

Graduate School

FACULTY OF SOCIAL SCIENCES

# SIMP02

Globalisation, Conflict,  
Security and the State

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Version 1.0 – January 2021

GRADUATE SCHOOL PROFILE COURSES

# SPRING 2021



# 1. WELCOME

## SIMP02 GLOBALISATION, CONFLICT, SECURITY AND THE STATE

### Contact info

#### Graduate School

e-mail: [master@sam.lu.se](mailto:master@sam.lu.se)

Home page: [graduateschool.sam.lu.se](http://graduateschool.sam.lu.se)

Facebook: [tinyurl.com/LUgradschoolFB](https://www.facebook.com/LUgradschoolFB)

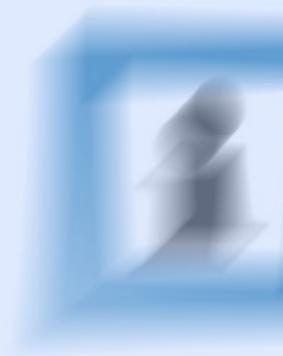
#### Student Union

Home page: [samvetet.org](http://samvetet.org)

#### Lund University

Home page: <http://lunduniversity.lu.se>

The university is on [Youtube](#), [Facebook](#) and [Twitter](#)



# Welcome to the Spring term's course

## *Globalisation, Conflict, Security and the State.*

The objective of the course is to enable the student to critically examine current debates and phenomena related to conflict, security and the state in the context of global development and to provide the student with a general overview of the field. At the same time, it offers the student with a prior interest in, and experience of, related fields, an opportunity for more advanced critical analysis of these issues. A number of current key issues in conflict studies and global studies are discussed and analysed.

The course offers an overview and critical scrutiny of theories of conflict, security and the state in a historical, political, ethical, gender and societal context. The student is given the opportunity to deepen their understanding of a broad range of more specific themes within the field, namely:

- globalisation and theories of security, conflict and war
- globalisation and theories of ethics, gender, populism and popular culture
- the transformation of the state and social consequences of globalisation
- theories of conflict and security

This interdisciplinary course deals with key issues and problems of globalisation, conflict, war, security, global ethics, gender, popular culture and the state, as well as different theoretical perspectives developed to increase our understanding of (a) the continuing relevance of the state and (b) the positive and negative consequences of globalisation processes.

## Formal learning outcomes for the course

On completion of the course, the student shall:

### Knowledge and Understanding

- demonstrate the ability to identify and critically reflect upon issues, theories and the politics of conflict and security: causes, interrelationships and possible policy interventions;
- demonstrate the ability to understand and critically review theories of conflict, war, security, ethics, popular culture within the interdisciplinary field of globalisation studies, global studies and international relations.

### Competence and skills

- formulate advanced research questions regarding the broad fields of conflict and security;
- give informative oral presentations on conflict and security broadly defined.

### Judgement and approach

- write critically on conflict and security issues.

## Assessment

### Overview

- Two written assignments submitted in connection with the seminars
- Oral presentations and active participation in seminars
- An individually written course paper in which the student chooses an issue related to one of the specific themes of the course and analyses it using one or more theoretical perspectives.

### General seminar instructions

These are general instructions for the seminars. There are additional guidelines towards the end of the course guide, corresponding to each seminar (also see the course lesson plan, Canvas). You will be divided into two groups in the first week, they will remain the same throughout the course, unless the teachers instruct you otherwise. The seminars last for two hours (2 x 45 minutes). All seminars are compulsory and if you miss one you have to write a supplementary assignment. The seminars are intended to address and focus on subject matters, dilemmas, theoretical and empirical developments covered by the individual lecturers. Students will be expected to participate actively in the seminars through class discussions and presentations. All students are expected to have read the seminar instructions and relevant literature prior to the meetings for the best possible discussions. The seminars will be conducted in a democratic and respectful fashion. Please see detailed instructions at the end of this document.

### Grades

Marking scale: Fail, E, D, C, B, A.

The grade for a non-passing result is Fail. The student's performance is assessed with reference to the learning outcomes of the course. For the grade of E the student must show acceptable results. For the grade of D the student must show satisfactory results. For the grade of C the student must show good results. For the grade of B the student must show very good results. For the grade of A the student must show excellent results. For the grade of Fail the student must have shown unacceptable results.

The final paper counts for 10 credits of the overall grade on the course, each of the assignments 1 credit and the overall performance in class as well as participation in presentations 3 credits. The grade for the entire course consists of the average grade of all assessed assignments (A = 5, B = 4, C = 3, D = 2, E = 1) multiplied by the number of credits awarded for each. For a grade of Pass on the

entire course, the student must have been awarded at least E on all assessments for which the grading scale A–E+Fail applies, and the grade of Pass on all assessments for which the grading scale Pass with Distinction Pass – Fail applies. The student must also have participated in all compulsory components.

At the start of the course students are informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied in the course.

## Re-examination opportunities

The course includes opportunities for assessment at a first examination, a re-sit close to the first examination and a second re-sit for courses that have ended during that academic year. Two further re-examinations on the same course content are offered within a year of the end of the course. After this, further re-examination opportunities are offered but in accordance with the current course syllabus.

## Plagiarism

All final papers will be automatically checked by software and by the graders to detect plagiarism of any sort. Plagiarism constitutes a severe offence in academia, as it means using another person's ideas without admitting to it. Please see appendix I in this guide for more information.

# Your teachers

**Annika Bergman Rosamond** is Associate Professor in International Relations and Political Science, Department of Political Science. She is also the Director of the MA in Global Studies at Graduate School. Her broad research interests are international relations, feminism, gender and IR, international ethics and war, security studies and crisis, the Arctic and Nordic regions, feminist foreign policy as well as popular culture, celebrity and world politics. She has previously held permanent positions in the UK and Denmark prior to arriving in Lund. Annika is also Head of the International Studies Association (ISA) Feminist Theory and Gender Studies Section.



**Annika Bergman Rosamond**  
(course coordinator)  
annika.bergman\_rosamond  
@svet.lu.se

Georgia de Leeuw is a doctoral student in the Department of Political Science and her main research interests include development studies, land and land governance, international politics, narratives. Her doctoral thesis focuses on protest movements, land rights and narratives. She conducts her research in the context of Indonesia and Sapmi, Sweden.



**Georgia de Leeuw**  
georgia.de\_leeuw@svet.lu.se

**Catia Gregoratti** is Senior Lecturer in the politics of development and political economy. She holds a BA in Economics and Politics from the University of York, an MA (Research) in International Political Economy from the University of Manchester and a PhD also from the University of Manchester. Her research primarily focuses on UN-business partnerships, multistakeholder initiatives, corporate power in global governance, as well as the discourse of corporate social responsibility, its practices and points of contestation. In the past few years, she has become very interested in the corporate capture of particular notions of gender equality and women's empowerment, and, more broadly, in critiques of and alternatives to neoliberal feminism. She is the coordinator of the internship courses at the Graduate School and the course International Political Economy (IPE) and Development offered as part of the BIDS programme. Moreover, she is actively involved in the IPE Ø/Öresund network and co-convenes (together with Annika B Rosamond) the Politics and Gender research group at the Department of Political Science.



**Catia Gregoratti**  
catia.gregoratti@svet.lu.se

**Catarina Kinnvall** is Professor at the Department of Political Science, Lund University, Sweden. She is also the former Vice-President of the International Society of Political Psychology (ISPP) and the current Editor-in-Chief of the journal Political Psychology. Her research interests involve political psychology, migration and multiculturalism, globalization and security, religion and nationalism, with a particular focus on South Asia and Europe.

