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GENERAL SYLLABUS FOR THIRD-CYCLE PROGRAMMES IN ARCHAEOLOGY AT SÖDERTÖRN UNIVERSITY

This syllabus applies to programmes leading to a Doctor of Philosophy and to programmes leading to a Licentiate degree. This document is subordinate to the Swedish Higher Education Ordinance and Södertörn University's local *Regulations for Third-Cycle Education at Södertörn University* (reg. no. 1417/11/2011).

1. Qualitative targets

1.1 Qualitative targets

Qualitative targets for doctoral degrees are established in the Higher Education Ordinance's System of Qualifications, as follows:

Knowledge and understanding

For the degree of Doctor of Philosophy the doctoral student shall

• show 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

• demonstrate familiarity with research methodology in general and the methods of the specific field of research in particular.

Competence and skills

For the degree of Doctor of Philosophy the doctoral student shall

• demonstrate the capacity for scientific analysis and synthesis as well to review and assess new and complex phenomena, issues and situations autonomously and critically in the research field

• demonstrate the ability to identify and formulate issues in the research field 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

• demonstrate through a documented research project the ability to make a significant contribution to the formation of knowledge in a research field

• demonstrate the ability to present and discuss knowledge and research results with authority and in dialogue with the academic community and the wider community, both orally and in writing, in both national and international contexts

• demonstrate the ability to identify the need for further knowledge in the research field

• 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

Judgement and approach

For the degree of Doctor of Philosophy the doctoral student shall:

• demonstrate intellectual autonomy, integrity and disciplinary rectitude as well as the ability to make assessments of research ethics

• demonstrate specialised insight into the possibilities and limitations of science, its role in society and the responsibility of the individual for how it is used

Thesis
• For a doctoral degree, the doctoral student must have been awarded a pass grade for a documented research project (doctoral thesis) of at least 120 credits

1.2 Local qualitative targets
In addition to the national qualitative targets for a doctoral degree, after completing a Doctor of Philosophy in Archaeology at Södertörn University the doctoral student will have acquired specialised knowledge of the archaeological research process, archaeological source material and its possible interpretations. Based on his/her own subject-specific perspective, the doctoral student will also have acquired the ability to see and use the multidisciplinary opportunities provided by an interdisciplinary research cooperation as regards scholarly results, and also be familiar with the profile areas of Historical Studies and the research conducted therein.
After completing a Doctor of Philosophy the doctoral student will also have the ability to relate archaeological knowledge to contemporary issues in science and society. This person shall also have acquired excellent skills in critical reflection regarding his/her own role in the archaeological research process and the research results' social and cultural consequences.

1.3 Qualitative targets for a Licentiate degree
Qualitative targets for Licentiate degrees are established in the Higher Education Ordinance's System of Qualifications, as follows:

Knowledge and understanding
For a Licentiate the doctoral student shall:
• demonstrate knowledge and understanding in the field of research including current specialist knowledge in his or her field
• demonstrate specialised knowledge of research methodology in general and the methods of the specific field of research in particular

Competence and skills
For a Licentiate the doctoral student shall:
• demonstrate the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively
• demonstrate the ability to plan and use appropriate methods to undertake a research project and other qualified tasks within predetermined time frames in order to contribute to the formation of knowledge as well as to evaluate this work
• demonstrate the ability in both national and international contexts to present and discuss archaeological research and research findings in speech and writing and in dialogue with the academic community and society in general, and
• demonstrate the skills required to participate autonomously in research and development work and to work autonomously in some other qualified capacity

Judgement and approach
For a Licentiate the doctoral student shall:
• demonstrate the ability to make assessments of ethical aspects of his or her own research
• demonstrate insight into the possibilities and limitations of science, its role in society and the responsibility of the individual for how it is used
• demonstrate the ability to identify the personal need for further knowledge and take responsibility for his or her academic development within the field of archaeological research

Thesis
For a Licentiate degree the doctoral student shall have been awarded a pass grade for an academic paper in Archaeology (Licentiate thesis) of at least 60 credits.

1.3 Local qualitative targets for a Licentiate degree

After completing a Licentiate degree, the student will have acquired extensive knowledge of the archaeological research process, and archaeological source material and its interpretations. He or she will also have insights into how a subject-specific perspective can be used within an interdisciplinary and multidisciplinary research cooperation.

After completing a Licentiate degree, the doctoral student will also have the ability to relate archaeological knowledge to contemporary issues in science and society. This person shall also have acquired skills in critical reflection regarding his/her own role in the archaeological research process and the research results' social and cultural consequences. A person who has completed a Licentiate programme in Archaeology shall also be familiar with the profile areas of Historical Studies and the research conducted therein.

2. ENTRY REQUIREMENTS

A person is eligible for third-cycle education if he/she fulfils the general entry requirements and the specific entry requirements. The applicant must also be assessed as possessing the necessary capability to complete the programme.

