

GENERAL SYLLABUS FOR THIRD-CYCLE PROGRAMMES IN HISTORY

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

History is a critical, cultural and social science that is distinguished by its particular focus on long term perspectives, on the relationship between continuity and change and historical processes' links to time.

After completing his/her degree, the doctoral student will be able to conduct autonomous academic research in History and make competent contributions within specific areas of professional life, such as the educational system, administration, the media and publishing.

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, and
- 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,
- 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,
- demonstrate through a documented research project the ability to make a significant contribution to the formation of knowledge through his or her own research,
- 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,
- demonstrate the ability to identify the need for further knowledge, and
- 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, and
- demonstrate specialised insight into the possibilities and limitations of art, its role in society and the responsibility of the individual for how it is used.

Documented research project (doctoral 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

Local qualitative targets for a doctoral degree in History at Södertörn University have been validated as follows:

Knowledge and understanding

For the degree of Doctor of Philosophy the doctoral student shall

- demonstrate an advanced ability to autonomously and critically reflect on people, societies and cultures from a historical perspective and thus also gain the necessary tools for relating to contemporary cultural and social conditions.
- demonstrate advanced knowledge of important issues and current research in the different fields of History
- Demonstrate knowledge of the different schools of historical thought and of the discipline's epistemological positions
- demonstrate good familiarity with the profile areas of *Historical Studies* and the research that takes place within them
- demonstrate advanced knowledge of the methodology of History
- demonstrate advanced specialist knowledge within a delimited research field in History

Competence and skills

For the degree of Doctor of Philosophy the doctoral student shall

- demonstrate a high level of skill in the autonomous formulation of a research task
- demonstrate the ability to autonomously use scholarly theories, concepts, methods and techniques in his/her own research
- demonstrate advanced skills in identifying and presenting a research field that is relevant to the research task
- demonstrate the ability to autonomously complete the chosen research task and thus make a significant contribution to the development of knowledge in History
- demonstrate excellent skills in the critical review and discussion of the work of other researchers
- demonstrate the ability to, based on his/her own specific disciplinary perspective, see and use the multidisciplinary opportunities offered by an interdisciplinary research cooperation as regards scholarly results.

Judgement and approach

For the degree of Doctor of Philosophy the doctoral student shall

- demonstrate intellectual autonomy in the research community
- demonstrate integrity as a researcher in relation to wider society

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.

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 person who has a Master's degree in History, Economic History, History of Ideas, or the equivalent. All credits in subjects that provide eligibility must have been awarded by the deadline for applications. If there are special grounds, the Faculty Board may permit an exemption from the specific entry requirements for an individual applicant.

Course and programmes that are used as a basis for fulfilling general or specific entry requirements for third-cycle education may not have credits transferred to third-cycle courses or programmes. The specific entry requirements are also fulfilled by someone who has acquired substantially equivalent knowledge in some other way in Sweden or abroad.

The ability to assimilate academic material in Swedish, Danish, Norwegian and English and a command of the language necessary for work on the thesis are prerequisites for completing the degree programme. These linguistic skills shall have been acquired at the time of the doctoral student's admission.

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 History 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 third-cycle education should be sent to the university. The 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 History 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 described 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 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. The period of study for part-time students is extended in proportion to the decreased rate of study.

The programme covers courses equivalent to 60 credits and the completion of a thesis that covers three years of full-time studies, i.e. 180 credits. During the programme, the doctoral student shall participate in the higher seminars in History at Södertörn University (or the equivalent) for at least seven semesters and preferably also attend special seminars.

4.2 Individual study plan

Each doctoral student in History 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 processing the individual study plans. The individual study plans shall be validated and reviewed every year by the Faculty Board.

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. In subsequent years, studies shall be evaluated once per semester in relation to the individual study plan, which will be revised at the same time. It is to establish both the obligations of the doctoral students and the university's obligations in relation to the doctoral student.

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 the third-cycle programme.

4.3 Courses

The third-cycle programme in History includes courses that are equivalent to two semesters of full-time study, i.e. 60 credits. The courses are those that are common to the research area of *Historical Studies*, courses that are given in History as a subject and elective courses. The courses' content and requirements are decided in consultation with the examiner and supervisor and shall be stated in the individual course plan.

The following courses are obligatory:

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 – Ethnology, History, Archaeology and the History of Ideas. The ambition is also to train the doctoral student in the multidisciplinary approach required by area studies.

Course 2. Theory and method, 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 multidisciplinary 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. Contemporary Research into the Baltic Sea Region and Eastern Europe, 7.5 credits

The course consists of reading multidisciplinary scholarly studies that are linked to BEEGS' specific geographic area. The aim is to provide the doctoral student with an insight into both completed and ongoing research into the region that includes factual knowledge and the opportunity for the doctoral student to locate his/her thesis work in this wide field of research. This course is only obligatory for doctoral students at BEEGS.

Course 4. Research within historical studies, 7.5 credits

The course aims to familiarise the doctoral student with research within the field covered by the thesis. The doctoral student must autonomously identify and delimit a relevant field of research, covering both classical work and frontline research. The doctoral student shall also train the systematisation of the dominant scholarly themes and perspectives in a historiographic analysis and positioning himself/herself in relation to these.