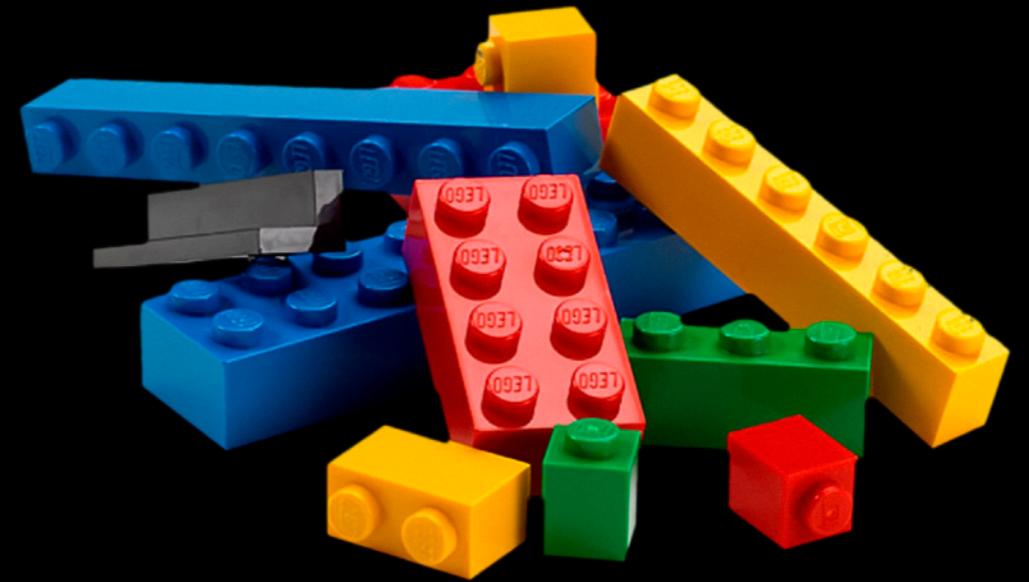


**Catarina Kinnvall**  
catarina.kinnvall@svet.lu.se

# COURSE RESOURCES

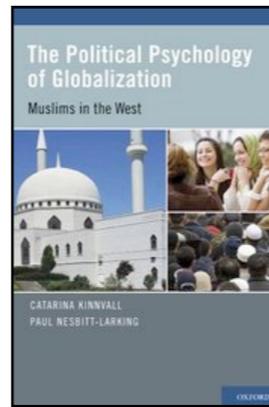
In this section we present the course literature and other course resources. This section is to help you to orient yourself in different types of readings and their functions in the course.

If download links fail, books and articles will be locatable via LUBSearch



Kinnvall, Catarina & Paul Nesbitt-Larking (2011) *The Political Psychology of Globalization: Muslims in the West*, Oxford: Oxford University Press.

**From the blurb:** In an increasingly globalized world, there are new economic, strategic, cultural, and political forces at work. The Political Psychology of Globalization: Muslims in the West explores how these shifts and shocks have influenced the way in which Muslim minorities in western countries form their identities as political actors. Catarina Kinnvall and Paul Nesbitt-Larking uncover three identity strategies adopted by Muslims in the West: retreatism, essentialism, and engagement. Six western countries - Canada, Denmark, France, the Netherlands, Sweden, and the United Kingdom - serve as places for exploration of the emergence of these Muslim political identities. These countries are discussed in light of their colonial histories, patterns of immigration, and citizenship regimes.



240 Pages

ISBN 9780199747542

[Publisher info](#)

Nyman, Jonna. & Burke, Anthony. (2016) *Ethical security Studies - A new research agenda* (Oxford: Routledge) (first edition, paperback)

**From the blurb:** At a time of grave ethical failure in global security affairs, this is the first book to bring together emerging theoretical debates on ethics and ethical reasoning within security studies. / In this volume, working from a diverse range of perspectives—poststructuralism, liberalism, feminism, just war, securitization, and critical theory—leading scholars in the field of security studies consider the potential for ethical visions of security, and lay the ground for a new field: "ethical security studies".



238 Pages

ISBN 9781138912328

[Publisher info](#)

# Course Resources – Articles & Book Chapters

If download links fail, articles will be locatable via [LUBSearch](#)

1. Aggestam, Karin, Bergman Rosamond, Annika and Kronsell, Annica (2019) 'Theorising feminist foreign policy' *International Relations*, Vol. 33(1) 23–39  
Download here
2. Amin, Ash (2002) 'Ethnicity and the multicultural city: living with diversity' *Environment and Planning A*, volume 34, pages 959 - 980  
Download from Canvas
3. Bar-Tal, Daniel (2007). "Sociopsychological Foundations of Intractable Conflicts", *American Behavioural Scientist*, vol. 50(11): 1430-1453.  
Download here
4. Bedford Kate and Shirin M. Rai (2013) "Feminists Theorise International Political Economy", *E-International Relations*  
Download here
5. Bellamy, Alex (2016) 'The Humanisation of Security? Towards an International Human Protection Regime' *European Journal of International Security*. Vol 1. Part 1 pp. 112-133.  
Download here
6. Bergeron Suzanne, Carol Cohn and Claire Duncanson (2017) "Rebuilding Bridges: Towards a Feminist Research Agenda for Postwar Reconstruction", *Gender and Politics*, 13 (4): 715-721  
Download here
7. Bergman Rosamond, A. (2016). 'The digital politics of celebrity activism against sexual violence: Angelina Jolie as global mother' i Shepherd, L. & Hamilton, C. (eds), *Understanding Popular Culture and World Politics in the Digital Age*, Oxford: Routledge, pp. 101-118.  
Download from Canvas
8. Bergman Rosamond A. (2020). 'Celebrities as ethical actors – Individuals and cosmopolitan obligation', in Schippers B. (ed) *The Routledge Handbook to Rethinking Ethics in International Relations* Oxford: Routledge, pp. 119-135.  
Download from Canvas
9. Bergman Rosamond, A. (2020) Swedish Feminist Foreign Policy and "Gender Cosmopolitanism", *Foreign Policy Analysis*, 16:2 pp 217-235.  
Download here
10. Bergman-Rosamond, Annika & Mark Phythian (2012). 'Introduction' in Bergman Rosamond & Phythian (eds). *War, Ethics and Justice: New Perspectives on a Post-9-11 World*, London: Routledge.  
Download from Canvas
11. Bergman Rosamond, A. & Kronsell, A. (2020) 'Cosmopolitanism and Individual Ethical Reflection - the Embodied Experiences of Swedish Veterans' *Critical Military Studies*, pp.1-20.  
Download from Canvas
12. Blakeley, Ruth (2007). "Why Torture?", *Review of International Studies*, vol. 33(3): 373-394.  
Download here
13. Bleiker, Roland (2017) "In Search of Thinking Space: Reflections on the Aesthetic Turn in International Political Theory." *Millennium Journal of International Studies* (2017) Vol. 45 (2) pp.258-264).  
Download here
14. Brubaker, Roger (2005). "The 'Diaspora' Diaspora", *Ethnic and Racial Studies*, vol. 28(1): 1-19.  
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15. Callahan, William, 2015. 'The visual turn in IR'. *Millennium* 43: 891-910.  
Download here
16. Causevic, S. 2020. "Hagia Sophia: turning this Turkish treasure into a mosque is at odds with its Unesco status" *The Conversation*. Accessed 22 October, 2020  
Download here
17. Chandler, D (2003) "Rhetoric without Responsibility: the attraction of ethical foreign policy", *British Journal of Politics and International Relations*, Vol.5(3) pp. 295-316.  
Download here
18. Clapton, William., & Shepherd, Laura J. (2017). Lessons from Westeros: Gender and power in Game of Thrones. *Politics*, 37(1), 5–18.  
Download here
19. Colwell, Chip. and Joy, Charlotte. (2015). "Communities and Ethics in the Heritage Debates." in *Global Heritage: A Reader*, 112-130, edited by Meskel, Lynn. Oxford: John Wiley & Sons  
Download from Canvas
20. Dumper, Michael & Larkin, Craig (2012)'The politics of heritage and the limitations of international agency in contested cities: a study of the role of UNESCO in Jerusalem's Old City', *Review of International Studies* Volume 38, Issue 1 , pp. 25-52.  
Download here
21. Drugge, Anna-Lill, 1974. 2016. "How Can We Do It Right?: Ethical Uncertainty in Swedish Sami Research." *Journal of Academic Ethics*. 14:263–279.  
Download here
22. Eberle, J. (2017), Narrative, desire, ontological security, transgression: fantasy as a factor in international politics, *Journal of International Relations and Development* (2017).  
Download here
23. Elias, Juanita (2011) "Critical Feminist Scholarship and IPE", in Shields Stuart, Bruff Ian, Macartney Huw (eds) *Critical International Political Economy* (London: Palgrave), pp. 99-113.  
Download here