2.1 General entry requirements

General entry requirements for third-cycle courses and study programmes are met if the person has been awarded a second-cycle qualification; has satisfied the requirements for courses comprising at least 240 credits, of which at least 60 credits were awarded in the second-cycle; or has acquired substantially equivalent knowledge in some other way in Sweden or abroad.
Applicants who fulfilled the general entry requirements for third-cycle studies before 1 July 2007 shall continue to be considered eligible for third-cycle studies, but only until the end of June 2015.

The Faculty Board may permit an exemption from the general entry requirements for an individual applicant, if there are special grounds.

2.2 Specific entry requirements

The specific entry requirements are fulfilled by a student who has passed courses worth at least 90 credits in Archaeology, including a degree project worth at least 15 credits, or who has acquired the equivalent knowledge abroad or through previous studies. If there are special grounds, the Faculty Board may permit an exemption from the specific entry requirements for an individual applicant. The specific entry requirements are also fulfilled by someone who has acquired substantially equivalent knowledge in some other way in Sweden or abroad.

Course and programmes that are used as a basis for fulfilling general or specific entry requirements for third-cycle education may not have the credits transferred to third-cycle courses or programmes.

Prerequisites for completing the degree programme are the ability to assimilate academic material in Swedish, Danish, Norwegian and English and a command of the language necessary for work on the thesis.

The requirement to assimilate academic material in Swedish does not apply to doctoral students who are admitted to the Baltic and East European Graduate School (BEEGS).

3. ADMISSION

3.1 Admission and selection

Only applicants who are employed on doctoral studentships may be admitted to third-cycle programmes in Archaeology at Södertörn University. However, the Faculty Board may admit an applicant who has a different form of student funding if the Faculty Board assesses that the financing can be guaranteed for the entire programme and that the applicant can dedicate enough time to the programme to assume its completion within eight years.
Applications for admission to a third-cycle programme shall be submitted to the University. A decision on admission to third-cycle programmes is made by the Faculty Board after preparation by the research area of *Historical Studies*. The normal case is that the Faculty Board decides whether to admit or reject an applicant on the basis of the research area's overall assessment of the application and the results of interviews with the applicant and his/her references.
The basis for selection among eligible applicants for third-cycle programmes in Archaeology at Södertörn University is the level of ability to assimilate such a degree programme. Admission regulations are stated in the *Regulations for Third-Cycle Education at Södertörn University*. The application is assessed on the basis of the following criteria:

1. The applicant's merits and expertise
2. The quality of the research project
3. The suitability and feasibility of the research project as a doctoral project
4. The funding plan
5. Whether issues of research ethics have been considered
6. Whether sufficient collected supervisory capacity exists to provide good and professional supervision and relevant expertise

In association with admission to BEEGS, the research plan will be assessed according to its basis in the graduate school's specific geographic area: its orientation to the Baltic states or Eastern Europe.

The applicant's merits and expertise (item 1 above) are assessed more specifically as follows:

Previous education is evaluated on the basis of both its depth and breadth.

Degree projects from both the first-cycle and second-cycle and, where relevant, other written academic production are assessed on the basis of the following criteria:

- The ability to complete a result-oriented and systematic empirical investigation
- Critical ability
- Analytical stringency
- Theoretical awareness

- Creativity
- Autonomy in both the formulation of problems and their analysis
- Academic progression
- The ability to comply with given timeframes

If two applicants are assessed as equal, the applicant who has written papers/degree projects on different themes at different levels has an advantage over the applicant who has written papers/degree essays on one and the same theme.
Assessment of a research project's quality, suitability and feasibility (items 2-3 above) is based on the thesis plan. In a thesis plan, the applicant describes the proposed research project in brief (no more than five pages). The description shall contain a formulation of the problem and an outline for how the research work will be carried out. The plan shall be written solely by the applicant. The plan is assessed on the basis of its:

- Relevance
- Originality
- Feasibility within the given timeframe

The applicant's cooperation skills and aspects relating to equal opportunities may also be taken into account. The applicant's communication and cooperation skills are assessed on the basis of references, statements or interviews. In the case of equally merited applicants, priority will be given to the underrepresented gender.

4. PROGRAMME CONTENT

4.1 General

The doctoral programme is planned in such a way that it requires four years for students who study full-time. This presupposes that the doctoral student is dedicated to his/her studies and makes efficient use of teaching and supervision. Two years of full-time studies are planned for a Licentiate degree. For part-time studies, the period of study is extended in proportion to the reduction in the pace of studies.
The programme includes courses equivalent to 60 credits. The authorship of an academic thesis is the equivalent of three years' full-time studies, i.e. 180 credits. For a Licentiate degree, the research project is at least 60 credits. In addition, the programme includes active participation in higher seminars in Archaeology at Södertörn University.

