, grading: Pass/Fail
- individual written essay, grading: EC

For a passed final grade, an E is required for the final assignment and a Pass on other examination parts. Higher grades are based on the final assignment. In the case of supplementation of the final assignment, the highest possible grade is a C.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

Grades

ECTS, EC

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.