24. Elias Juanita and Shirin M. Rai (2019) "Feminist Everyday Political Economy: Space, Time, Violence", *Review of International Studies*, 45 (2): 201-220.  
Download here
25. Erskine, Toni. (2004) "'Blood on the UN's Hands'? Assigning Duties and Apportioning Blame to an Intergovernmental Organisation", *Global Society*, 18:1, pp. 21-42.  
Download here
26. Erskine, Toni (2007). "Qualifying Cosmopolitanism? Solidarity, Criticism, and Michael Walzer's 'View from the Cave'", *International Politics*, vol. 44(1): 125-149.  
Download here
27. Griffin, Penny (2017) "Gender and the Global Political Economy", *Oxford Research Encyclopedias* (International Studies Association and Oxford University Press)  
Download here
28. Halperin, Eran, Daniel Bar-Tal, Keren Sharvit, Nimrod Rosler and Amiram Raviv (2010). "Social Psychological Implications for an Occupying Society: The Case of Israel", *Journal of Peace Research*, vol. 47(1): 59-70.  
Download here
29. Hansen, Lene, (2015). How images make world politics: International icons and the case of Abu Ghraib'. *Review of International Studies*. Vol. 41(2), 2015, pp. 263-288.  
Download here
30. Huddy, Leonie (2001). "From Social to Political Identity: A Critical Examination of Social Identity Theory", *Political Psychology*, vol. 22(1): 127-156.  
Download here
31. Ivison, Duncan. 2006. "Emergent Cosmopolitanism: Indigenous Peoples and International Law." in *Between Cosmopolitan Ideals and State Sovereignty*, edited by R. Tinnevelt, Ronald, and Verschragen, Gert.120-121 Basingstoke: Palgrave Macmillan  
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32. Kahani-Hopkins, Vered and Nick Hopkins (2002). "Representing British Muslims: The Strategic Dimension to Identity Construction", *Ethnic and Racial Studies*, vol. 25(2): 288-309.  
Download here
33. Kinnvall, Catarina (2016) 'The Postcolonial has Moved into Europe: Bordering, security and ethno-cultural belonging', *Journal of Common Market Studies*, 54(1): 152-168.  
Download here
34. Kinnvall, Catarina (2004). "Globalization and Religious Nationalism: Self, Identity and the Search for Ontological Security", *Political Psychology*, vol 25(5): 741-767.  
Download here
35. Lang, A. F. (2015) Just War as Political Theory: Intention, Cause and Authority, *Political Theory* Vol. 44 (2) 289-303.  
Download here
36. Lawler, Peter (2013). 'The Good State Debate in International Relations', *International Politics* Vol. 50, 1, 18-37.  
Download here
37. Martin de Almagro, Maria and Caitlin Ryan (2019) "Subverting economic empowerment: Towards a postcolonial feminist framework on gender (in)securities in postwar settings", *European Journal of International Relations*, 25 (4): 1059-1079.  
Download here
38. Mendleta, Eduardo. (2009) From imperial to dialogical cosmopolitanism. *Ethics and Global Politics* Volume 2. Issue 3 pp. 241-258.  
Download here
39. Meskell, L. (2010) Human Rights and Heritage Ethics *Anthropological Quarterly*, Vol. 83, No. 4, pp. 839-860.  
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40. Meskell, L. (2015) Gridlock: UNESCO, global conflict and failed ambitions *World Archaeology* Volume 47, 2015 - Issue 2: 225-238.  
Download here
41. Mignolo, Walter. (2009). "Epistemic Disobedience, independent thought and de-colonial freedom." *Theory, Culture & Society* 26(7-8):1-23.  
Download here
42. Ulf Mörkenstam (2019) Organised hypocrisy? The implementation of the international indigenous rights regime in Sweden, *The International Journal of Human Rights*, 23:10, 1718-1741.  
Download here
43. Ojala Carl-Gösta, and Nordin Jonas Monié. (2019). "Mapping Land and People in the North: Early Modern Colonial Expansion, Exploitation, and Knowledge." *Scandinavian Studies* 91 (1-2): 98.  
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45. Persson, Sofia, Harnesk, David, & Islar, Mine. 2017. "What local people? Examining the Gállok mining conflict and the rights of the Sámi population in terms of justice and power" *Geoforum*, 86: 20-29.  
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49. Shapcott, R. (2019) "Human rights, extraterritoriality and the good international citizen: a cosmopolitan perspective", *International Relations*  
Download here
50. Sjöberg, Laura (2016) 'Witnessing the protection racket: Rethinking justice in/of wars through gender lenses' *International Politics* 53, 361–384  
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51. Solórzano, Daniel G., and Tara J. Yosso. (2002). "Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research." *Qualitative Inquiry* 8 (1): 23–44.  
Download here
52. Staub, Ervin (2006). "Reconciliation after Genocide, Mass Killing or Intractable Conflict: Understanding the Roots of Violence, Psychological Recovery and Steps toward a General Theory", *Political Psychology*, vol.27(6): 867-895.  
Download here
53. Stets, Jan E., and Peter J Burke (2003). "A Sociological Approach to Self and Identity", pp. 128-152 in Leary, Mark and June Price Tangney (eds.) *Handbook of Self and Identity*. New York: Guilford Publications.  
Download from Canvas
54. Tuhiwai Smith, Linda. (2012). *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books. (Introduction & Chapters 1-4)  
Download here
55. UN Resolution 2347 (2017) on cultural heritage, as well as comments on its contents.  
Download here
56. UNESCO (1972) Convention Concerning the Protection of the World Cultural and Natural Heritage  
Download here
57. Waylen, Georgina (2006) "You still don't understand: why troubled engagement continues between feminists and (critical) IPE", *Review of International Studies*, 32: 145-164  
Download here
58. Weldes, J. & Rowley, C. (2015) 'So, how does popular culture relate to world politics?' *Popular Culture and World Politics: Theories, Methods, Pedagogies* (Caso & Hamilton, eds.) , E-International Relations Publishing. Pp. 11-34.  
Download from Canvas
59. Michael Zürn, M. and de Wilde, P. (2016) 'Debating globalization: cosmopolitanism and communitarianism as political ideologies' *Journal of Political Ideologies*, 2016 Vol. 21, no. 3, 280–301.  
Download here

# COURSE OVERVIEW

A detailed description of the course content, including work tasks.



# Your course at a glance

TIME	COURSE ACTIVITY
18/1, 9-10 & 10-12	<b>Lecture 1: Introduction</b>   Annika Bergman Rosamond <b>Lecture 2</b>   Annika Bergman Rosamond Debates in Global Ethics - An Introduction
19/1, 9-11	<b>Lecture 3</b>   Annika Bergman Rosamond Global Ethics, War and Security
21/1 10-12 & 12-14	<b>Seminar 1</b>   Annika Bergman Rosamond
25/1 9-11	<b>Lecture 4</b>   Annika Bergman Rosamond The “Good” State in Global Politics
26/1, 9-11	<b>Lecture 5</b>   Georgia De Leeuw Substate ethical enquiry – indigenous justice and postcolonial critiques
28/1, 10-12 & 12-14	<b>Seminar 2</b>   Annika Bergman Rosamond & Georgia De Leeuw
1/2, 10-12	<b>Lecture 6</b>   Catia Gregoratti Feminist Political Economy and Security 1
2/2, 10-12	<b>Lecture 7</b>   Catia Gregoratti Feminist Political Economy and Security 2
4/2, 10-12 & 13-15	<b>Seminar 3</b>   Catia Gregoratti
5/2, 18.00	<b>Deadline</b>   Assignment 1
8/2, 10-12	<b>Lecture 8</b>   Catarina Kinnvall Globalisation and Identity: Sociological and Psychological Perspectives
9/2, 10-12	<b>Lecture 9</b>   Catarina Kinnvall Globalisation, Conflict and Violence: Conflict Analysis
11/2, 10-12 & 13-15	<b>Seminar 4</b>   Catarina Kinnvall
15/2, 10-12	<b>Lecture 10</b>   Catarina Kinnvall Migration and Local Conflicts
16/2, 10-12	<b>Lecture 11</b>   Catarina Kinnvall Global Connections: Intergroup Conflicts and Diaspora Politics
18/2, 9-11 & 11-13	<b>Seminar 5</b>   Catarina Kinnvall
22/2, 10-12	<b>Lecture 12</b>   Annika Bergman Rosamond World Heritage: global culture, conflict and the state
23/2, 10-12	<b>Lecture 13</b>   Annika Bergman Rosamond World Heritage: global culture, conflict and the state
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

TIME	COURSE ACTIVITY
25/2, 10-12 & 13-15	<b>Seminar 6</b>   Annika Bergman Rosamond
1/3, 10-12	<b>Lecture 14</b>   Annika Bergman Rosamond Popular and visual culture: the state, gender and conflict
2/3, 10-12	<b>Lecture 15</b>   Georgia De Leeuw Popular and visual culture: the state, gender and conflict
4/3, 10-12 & 13-15	<b>Seminar 7</b>   Annika Bergman Rosamond & Georgia De Leeuw
8/3, 9-12	<b>Advisory Seminar</b>   Annika Bergman Rosamond, Georgia De Leeuw & Catarina Kinnvall
9/3, 18.00	<b>Deadline</b>   Assignment 2
19/3, 18.00	<b>Deadline</b>   Final Paper
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

# Course details

## Lecture 1: Introduction to the Course

(lecture) | *Teacher:* Annika Bergman Rosamond

The first meeting of the course introduces the students to the course contents and learning objectives as well as modes of instruction.

## Lecture 2: Debates in Global Ethics - An Introduction

(lecture) | *Teacher:* Annika Bergman Rosamond

This lecture introduces students to core arguments within debates on global ethical obligation with emphasis on the dialogue between communitarian scholarship and cosmopolitan interventions, against the backdrop of globalization more broadly. Moreover, we will consider levels of analysis (political communities, the global/cosmopolitan sphere and individuals) as well as the different ways in which ethical enquiry can be conducted.