The doctoral student is expected to make regular presentations of his or her thesis work, which is usually done in the form of seminars. The doctoral student must present an independently authored text at no fewer than three seminars. The first seminar is held at the start of the programme, the second after around two years and the third, the final seminar, is at the end of the programme. On each occasion, an independently written text linked to the thesis work is presented before the seminar. Ahead of the third seminar, the supervisory collegiate for Archaeology appoint an examiner and an examining committee formed of at least two members of staff from Historical Studies who have docent-level competence; at a subsequent meeting they will provide comments on the seminar text and on the examiner's opinions. Two obligatory seminars are required to obtain a Licentiate degree.

4.2 Courses

The courses are equivalent to two semesters of full-time study, i.e. 60 credits. Of these, 30 credits are for third-cycle courses and 30 credits are for an individual reading course. The third-cycle courses 1 and 2 (below) and the individual reading course (course 3) are obligatory, while other course credits are selected in consultation with the supervisor. Courses 2 and 3 may, with the supervisor's approval, be replaced by equivalent courses at another higher education institution. BEEGS' Baltic course is also obligatory for doctoral students who have been admitted to the graduate school. This course may replace parts of the literature course if the supervisor approves.
Courses common to the area and courses linked to research schools or other higher education institutions are examined by the teacher who is responsible for the course, after approval by the principal supervisor. The courses are graded with either Pass or Fail.

Course 1. Historical Studies – an introduction, 7.5 credits
The course aims to provide basic knowledge of the area's academic perspectives and general field of knowledge. Particular emphasis is placed on literature associated with the area's four profiles: Baltic and Eastern European Studies, Gender Studies, Contemporary History, and Cultural Heritage and Cultural Processes. The focus is decided on the basis of the contributions made by Historical Studies' different disciplines. The ambition is also to train the doctoral student in the multidisciplinary approach that area studies requires.

Course 2. Methods and Theory of Knowledge, 7.5 credits
The course aims to provide basic knowledge of current debates within theory and method, primarily in the subjects covered by the area of Historical Studies. Even if the course includes studies in each subject, the main focus remains multidisciplinarity and transnationalism. The intention is to equip the doctoral student with area-specific knowledge of theory and method that can have an innovative and creative influence when writing the thesis that is authored in an individual subject.

Course 3. Individual reading course, 30 credits
The course consists of four modules, each worth 7.5 credits. The literature course shall provide an overview of archaeological research that stretches over the entire chronological field, as well as providing good knowledge of theoretical and methodological debate. It is of great importance that international literature is included. The course, which covers a total of around 8000 pages, is planned in consultation with the supervisor, examiner and doctoral student. In general, the individual reading course should be completed before the end of the fourth semester.

4.3 Thesis

The subject of the thesis is decided by the steering group for Historical Studies in consultation with the doctoral student and supervisor on admission to the programme. Work is planned so that the thesis can be completed within the given timeframe.
The thesis must be either a unified and continuous piece of academic work (monograph thesis) or a compilation of academic works with a summary and discussion of these works (compilation thesis) that the doctoral student has authored alone or with another person.

The scholarly investigation and the achieved results shall be presented with such quality that the thesis (including the works in a compilation thesis) is assessed as fulfilling appropriate demands for acceptance by an academic series or good quality

journal. The following requirements otherwise apply in order for the thesis to achieve a Pass grade:

- That the thesis is the result of an autonomous work that has provided new research
- That the aim, problem and method are clearly stated and motivated
- That the methodology is used correctly and with relevant source material
- That the research situation is presented in such a manner that previous research is clearly differentiated from the doctoral student's own research contribution as presented in the thesis
- That the material is presented and characterised and that the manner in which the material may have been delimited is described and motivated
- That academic rigour is well observed as regards notes, source and reference lists, any tables and diagrams, etc.
- That the thesis is organised in a logical and consistent manner
- That the thesis is linguistically acceptable
- That the results are summarised

The thesis may be written in Swedish, Norwegian, Danish or English. If it is not written in English it must include a summary in English. This summary must be so detailed that a reader with no knowledge of the language used in the thesis can obtain a clear idea of the thesis' aim and primary content, the scientific method that was used and the results that were achieved. Reference shall be made to the thesis' different chapters. On examination, assessment of the summary shall be included in the assessment of the entire thesis.

A short abstract in English of no more than 500 words shall be appended to every doctoral thesis. The abstract must:

- State the title of the thesis, the language in which it is written, author, higher education institution and department
- Present the content of the thesis and thus cover its organisation, problem, methods, theories and results, and
- Provide keywords and other information of significance for literature searches in automatic information systems.

The recommended scope of a monograph thesis is around 160 pages. A compilation thesis should have the same number of pages, as well as consisting of at least four articles and one summary. A Licentiate thesis should be around one-third of the scope of a doctoral thesis. It shall be designed according to the above guidelines and be an autonomous work. It may be part of a future doctoral thesis.