4.4 Thesis

The subject of the thesis shall be decided in consultation with the supervisor on admission to the programme and the subject should be thoroughly planned so that the thesis can be completed over six semesters of full-time work.

The thesis shall either be a unified and continuous piece of academic work (monograph thesis) or a compilation of published academic works, or ones that have been accepted for publication, to which a summary has been added (compilation thesis).

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 has been delimited is presented 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 doctoral 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 scholarly 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.

5. Supervision

Each doctoral student must have two supervisors. The principal supervisor is appointed at the start of third-cycle studies. He/she must be a professor or have at least docent-level competence and has overall responsibility for the student's third-cycle education and for the quality and progress of work on the thesis. The principal supervisor must be active within the research area of *Historical Studies* and is appointed by the steering group.

The assistant supervisor is appointed by the steering group for the area of *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 of *Historical Studies*.

A third-cycle student may change supervisor if he/she requests it. A decision on the change of supervisor is taken by the steering group for *Historical Studies*.

The supervisor provides 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 supervisor shall support the doctoral student in organising work in such a way that studies can be completed within the time available.

The doctoral student shall conduct his/her studies using the activities that have been validated in the individual study. If there are any problems or changes the doctoral student must contact the supervisor for a possible revision of the individual study plan.

If the doctoral student wishes to assume teaching or administrative responsibilities of up to 20% of full-time at the academic school, this must always be done in consultation with the supervisor and noted in the individual study plan.

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.

If study resources for third-cycle education have been withdrawn, the doctoral 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 in the individual study plan.

6. 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 present academic thesis. When awarding grades, the depth of the doctoral student's knowledge and his/her demonstrated capacity for independent judgement and critical analysis must be taken into account.

The thesis shall be reviewed and defended at a public defence at Södertörn University. The defence shall take place in either Swedish or English.

The defence shall be led by a chairman. A faculty examiner shall be present at the 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 grade for the doctoral thesis shall be decided by an examining committee that is appointed by the Faculty Board on the proposal of the *Historical Studies* research area. The faculty examiner may be present at the meetings of the examining committee and participate in the discussions but not in taking the decision.

The doctoral student's supervisor(s) may not be part of the examining committee, but can be present during its deliberations. In exceptional circumstances, the supervisor may be consulted by the examining committee.

The thesis can be given one of the following grades: Pass or Fail. 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.

The recommended scope of a monograph thesis is 160 pages. A compilation thesis should have the same number of pages, as well as consisting of at least four articles and one summary.

7. Licentiate degree

A Licentiate degree is a possible stage on a third-cycle programme. Where appropriate, that stated which is above also applies to programmes that lead to a Licentiate degree.

7.1 Qualitative targets

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

Knowledge and understanding

For a Licentiate degree the doctoral student shall

- demonstrate knowledge and understanding in the field of research including current specialist knowledge in his or her field as well as 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, and to plan and use appropriate methods to undertake a research project and other qualified artistic 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 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, and
- demonstrate the ability to identify the personal need for further knowledge and take responsibility for his or her academic development.

Academic paper

For a Licentiate degree the third-cycle student shall have been awarded a pass grade for a research project of at least 60 credits.

7.2 Local intended learning outcomes:

Knowledge and understanding

For a Licentiate the doctoral student shall

- demonstrate an advanced ability to autonomously and critically reflect on people, societies and cultures from a historical perspective and thus also gain tools for relating to contemporary cultural and social conditions,
- demonstrate knowledge of important issues and current research in the different fields of History,
- demonstrate knowledge of the different schools of historical thought and of the discipline's epistemological positions,
- demonstrate good familiarity with the profile areas of *Historical Studies* and the research that takes place within them,
- demonstrate advanced knowledge of the methodology of History, and
- demonstrate advanced specialist knowledge within a delimited research field in History.

Competence and skills

For a Licentiate the doctoral student shall

- demonstrate skills in the autonomous formulation of a research task,
- demonstrate the ability to autonomously use scholarly theories, concepts, methods and techniques in his/her own research,
- demonstrate skills in identifying and presenting a research field that is relevant to the research task,
- demonstrate the ability to autonomously complete the chosen research task and thus make a significant contribution to the development of knowledge in History,
- demonstrate skills in the critical review and discussion of the work of other researchers, and
- demonstrate the ability to, based on his/her own specific disciplinary perspective, see and use the multidisciplinary opportunities offered by an interdisciplinary research cooperation as regards scholarly results.

Judgement and approach

For a Licentiate the doctoral student shall

- demonstrate intellectual autonomy in the research community, and
- demonstrate integrity as a researcher in relation to wider society

Academic paper

For a Licentiate degree the doctoral student shall have been awarded a pass grade for a research project of at least 60 credits.

7.3 Programme organisation

The programme includes courses that are equivalent to 60 credits (courses are selected from the third-cycle courses and programmes in accordance that stated above) and a research project worth 60 credits. During the programme, the doctoral student shall participate in the higher seminars in History at Södertörn University (or the equivalent) for at least seven semesters.

7.4 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.

The research project shall be defended orally at a public research seminar. The examiner must be appointed by the steering group for *Historical Studies* based on a proposal from the subject of History.

The research project can be given one of the following grades: Pass or Fail. The grades are awarded by an examining committee that was appointed by the steering group for *Historical Studies*. The committee consists of three teachers with doctoral degrees. The chairman of the examining committee must have at least docent-level competence.