### Primary reading

Michael Zürn, M. and de Wilde, P. (2016).  
Mendleta, Eduardo. (2009).  
Erskine, Toni. (2007).  
Bergman Rosamond A. (2020).  
Bergman-Rosamond, Annika & Mark Phythian (2012).

## Lecture 3: Global Ethics, War and Security

(lecture) | *Teacher:* Annika Bergman Rosamond

The lecture provides a platform for critical discussions of the ethics of war, intervention and protection as well as ethically-informed security studies, by identifying key premises pertaining to those fields of study.

### Primary reading

Nyman J & Burke, A. (2016) Chapter 10 (pp. 145-159); Chapter 1 (pp. 17-31); Chapter 2 (pp. 32-45) and Chapter 12 (pp. 174-188).  
Sjoberg, Laura (2016).  
Bergman Rosamond, A. & Kronsell, A. (2020).  
Bellamy, Alex (2016).  
Lang, A. F. (2015).

## Seminar 1 Groups 1 & 2

(seminar) | *Teacher:* Annika Bergman Rosamond

Analysing Global Ethics, War and Security; at the seminar we will discuss the themes of the lecture and conduct a group exercise.

### Primary reading

See previous sessions.

### What happens if you fail to attend this event?

What to hand in: A brief position paper of 800 words on the week's topic drawing upon one scholarly text and one newspaper article.

How to hand in: E-mail to [annika.bergman\\_rosamond@svet.lu.se](mailto:annika.bergman_rosamond@svet.lu.se)

When to hand in: As soon as possible

## Lecture 4: “Good States” and “Dutiful Institutions” in Global Relations

(lecture) | *Teacher:* Annika Bergman Rosamond

The lecture centres on critical debates pertaining to ethical conduct in global relations by introducing students to debates on “good states”, ethical and feminist foreign policy as well as the normative logic and ethical shortcomings of international institutions.

### Primary reading

Lawler, Peter (2013).

Chandler, D (2003).

Bergman Rosamond, A. (2020).

Shapcott, R. (2019).

Aggestam, Karin, Bergman Rosamond, Annika & Kronsell, Annica. (2019).

Erskine, Toni. (2004).

## Lecture 5: Substate Ethical Enquiry and Postcolonial Critiques

(lecture) | *Teacher:* Georgia De Leeuw

Following the previous lecture, we will during this session discuss subnational communities at the margins of the ‘good state’. In so doing, we will critically engage with the imagination of the ‘good state’ by introducing and discussing critical race, feminist and indigenous perspectives.

### Primary reading

Iverson, Duncan. 2006.

Persson, Sofia, Harnesk, David, & Islar, Mine. (2017).

Mignolo, Walter. (2009).

Ojala Carl-Gösta, and Nordin Jonas Monié. (2019).

Ulf Mörkenstam (2019)

## Seminar 2 Groups 1 & 2

(seminar) | *Teacher:* Annika Bergman Rosamond & Georgia De Leeuw

Contesting the good state logic through indigenous enquiry - at the seminar we conduct group-work on how to contest good state debates by considering how we might conduct ethically-informed research on substate indigenous communities.

### Proposed readings: indigenous ethics and research methods

Tuhiwai Smith, Linda. (2012). Introduction & Chapters 1-4

Drugge, Anna-Lill, 1974. (2016).

Solórzano, Daniel G., and Tara J. Yosso. (2002).

### What happens if you fail to attend this event?

What to hand in: A brief position paper of 800 words on the week's topic drawing upon one scholarly text and one newspaper article.

How to hand in: E-mail to [annika.bergman\\_rosamond@svet.lu.se](mailto:annika.bergman_rosamond@svet.lu.se)

When to hand in: As soon as possible

## Lecture 6: Feminist Political Economy and Security 1

(lecture) | *Teacher:* Catia Gregoratti

The lecture discusses the core themes of the course in a Middle Eastern context.

### Primary reading

Bedford Kate and Shirin M. Rai (2013)

Elias, Juanita (2011)

Griffin, Penny (2017)

Waylen, Georgina (2006)

## Lecture 7: Feminist Political Economy and Security 2

(lecture) | *Teacher:* Catia Gregoratti

The lecture aims to further deepen students' understanding of the Middle Eastern conflict and its relevance for global security and International Relations.

### Primary reading

Bergeron Suzanne, Carol Cohn and Claire Duncanson (2017)

Elias Juanita and Shirin M. Rai (2019)

Martin de Almagro, Maria and Caitlin Ryan (2019)

Prügl, Elisabeth and J. Ann Tickner (2018)

## Seminar 3 Groups 1 & 2

(seminar) | *Teacher:* Catia Gregoratti

Screening of the Gatekeepers. Seminar instructions (see end of this document).

### Primary reading

Same as Lectures 6 & 7

### What happens if you fail to attend this event?

What to hand in: A brief position paper of 800 words on the week's topic drawing upon one scholarly text and one newspaper article.

How to hand in: E-mail to [annika.bergman\\_rosamond@svet.lu.se](mailto:annika.bergman_rosamond@svet.lu.se)

When to hand in: As soon as possible

## Lecture 8 Globalisation and Identity: Sociological and Psychological Perspectives

(lecture) | *Teacher:* Catarina Kinnvall

The lecture is broadly located within debates on globalisation and identity with emphasis on Sociological and Psychological Perspectives.

### Primary reading

Huddy (2001),

Reicher (2004),

Kinnvall (2004),

Eberle (2017)

## Lecture 9 Globalisation, Conflict and Violence: Conflict Analysis

(lecture) | *Teacher:* Catarina Kinnvall

The lecture critically explores the relevance of unpacking conflict in the context of globalisation and violence.

### Primary reading

Kinnvall, Catarina. & Nesbitt-Larking, Paul. (2011)

Bar-Tal; (2007)

Halperin (2010)

Staub (2006)

## Seminar 4 Groups 1 & 2

(seminar) | *Teacher:* Catarina Kinnvall

Conflict and Psychological and Sociological Perspectives of Identity Construction, presentations. Seminar instructions (see end of this document).

### Primary reading

Kinnvall, Catarina. & Nesbitt-Larking, Paul. (2011, selected chapters)

Bar-Tal; (2007)

Halperin (2010)

Staub (2006)

Huddy (2001)

Reicher (2004)

Kinnvall (2004)

Eberle (2017)

### What happens if you fail to attend this event?

What to hand in: A brief position paper of 800 words on the week's topic drawing upon one scholarly text and one newspaper article.

How to hand in: E-mail to [annika.bergman\\_rosamond@svet.lu.se](mailto:annika.bergman_rosamond@svet.lu.se)

When to hand in: As soon as possible

## Lecture 10 Global Connections: Migration and Local Conflicts

(lecture) | *Teacher:* Catarina Kinnvall

The lecture introduces students to key debates on migration and local conflict seeking to identify their connections and dilemmas embedded within the latter.

### Primary reading

Brubaker (2005)

Kinnvall, Catarina (2016)

Kinnvall, Catarina. & Nesbitt-Larking, Paul.(2011)

Kahani-Hopkins (2002)

O'Toole (2010)

Scuzzarello, Sarah and Kinnvall, Catarina (2013)

Amin, Ash (2002)

## Lecture 11 Global Connections: Intergroup Conflicts and Diaspora Politics

(lecture) | *Teacher:* Catarina Kinnvall

The lecture takes stock of empirical and theoretical debates on intergroup conflicts and diaspora politics.

### Primary reading

Brubaker (2005)

Kinnvall, Catarina (2016)

Kinnvall, Catarina. & Nesbitt-Larking, Paul.(2011)

Kahani-Hopkins (2002)

O'Toole (2010)

Scuzzarello, Sarah and Kinnvall, Catarina (2013)

Amin, Ash (2002)

## Seminar 5 Groups 1 & 2

(seminar) | *Teacher:* Catarina Kinnvall

Global Connections: Intergroup Conflicts and Diaspora Politics. Seminar instructions (see end of this document).

### Primary reading

Brubaker (2005)

Kinnvall, Catarina (2016)

Kinnvall, Catarina. & Nesbitt-Larking, Paul.(2011)

Kahani-Hopkins (2002)

O'Toole (2010)

Scuzzarello, Sarah and Kinnvall, Catarina (2013)

## Lectures 12 & 13: World Heritage: Global Culture, Conflict and the State

(lecture) | *Teacher:* Annika Bergman-Rosamond

In these lectures we explore the politics world heritage which is often conceptualized as a productive mode of conflict resolution and cosmopolitan togetherness. Yet, many world heritage sites have been destructed through war, conflict and colonial oppression. In the lectures we explore this dilemma.