5. SUPERVISION

Each doctoral student must have at least two supervisors. The principal supervisor for each doctoral student is appointed at the start of third-cycle studies. The principal supervisor must be a professor or have docent-level competence and be active at Södertörn University. The principal supervisor has overall responsibility for the doctoral student's third-cycle education and for the quality and progress of work on the thesis. Assistant supervisors are also appointed by the steering group for Historical Studies when the subject of the thesis is delimited. A person who is very familiar with the

subject of the thesis should be sought for this task, initially among the teaching staff at Södertörn University, otherwise externally. Other supervisors participate in the supervision of work on the thesis.

A third-cycle student may change supervisor if he or she requests it. Such a request should be submitted to the steering group for the area of Historical Studies at Södertörn University.

The supervisors provide advice and direction within the scope of the taught courses and through individual supervision. Supervision shall take place through uninterrupted regular contacts from the start of the programme. The principal supervisor and doctoral student shall discuss the general organisation of studies. The supervisor must ensure that delimitation takes place in such a manner that the studies can be completed within the normal period of study. An important element of supervision is the drawing up and review of individual study plans, which must be drawn up at the start of the period of study and reviewed once per year.

The doctoral student shall conduct his or her studies using the activities that have been validated in the individual study plan and contact the supervisor if there are any problems or changes.

A supervisor has the right to resign as supervisor. If a doctoral student substantially neglects his or her undertakings in the individual study plan, the vice-chancellor shall decide that the doctoral student is no longer entitled to supervision and other study resources. In doing so, the Board must comply with the provisions of the Higher Education Ordinance.

If study resources for third-cycle education have been withdrawn, the third-cycle student may, on application to the Faculty Board, recover his or her entitlement to supervision and other resources. The doctoral student must then demonstrate convincingly, by presenting prospective study results of considerable quality and scope or in some other way, that he or she can fulfil his or her remaining undertakings according to the individual study plan.

6. INDIVIDUAL STUDY PLAN

Each doctoral student in Archaeology must have an individual study plan. The provisions of the Higher Education Ordinance and the *Regulations for Third-Cycle Education at Södertörn University* apply when drawing up and managing the individual study plans.

An individual study plan for each doctoral student is drawn up in consultation between the student and supervisor at the start of the third-cycle programme.
It must include overall planning for the period of study. An approximate time plan for the various elements of the thesis work and for the courses must be included. The plan should be more detailed for the coming year of activities and more general for subsequent years. The individual study plan shall be reviewed annually. This review shall clearly state how the programme is progressing.

Copies of the individual study plans and the revisions to the plans must, at least once per year, be sent to the director of studies for third-cycle education.

7. EXAMINATION

Examination for the courses is designed by the teacher and may take various forms. It normally includes an oral examination, individually, in groups or through required participation in discussions, as well as a requirement for some form of written assessment. The courses are graded with either Pass or Fail. All courses must be passed before graduation.

To receive a pass grade on a doctoral degree the doctoral student must have received Pass on the knowledge tests that are part of the third-cycle programme and on the presented academic thesis.

The doctoral thesis shall be presented and defended orally in public. The defence shall be led by a chairman. A faculty examiner shall be present at the public defence. The chairman and faculty examiner are specifically appointed by the Faculty Board for each public defence. Proposals for examiners and members of the examining committee are provided by the area of Historical Studies at Södertörn University.

The thesis can be given one of the following grades: Pass or Fail. The grade for the doctoral thesis shall be decided by an examining committee. Unless there are exceptional circumstances, a person who has supervised the doctoral student may not be a member of the examining committee. The faculty examiner may be present at the meeting of the examining committee and participate in the discussion but not in making the decisions. The same applies to the supervisor.

During grading of the thesis, consideration must be paid to both the content of the thesis and its public defence. The decision to pass a thesis may not be motivated. However, the examining committee must motivate its decision to fail a thesis.
The doctoral student's supervisor determines whether the doctoral student should be recommended to present his/her thesis at a public defence. The supervisor's recommendation may not be understood as a guarantee that the thesis will receive a Pass after the public defence.

For a Licentiate degree, the written research project (thesis) must be defended orally at a public seminar; it must have been available prior to this for at least three weeks at the department where the seminar will be held. Information about the presentation of the thesis must be made public at the department for the equivalent time. The examiner must be appointed by the head of subject for Archaeology.

The Licentiate thesis can be given one of the following grades: Pass or Fail. The grades are awarded by a committee that is appointed by the head of subject for Archaeology at Södertörn University. The committee is composed of three teachers of docent-level competence in the area of Historical Studies, or external persons with the equivalent competence. The principal supervisor must be part of the committee. The thesis shall be archived and made available at Södertörn University.