



DEPARTMENT OF SOCIAL WORK

SW2219 Theoretical Perspectives on Violence Against Women in Research and Practice, 7.5 credits

Teoretiska perspektiv på mäns våld mot kvinnor inom forskning och praktik, 7,5 högskolepoäng

Second Cycle

Confirmation

This course syllabus was confirmed by Department of Social Work on 2021-06-10 and was last revised on 2021-11-15 to be valid from 2022-01-17, spring semester of 2022.

Field of education: Social Sciences 100%

Department: Department of Social Work

Position in the educational system

The course is at the second cycle level. It is included in the master's programme in social work of 120 credits and in Master of Science in Health Care Counselling of 60 credits. It can also be given as a freestanding course.

The course can be part of the following programmes: 1) Programme for Master of Social Science with a Major in Social Work (S2SOA) and 2) Master of Science in Health Care Counselling (S2HSK)

Main field of studies

Social Work

Specialization

A1N, Second cycle, has only first-cycle course/s as entry requirements

Entry requirements

To be eligible for the course, Degree of Bachelor of Science in Social Work of 210 credits is required, or Degree of Bachelor in social work of 180 credits or Degree of Bachelor in closely related field.

Learning outcomes

Upon successful completion of this course, students will be able to:

Knowledge and understanding

- in an advanced way describe and illustrate forms of men's violence against women and the consequences of the violence on individual and community level
- describe different theoretical perspectives on men's violence against women both within and without intimate relationships

Competence and skills

- contrast different theoretical perspectives against one another and distinguish what they can explain in the area men's violence against women
- distinguish how these theoretical perspectives are connected with ideas about social problems and solutions on individual, group and community level; and which consequences this can have for both victims and perpetrators
- taking theoretical perspectives into account in planning a development or research project that can contribute to knowledge development in the area

Judgement and approach

- problematise how theoretical perspectives on men's violence against women inform research questions, research methods and research results
- independent and in cooperation problematise current research and identify urgent areas of development, taking into account societal relevance and pertaining theoretical perspectives

Course content

The general aim of the course is that the students develop their skills to problematise theoretical perspectives on men's violence against women and their importance for research and practice. The course puts a strong emphasis on a critical approach to choice of theory, research questions and research methods used in research and development in the area. This includes a theoretically based consciousness about the importance of theoretical perspectives for how we interpret and understand social and scientific problems, for the research questions being posed and for which methods that are used; and how this can be related to analysis and interpretation of the results. Furthermore, the students will learn to identify how pertaining theoretical perspectives inform the understanding of social problems, are connected with ideas about solutions and has consequences for the victims of men's violence.

Form of teaching

The teaching is mainly given digitally and consists of workshops, seminars, group assignments, supervisions and lectures.

Language of instruction: Swedish

Assessment

The examination takes place through an assessing seminar, a written group assignment and an individual written assignment.

If a student, who has been failed twice on the same course component being examined, wishes to change examiner before the next examination, a written application shall be sent to the department responsible for the course, and shall be granted, unless there are special reasons to the contrary (Chapter 6, Section 22, Higher Education Ordinance).

If a student has received a recommendation from the University of Gothenburg regarding study support for students with disabilities, the examiner may decide – in the case where this is compatible with the learning outcomes for the course, and provided no unreasonable resources are required – to give the student an adjusted examination or an alternative form of examination.

In the case where a course has been discontinued or has undergone major changes, a student shall be guaranteed access to at least three examination sessions (including the regular examination session) during a period of at least one year, but at the most two years after the course has been discontinued/changed. The above also applies to internships and on-the-job-trainings with the exception that exam is given on only one occasion.

Grades

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

To pass (Pass) is required the grade Pass on all examination assignments and that all intended learning outcomes have thereby been satisfied. To pass with distinction (Pass with distinction) is required furthermore that the student satisfied Pass with distinction in the independently written assignment by showing special good ability to problematise current research identify urgent research questions and develop proposal to research in the area.

Course evaluation

The course is evaluated formatively and continuously during the course, and in writing in Canvas at the end of the course. The course evaluation together with changes of the course content, literature and didactics is communicated both to the students who carried out the evaluation and to the students who should start the course. Evaluation results and any changes in the course structure should be communicated to both the students who completed the evaluation and to the students who will start the course.