### Primary reading

Causevic, S. (2020).

Colwell, Chip. and Joy, Charlotte. (2015).

Meskeel, L. (2010).

Dumper, Michael & Larkin, Craig (2012).

Meskeel, L. (2015).

### What happens if you fail to attend this event?

What to hand in: A brief position paper of 800 words on the week's topic drawing upon one scholarly text and one newspaper article.

How to hand in: E-mail to [annika.bergman\\_rosamond@svet.lu.se](mailto:annika.bergman_rosamond@svet.lu.se)

When to hand in: As soon as possible

## Seminar 6 Groups 1 & 2

(seminar) | *Teacher:* Annika Bergman-Rosamond

World Heritage: global culture, conflict and the state, at the seminar we critically engage with the potentials and dilemmas of world heritage. Instructions can be found at the end of the document.

### Primary reading

As above

### Plus

UNESCO (1972)

UN Resolution 2347 (2017).

### What happens if you fail to attend this event?

What to hand in: A brief position paper of 800 words on the week's topic drawing upon one scholarly text and one newspaper article.

How to hand in: E-mail to [annika.bergman\\_rosamond@svet.lu.se](mailto:annika.bergman_rosamond@svet.lu.se)

When to hand in: As soon as possible

## Lecture 14 Popular and Visual Culture: The State, Gender & Conflict

(lecture) | *Teacher:* Annika Bergman-Rosamond

Having previously discussed global culture and heritage we now turn to the co-constitutive relationship between world politics and popular culture by identifying the broad contours in such scholarship.

### Primary reading

Bleiker, Roland (2017).

Bergman Rosamond, A. (2016).

Weldes, J. & Rowley, C. (2015).

Callahan, William, (2015).

Clapton, William., & Shepherd, Laura J. (2017).

Hansen, Lene, (2015).

## Lecture 15 Popular and Visual Culture: The State, Gender & Conflict

(lecture) | *Teacher:* Georgia De Leeuw

This lecture centres on the visual turn in world politics, introducing students to key debates in such scholarship and identifying its key benefits.

### Primary reading

Bleiker, Roland (2017).

Bergman Rosamond, A. (2016).

Weldes, J. & Rowley, C. (2015).

Callahan, William, (2015).

Clapton, William., & Shepherd, Laura J. (2017).

Hansen, Lene, (2015).

## Seminar 7 Groups 1 & 2

(seminar) | *Teacher:* Annika Bergman-Rosamond & Georgia De Leeuw

The seminar centres on the relationship between popular culture and world politics.

### Primary reading

See above.

### What happens if you fail to attend this event?

What to hand in: A brief position paper of 800 words on the week's topic drawing upon one scholarly text and one newspaper article.

How to hand in: E-mail to [annika.bergman\\_rosamond@svet.lu.se](mailto:annika.bergman_rosamond@svet.lu.se)

When to hand in: As soon as possible

## Advisory Seminar

(seminar) | **Teachers:** Annika Bergman Rosamond, Catarina Kinnvall & Georgia De Leeuw

Seminar instructions (see end of this document).

# Seminar and assignment instructions

## Assignment 1

A number of states have come to view their foreign and security policies as a channel through which they can disperse cosmopolitan notions of rights, justice and security around the world. In other words, they seek to conduct what might be viewed as 'good international citizenship'. Yet, their foreign and security policy commitments are also located within distinct communitarian national interests and preferences as well as pragmatism. In *Assignment 1* we take stock of this inconsistency against the backdrop of the cosmopolitan-communitarian debate in global ethical scholarship. Select one country of your choice and evaluate its ethical objectives/ambitions by analysing at least two official policy foreign or security policy documents. In so doing demonstrate awareness of two inconsistencies that might surround that country's global conduct (examples might be arms export, extraction, militarization, disrespect for human rights either at home or abroad, harsh immigration policies, mistreatment of minorities and indigenous communities or disregard for gender justice or other forms of justice as well as colonial legacies). Consult the course readings in authoring your reflection paper in addition to the official documents of your choice that you are required to analyse. The paper should be individually written. The paper should be 1500 words (excluding bibliography) and is due on the **5th of February 2020 at 18.00** and should be uploaded on Canvas.

## Assignment 2

Your second assignment is a **group assignment of 1500 words** (excluding bibliography) in which you should discuss in some further detail your presentation on popular culture and world politics based on the literature used during the week and the analysis of the selected artefact for your presentation. **The group assignment constitutes Assignment 2 on the course.** Please make sure that you provide an explicitly stated aim and research question, and that you use references throughout the text and attach a bibliography at the end. Make sure that you use course readings, though you are also free to consult other readings too. You are free to select a referencing system of your preference but stay consistent in applying it. The assignment should be submitted on the **9th of March before 18.00** on Canvas. Please note that only one student needs to submit the assignment but all co-authors should be listed in the text.

## Seminar 1: Analysing Global Ethics and Security - Debate

Everybody should prepare some tentative thoughts on the significance and fruitfulness of ethically assessing global issues, developments and dilemmas. To what extent can the study of globalization be advanced by such analysis? To what extent does cosmopolitan theory provide for the analysis of transformative change in global relations? These are questions that we will address in the first half of the seminar.

Having laid out the broad contours of global ethical debates we will conduct a role play whereby you will be divided into three separate groups, the groups are the following:

- Group 1: A group of communitarian-minded member states of the United Nations decides to launch a campaign against the move towards the responsibility to protect norm in global politics as well as overseas military intervention for the purpose of promoting human rights beyond borders. Identify several strong communitarian arguments in favour of your basic positions.
- Group 2: Another grouping of UN states pushes for military intervention as protection, and uses the humanitarian disasters and conflicts in Syria, Yemen and Iraq to promote this position. Your main position is that such wars and interventions are in line with the cosmopolitan ethos of the UN. Identify several key arguments in favour of your positions.
- Group 3: Representatives of an influential worldwide NGO (of your choice, or an imaginary one) oppose the use of brute force for humanitarian purposes. Their basic position is that conceptions of just war are no longer applicable to modern conflict and war and the only real option is to achieve peace through diplomacy, human security and development policies. Prepare plausible positions.

Your contributions/positions should take into account and relate to the contents of the course literature.

## Seminar 2: Substate Ethical Enquiry and Postcolonial Critiques

Following the lecture on indigenous research and ethical enquiry this week the seminar provides a chance to conduct a small study of one issue pertaining to the oppression of the rights of indigenous communities at the margins of the "good state". Select either one issue area or a community in so doing. In conducting your research (prior to the presentation) draw upon the readings of lectures this week. Define the issue area/the community that you examine, the injustices that surround that community and what we can learn from introducing and discussing critical race, feminist and indigenous perspectives on justice. You will be divided into groups of five students in week one of the course and please tell Annika and Georgia what issue you will be considering in your presentation, do so at the start of week 2. You will be assigned 10 minutes each and you should use powerpoints or equivalent and end your presentation with ONE discussion point or question.

## Seminar 3: Feminist Political Economy and Security

The need to conjoin Feminist Security Studies (FSS) and Feminist International Political Economy (FIPE) has been underscored in a number of short but poignant conversations published in *Politics and Gender* (Volume 11, Issue 2 June 2015, pp. 406-438; and Volume 13, Issue 4, December 2017, pp. 710-751). More recently these debates have also inspired the formulation of new research agendas, such as those proposed in Elisabeth Prügl and J. Ann Tickner (2018) "Feminist international relations: some research agenda for a world in transition", *European Journal of Politics*

and *Gender*, 1 (1&2): 75-91. In preparation for the seminar you are encouraged to closely read these conversations and articles and prepare some notes addressing some of the questions that will start off our seminar discussions.

- Why have FSS and FIPE been separated for so long?
- What are the advantages of bringing together the two fields? And what may be the difficulties of doing so?
- Based on the readings and your own research interests, what cases do you think are particularly amenable to a conjoined FSS and FIPE analysis?

#### **Seminar 4: Conflict and psychological and sociological perspectives of identity construction**

Students will be divided into small groups at the seminar. Each group will analyse a well-known conflict using identity theories to do so. The aim of the seminar is to highlight the strengths and weaknesses of various psychological and sociological perspectives of identity construction and identity conflict.

#### **Seminar 5: Global Connections: Migration and Local Conflict**

You will work in groups of 4-5 people for the seminar. During this week, you have read and discussed issues of collective identity constructions, self-other relations, prejudice, threat and intergroup relations, migration, globalization, local conflict, and diaspora politics. Your task is to choose a local conflict with transnational dimensions and discuss it during the seminar based on the theoretical contents of this week's readings (additional literature can also be used). Each group is to prepare a well-designed power point presentation for the seminar based on the conflict you have chosen. Proceeding from the power points, your group will make a 12 minute presentation followed by no more than 2 questions to be discussed with the rest of the class. Please make sure to keep your presentation to 12 minutes to allow for a discussion.

#### **Seminar 6: World Heritage: Global Culture, Conflict and the State**

The first part of the seminar will be dedicated to a thoroughgoing discussion of the assigned scholarly readings this week – those discussions will take place in small groups followed by a wider discussion in the larger group. Students will be asked to address the peaceful and cosmopolitan potentials as well as shortcomings of world heritage, some of which arise from disputes over land rights, difficulty in implementing UNESCO policy as well as wartime destruction of heritage sites. In the second part of the seminar we will “deconstruct” the contents of the UNESCO 1972 Convention Concerning the Protection of the World Cultural and Natural Heritage as well as UN Resolution 2347 (2017) on cultural heritage, as well as comments on its contents. (<https://www.un.org/press/en/2017/>

[sc12764.doc.htm](#)). This involves identifying the language used in such documents and the ethical and other assumptions underpinning them.

#### **Seminar 7: Popular and Visual Culture: The State, Gender and Conflict**

Read the assigned texts for this week. The week before the seminar, you will be divided into groups of 5 students. Each group will be asked to select an artefact (a film, a cultural heritage site, a novel, an art exhibition, a museum, a piece of music, a celebrity activist, a painting, a public art object) and critically analyse its significance in studying the state, gender, ethics and conflict. You do not need to address all three themes, but can pick one or two! You will be asked to do a brief presentation in which you provide a critical analysis of your particular artefact and what insights it might bring to the study of the state, gender, ethics and conflict. You should prepare a power point presentation or equivalent, as well as ONE discussion point or question. In preparing your presentation, make sure that you include visual material. Your presentation should be no longer than 12 minutes and will be followed by questions and answers.

#### **Advisory Seminars and Final Paper**

Students will be asked to submit a **short idea** (maximum 500 words) on the **4th of March before 18.00** on Canvas. The advisory seminar will take place on the **8th of March** and you will be divided into three groups. Submit your paper idea under the folder ‘Paper idea’ (Canvas). Once the idea is uploaded we will assign you to three advisory seminar groups, taught by Annika, Catarina and Georgia. The short idea ought to contain the suggested topic, the proposed theoretical framework, key concepts and the paper structure. You should briefly study all the paper ideas composed by all the members of your seminar group and prepare one or two constructive comments. In addition, you will be asked to provide **detailed comments** on one student's paper idea to help that person prepare his/her paper ahead of the final submission. We will assign individual discussants to each paper once you have submitted your paper ideas. You will be able to download your fellow students' paper ideas from Canvas. Friendly and constructive advice is what we are looking for!

In being the discussant of somebody's paper idea please consider the following:

- Does the author sufficiently engage with the course readings and content?
- Is the idea a suitable one considering the timeframe (about 8 days)? Is it possible to actualise the idea considering the word length of 5000-5200 words?
- Is the chosen theory appropriate?
- Do you get a sense of the appropriateness of the paper structure and what sections ought to be included?
- What is the main argument, or what should be the main argument?
- Is the idea clear?

- Are you able to suggest any readings or conceptual debates that might be of use to your colleague student?

Each paper idea will be assigned 10 minutes, with the discussant being allowed about 5 minutes for her/his comments, followed by a wider discussion. The paper giver will be given a chance to reflect on the feedback briefly as well.

The final exam paper should consist of approximately 5,000 words (excluding bibliography BUT including footnotes/endnotes) and MUST not exceed 5,200 words. It is very important that you consult and cite the course readings since doing so is part of the learning objectives of the course. You are also allowed to consult and cite other readings to build your argument. You are free to select your topic yourself, but it SHOULD be in line with the broad course contents and you should engage with at least two topics on the course. At the advisory seminar Annika, Catarina and Georgia (as well as your peers) will advise you as to the suitability of the topic and provide guidance facilitating the writing process.

Also, note that we do not expect you to consult ALL readings on the course, but rather make informed choices about the readings that could help you sustain your broad arguments. You are advised to engage with readings across the course, however, with emphasis on those that are particularly relevant for your topic! The paper is due on the **19th of March at 18.00**, Canvas.

# APPENDIX I

# ACADEMIC WRITING AND PLAGIARISM

## Academic honesty

Academic honesty means that you as an author are responsible for your work and that you must be able to support the statements you make. Likewise, citation and referencing must be done correctly and it is never allowed to copy, fabricate or manipulate your data. This means that everything you hand in has to be made and written by you and nobody else. If that is not the case you can be accused of plagiarism, a serious offence. The penalties for plagiarism at LU are for example suspension between 2 weeks and 6 months.

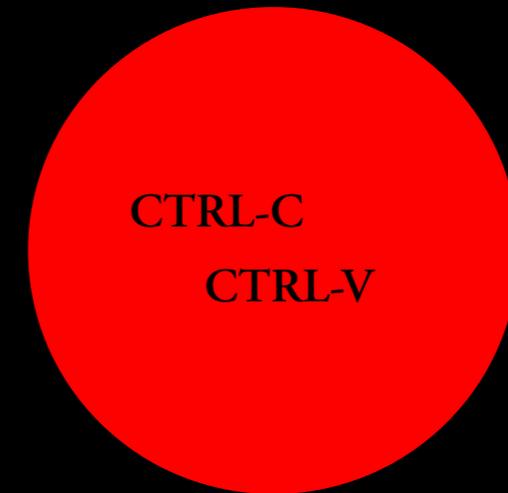
## Plagiarism – and how to avoid it

If you copy, paraphrase or translate materials from websites, or library or other sources in your written assignments or thesis without giving full and proper credit to the original author(s), you are committing plagiarism. Accusations concerning plagiarism are taken very seriously and the consequences for your academic career and professional future may be disastrous, involving not only the loss of credit for courses in which the offence occurred, but even suspension for a certain time from your degree programme, not to mention having to live with a lingering reputation for dishonesty. Submitting the work of others as if it were your own is unacceptable. Plagiarism must be understood and avoided at all costs.

Students should expect to have their papers checked for plagiarism electronically. Whenever you use the words or ideas of others, fair academic practice requires that you identify your sources fully and accurately. Simply mentioning an author's work at the beginning of a paper does not mean that you are then free to copy or paraphrase from that work; specific references must be given each time you quote or paraphrase. The fair use of evidence from primary and secondary sources is the basis of academic discourse, and abuse of this fairness undermines the very nature of scholarly research. Although plagiarism is not always illegal (since copyright laws usually presume a financial motive), it is nevertheless a form of intellectual theft and fraud. By committing plagiarism you show disrespect for the fundamental values of the academic community.

If you find yourself in doubt about quotations or your use of sources, it is always a good idea to provide full information.

To learn more about LU policy about Academic honesty visit LUB's page on Academic conduct:  
[libguides.lub.lu.se/mastersprogrammes/academicwriting](http://libguides.lub.lu.se/mastersprogrammes/academicwriting)



### Tech system note

Urkund is an automated plagiarism control system used throughout the university. It is integrated in Canvas, and will warn you if its pattern-matching algorithms has been detected something suspect (warnings will appear in Canvas when you prepare to download student assignment texts).

# APPENDIX II

# PROCESSING

# STUDENT

# COMPLAINTS

It is actually relatively rare, but it does happen that students complain about what happens in a course to the point when it is hard to know what to do. The Faculty has set up a common process for these occasions, so both students and teachers know the options. In this appendix we present the faculty guidelines in full.



# Processing of complaints from students concerning first and second cycle education at the Faculty of Social Sciences

The present document describes the processing of education-related complaints from students at the Faculty of Social Sciences.

Before students proceed with a complaint, they should find out what rules apply in various situations. Students' rights and obligations at Lund University (LU) are described in the List of students' rights (see link below). For example, the list describes what applies to the study environment, course syllabi and timetables, exams and assessment, degree projects and course evaluation. Another important document that governs education is the relevant course syllabus. It is also possible to obtain information by contacting the study advisor at the department.

Students with a complaint can primarily turn to the relevant lecturer/course director or to the programme director. In many cases the problem can be solved closest to where it arose. For further processing of a complaint, please see the flow chart below.

At LU there is a student representative to whom students with a complaint can turn for support and help. The student representative is not part of the University administration, but an independent party whose role is to support and guide the students' unions and the students in their case. The students can also obtain support and advice from the Social Sciences Students' Union. Support from the student representative or the Social Sciences Students' Union does not require membership in the students' union.

The flow chart below aims to clarify the work flow and contact people in cases of student complaints at the Faculty of Social Sciences. The fundamental principle is that a case is to be processed promptly, documented and registered according to the usual procedures. All student complaints that become cases are to be registered at LU (official document).

The description of the procedure does not prevent a student from appealing a decision pursuant to Chapter 12 of the Higher Education Ordinance (see below) or reporting LU to the Swedish Higher Education Authority. At LU, it is also possible to turn directly to the vice-chancellor according to guidelines approved on 12 March 2015 (see link below).

The procedure description/flow chart does *not* cover:

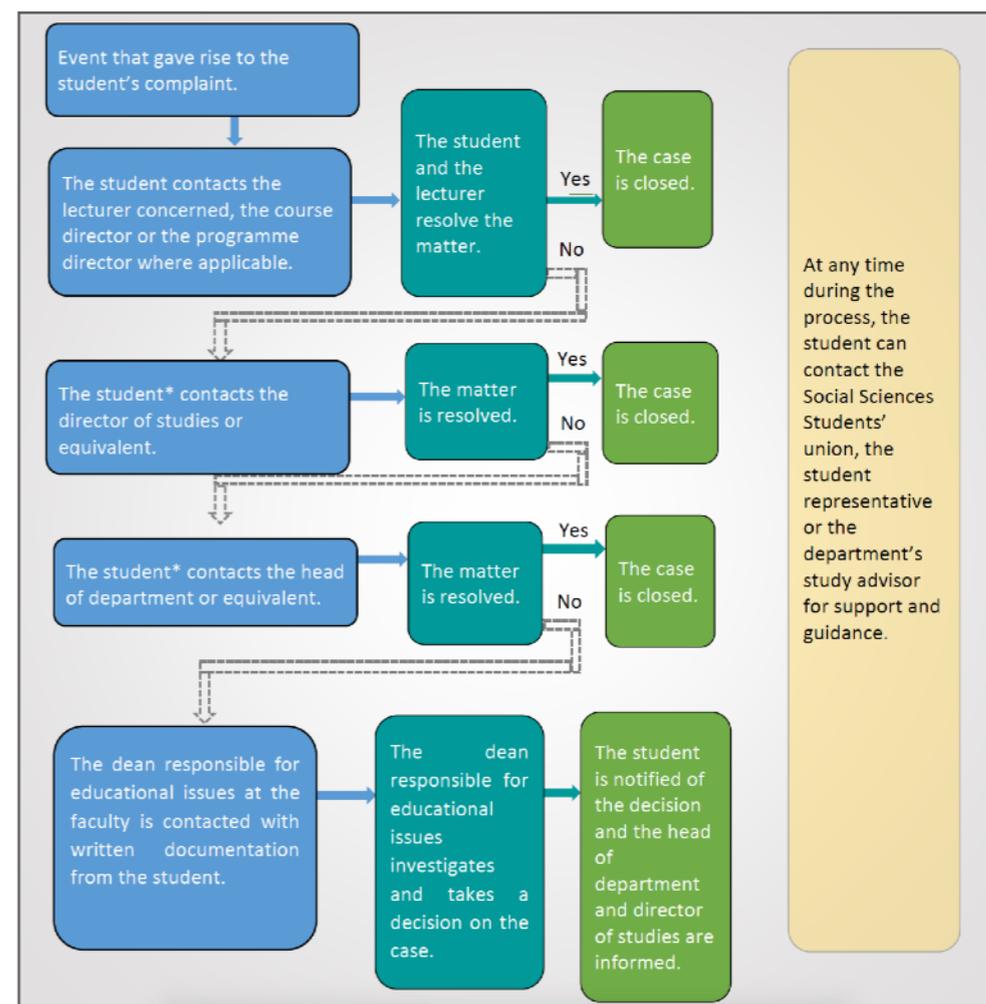
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment of qualifications and admission, approved leave from studies, deferred entry, credit transfer

of previous studies, requests for exemption from study components and applications for degree certificates. If the decision on such matters goes against the applicant, he or she can apply to the Higher Education Appeals Board. Information on how to do this is to be attached to the decisions.

- Disciplinary matters, that are to be processed by the vice-chancellor/disciplinary board (pursuant to Chapter 10 Section 3 of the Higher Education Ordinance).
- Changes to grading decisions (pursuant to information approved on 2 December 2015, see link below).

The present document is to be published on each department's website and information about the document should be disseminated to new students at the Faculty of Social Sciences in connection with course/programme introductions. The document was produced in collaboration with the Social Sciences Students' Union.

## Processing of students' complaints at the Faculty of Social Sciences



\* The lecturer or the director of studies concerned can also choose to take unresolved issues to the next level.

# Relevant links

List of rights for students at Lund University

[www.lunduniversity.lu.se/sites/www.lunduniversity.lu.se/files/list-of-rights-lund-university.pdf](http://www.lunduniversity.lu.se/sites/www.lunduniversity.lu.se/files/list-of-rights-lund-university.pdf)

Guidelines on handling complaints from students concerning first, second and third cycle studies at Lund University (LU central document regulating these matters). Document approved on 12 March 2015.

[www.staff.lu.se/sites/staff.lu.se/files/guidelines-on-handling-complaints-from-students-concerning-first-second-and-third-cycle-studies-at-lund-university.pdf](http://www.staff.lu.se/sites/staff.lu.se/files/guidelines-on-handling-complaints-from-students-concerning-first-second-and-third-cycle-studies-at-lund-university.pdf)

How to process cases of discrimination or harassment

[www.staff.lu.se/employment/work-environment-and-health/health-and-wellness/victimisation-and-harassment](http://www.staff.lu.se/employment/work-environment-and-health/health-and-wellness/victimisation-and-harassment)

Changes to grading decisions (official document approved on 2 December 2015).

[sam.lu.se/internt/sites/sam.lu.se.internt/files/information\\_om\\_andring\\_av\\_betyg\\_-\\_2015-12-02.pdf](http://sam.lu.se/internt/sites/sam.lu.se.internt/files/information_om_andring_av_betyg_-_2015-12-02.pdf)

# APPENDIX III

# GRADUATE SCHOOL: A BRIEF HISTORY

An innovative organisational solution to the problem of managing and exploring interdisciplinarity is now a teenager, and an established part of the Faculty of Social Sciences.



# A brief history

Graduate School's story began with a push for internationalisation at Lund University prompted primarily by Sweden's adoption of the *Bologna Process* regulations. In 2004, Sweden began the process of reforming the preexisting higher education structure to follow a common European model. The Bologna Process inspired a number of new developments here at the Faculty of Social Sciences. The Faculty Leadership sought to create two-year Master's programmes in accordance with Bologna regulations as well as creating international programmes and courses on the faculty level, and it was decided that the Faculty of Social Sciences should create international master programmes at the faculty level. There already were two international master programmes in existence at the faculty – Welfare Policies and Management and International Development and Management, but those belonged to the Political Science and Human Geography departments respectively. Coordinating master programmes at the faculty level was something that had not been done before.

An advisory board comprised of representatives, usually Directors of Study from nearly every subject at the faculty, was assembled to decide which subject areas should be chosen to become international programmes and courses that might best serve the needs and interests of Social Sciences students. The response to the proposed additions was positive, particularly from departments with lower student rates. A common, faculty level master programme could be more cost effective to run than one at a single department and could even offer courses in theory and method to not only its own programme students but also to students in smaller master programmes elsewhere within the faculty, thereby allowing departments to offer a wider variety of programmes to students.

## Developing Interdisciplinarity

While the intention for the programmes to be international was a primary focus from the start, the interdisciplinary aspect of the proposed programmes came later.

The advisory board discussed the issue of how to create a faculty-wide, interdisciplinary master programme at length and decided that such programmes should be theory-based, designed to focus on a major – a primary field of study within the programme subject – and also require applicants to meet the eligibility requirements for their major. Fulfilling major requirements in one field on the bachelor's and subsequently the master's level would then allow a graduate to have the possibility to continue to a PhD.

11 different programme topics were suggested and of those, three were ultimately selected and are still the backbone of Graduate School today: the MSc Programmes in *Development Studies*, *Global Studies*, and *Social Studies of Gender*. These would be led by a Director of Studies with individual Programme Directors for each of the three programmes and a board made up of the departments participating in the interdisciplinary cooperation. Once the subject areas were decided upon, the advisory board for deciding upon faculty-level international master's education became the steering committee for the three new programmes. Among those in that committee was Kjell Nilsson, who

became the first Director of Studies of Graduate School. Franz-Mikael Rundquist would become the Programme Director for Development Studies, Catarina Kinnvall the Director for Global Studies, and Sara Goodman the Director for Social Studies of Gender.

The name "Graduate School" was decided upon, with the intention that the name should communicate its offerings to international students, and to indicate that international master level programmes and courses as well as a few international PhD courses were available there.

Graduate School welcomed its first programme students in the Autumn of 2007. Located in the Eden building, Graduate School was made up of its Director of Studies Kjell Nilsson, two administrative staff, and 9 students in Social Studies of Gender, 26 students in Global Studies, and 23 students in Development Studies.

Although the general opinion towards the newly created international, interdisciplinary programmes and courses was enthusiastic, some at the faculty were still unsure about the idea of international programmes, particularly with regards to having to teach courses in English. Initially, Graduate School sought to incentivise potentially reluctant teachers to lecture on its courses by offering them a few more teaching hours, but as time went by Graduate School was able to find more and more teachers who simply enjoyed working with international students and teaching in English.

Director of Studies Kjell Nilsson's ability to network within the faculty, garner support for and subsequently structure three unique, ambitious interdisciplinary master programmes helped to bring the concept of Graduate School to life. He and the steering committee set the stage for the next level of development for the organisation. In this period, Kristina Jönsson became the new programme director for Development Studies.

In September 2010, Lena Örnberg took the reins as Graduate School Director of Studies. The numbers of programme students had decreased since the programmes' first year, which led to some criticism as to the perceived success of the interdisciplinary programmes. Lena sought to improve both the student experience as well as numbers of students in the programmes by placing emphasis on student events and administrative structure. Teaching and administrative staff would have increased contact, such as at teaching team wrap-up meetings at the end of courses, to create more cohesion between the two groups and to relieve teaching staff of unnecessary administrative tasks. The number of students began to grow and an additional third full time administrative position was added.

## Finding (and Creating) a Physical Home

It was at this time that Graduate School moved from the Eden building to Gamla Kirurgen. There the programme would have its own classrooms and study area, separate from other departments. This fostered a feeling of "home" and a sense of belonging among Graduate School students. Events like programme introduction day, potlucks, fika, and information lunches that include both students and staff bring class cohorts together and familiarise them with staff, so students know who to turn to when in need of support.

Seeking to further improve structure and processes, the Graduate School team traveled to the University of Amsterdam in Spring 2011 to meet with colleagues there working with their interdisciplinary Master Programme in International Development Studies. While comparing programme structure and administrative processes with their Amsterdam colleagues, the Graduate School team were somewhat surprised (and pleased) to discover that their Dutch counterparts were impressed by Graduate School's thoroughness in interdisciplinarity. The difference was that the interdisciplinary focus was not limited to the makeup of the student body or the teachers – even the courses were interdisciplinary, down to mixed, interdisciplinary teaching teams on a single course. University of Amsterdam staff thought mixing teaching teams was incredibly ambitious and would not be possible at their university. Lena later remarked that this difference was a testament to the efforts made by the original steering committee that made a truly interdisciplinary Graduate School possible. This practice of interdisciplinary teaching teams continues at Graduate School today and is seen as a strength by staff and students alike.

## A Maturing Organisation

By the time Lena left her post as Director of Studies in late 2014, student numbers had risen dramatically and a place in a Graduate School programme became highly sought after by international students. Around that time Lena left, programme directors Kristina Jönsson (Development Studies) and Sara Goodman (Social Studies of Gender) stepped down from their posts. Karin Steen took over for Development Studies and Rebecca Selberg took over for Social Studies of Gender. In 2017, Rebecca stepped down and the role has now been taken on by Marta Kolankiewicz.

After Lena's departure, the remaining admin team members successfully managed programme admissions until Mikael Sundström was installed as the new Director of Studies in the spring of 2015. Since then, Graduate School has looked for complementing ways to develop, further increasing its reach by way of communications material and processes and improved overall quality of courses, particularly methods courses. Programme and course guides and the very handbook you are reading now have been designed, reworked and reformulated to provide comprehensive information with a unique, signature style. Students are kept up to date with a bi-weekly *Newsflash* email with an overview of upcoming important Graduate School information as well as interesting events and activities around the faculty and the university.

In the last five years we have also been placing extra focus on our theory and methods courses offerings. A *Methods Director* position (currently held by Shai Mulinari after a productive stint by our current programme director Chris Swader) has been introduced to keep track of and develop the various courses in theory of science and methods. The aim is to further develop the quality, design, and variety of the method courses that are offered to Graduate School students as well as many other master and PhD students. In addition, we have set about documenting all available theory and method courses at the Faculty of Social Sciences, providing a clearer overall picture of the state of theory and method courses at the faculty.

## A New Growth Period

In 2018 two momentous decisions were rendered. First, Graduate School would become the new home of the *Middle Eastern Studies* programme from 2019, with Rola El-Husseini as the designated Programme Director.

Second, Graduate School was to develop a brand new master programme, labelled *MSc in Social Scientific Data Analysis (SSDA)*, slated to start in 2021. Chris Swader is the designated Programme Director for the SSDA.

When these developments have concluded, Graduate School will have grown from 180 full-time student equivalents (*Helårsstudent*, HÅS) to 280!

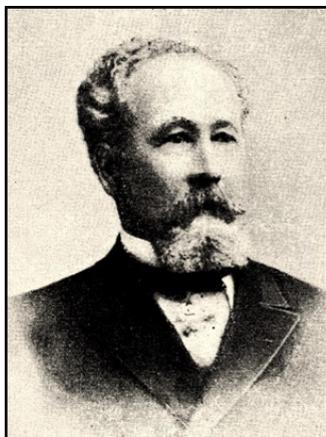
# Graduate School – Our House!

Graduate School is housed in what is now known as “the old surgery clinic” (Gamla Kirurgen). Our two lecture halls (236 & 240) used to be ten-bed wards with an observation room (238) and pantry (237) sandwiched in-between. From the observation room, nurses could keep a watchful eye on recovering patients through two windows that have since been removed. The Student Lounge still has a vaguely religious look to it, and was indeed used as a church room in the past.

In 1868, the house we now inhabit finally opened for business as Lund’s main open surgery clinic. The famous and prolific architect Helgo Zettervall designed the building’s late gothic style, and although it has undergone substantial renovations in 1905, 1928 and 1978, many of his original ideas remain intact. The most notable changes in the intervening years was probably the installation of many more windows than Zettervall had opted for, and the wing extensions to increase floorspace.

Inside, changes have been much more far-reaching. Among other things, what is now the stairwell in the third floor used to be the very heart of the building as it housed the central operation theatre.

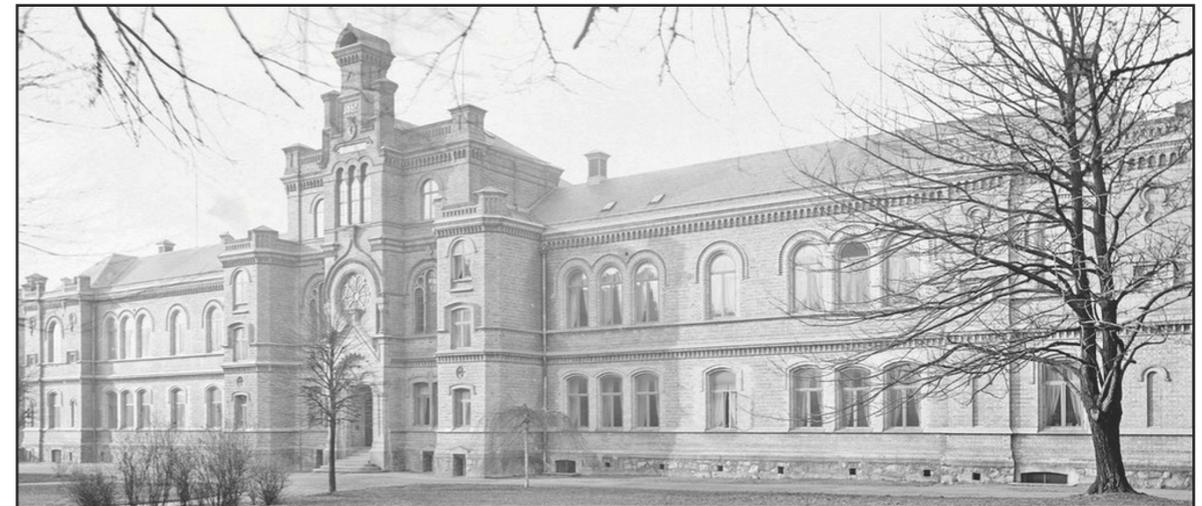
When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive changes (this status was removed in 2005).



Helgo Zettervall (1831–1907)

Renowned architect who designed the open surgery clinic along with many other buildings around Lund, including the main university building

Over the years, the building has housed a range of University units, notably the “UB3” University Library branch on the top floor. Today it is predominantly a social science building, with the central Faculty Administration, the International Office, Graduate School and the School of Journalism as main anchors. The 150-year old is still going strong!



Picture of the surgical clinic by Per Bagge in 1906. Reproduction: University Library, Lund University.

