

Graduate School

FACULTY OF SOCIAL SCIENCES

SIMP28

Critical Feminist Perspectives in
Social Theory

Version 1.0 – January 2021

GRADUATE SCHOOL PROFILE COURSES

SPRING 2021



1. WELCOME

SIMP28 CRITICAL FEMINIST PERSPECTIVES IN SOCIAL THEORY

Contact info

Graduate School

e-mail: master@sam.lu.se

Home page: graduateschool.sam.lu.se

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

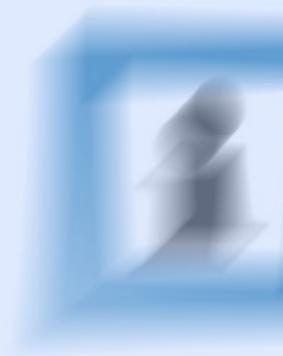
Student Union

Home page: 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

Critical Feminist Perspectives in Social Theory.

This interdisciplinary course focuses on feminist and gender theoretical interventions in other surrounding fields of study. We learn about the ways in which a focus on gender, along with race, class and sexuality, as the primary objects of study and categories of analysis, can contribute to developing theories and debates in relation to other fields. The student is introduced to the diversity of the field of feminist theory, and the issues in the current debate, feminist theoretical interventions and analytical tools. The student will learn to see gender from an analytical and a contextual perspective. They will also critically re-read the contributions of feminist research to their specific field of study.

The course enables the student to acquire skills in the emerging tradition of feminist scholarship and will enable them to apply feminist perspectives to their own fields of study. The critical reading of the field of gender studies (trans-national, - postcolonial and decolonial feminist theory; queer theory; feminist studies of work and welfare) constitutes the core of the course, enabling the student to acquire theoretical and methodological skills and to expand their understanding of four general domains: work, the family, politics and culture.

Formal learning outcomes for the course

Upon the completion of the course, the student shall:

Knowledge and Understanding

- demonstrate the ability to identify and critically reflect upon how gender, race, class and sexuality are theorised within their own academic disciplines;
- demonstrate the ability to locate, understand and critically review gender theories and research within their respective disciplines and within the interdisciplinary field of gender scholarship.

Competence and skills

- analyse relevant social phenomena in a systematic manner using the key concepts acquired during the course;
- formulate complex research questions regarding gender;
- use gender as an analytical tool in research proposals;
- analyse questions of gender in four general domains: work, the family, politics and culture.

Judgement and approach

- show the ability to assess the challenges and possibilities represented by the application of an intersectional analysis of gender, race, class and sexuality;
- demonstrate insight into the usefulness of feminist and gender theoretical perspectives in different contexts.

Assessment

Overview

Assessment will be based on:

- Group work: weekly reflection papers
- Group work: planning and leading of a seminar, including an oral presentation on course literature
- Individual work: Two written individual assignments, one of which is a course paper based on course literature and literature selected by the student; and one written assignment.

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 school 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.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

Seminars

At the introductory meeting, you will be divided into *6 work groups*. In these groups, you will *prepare and give an oral presentation of the week's reading in one of the seminars of the course, and organize the seminar for the rest of the class*. This means that the team responsible will prepare both a presentation and the rest of the seminar according to their idea of how best to approach the theme and literature of the week.

However, the *main task* of the group is to select a sub-theme related to the more general theme of the course (feminist contributions and approaches to central themes in social sciences). This sub-theme can consist of a specific question, a phenomenon, a concept or the like. Before each seminar, *each group* shall get together for a session of knowledge-sharing through a discussion on how the week's literature reflects/illustrates the sub-theme your group is focusing on. The conversation should be

documented in a *short written reflection paper (1-2 pages)*. These reflections shall be submitted on Canvas *before* the seminar. In the knowledge-sharing session and the documentation of it, discuss your team's chosen sub-theme: use the sub-theme to get a deeper understanding of the literature, or use the literature to shed new light on your sub-theme. You are more than welcome to enter into a critical dialogue with the course literature – and you are welcome to use these reflections in your final paper. If you do, however, remember that the final examination paper must be written individually, which means you need to fully rewrite and revise the reflections previously submitted by the team.

Writing Assignment

One week of the course will be devoted to feminist writing and a writing assignment relating to a book that you choose. The book can be academic in nature, but you are also free to choose another kind of genre, nonetheless the book you choose needs to clearly relate to the theme of at least one of the course weeks. You could write a book review or a more experimental text that relates to the book. You are allowed to use (parts of) your book review in your final paper.

It is recommended that you start thinking about a suitable book for your writing assignment already during the first weeks of the course, so that you are prepared to start writing when we get to the feminist writing course elements. During these course elements, we will focus on reading, writing, feedback and revising. The writing assignment should be 1000-1500 words, but other than that we leave it open to you to choose and experiment with the format of your text – you can write a more traditional review according to the guidelines of an academic journal or you can choose another format. During the first meeting, which is compulsory, we will discuss draft versions of your texts in smaller groups. During the second meeting, we will discuss revised and final versions of the texts. The second meeting is optional, but recommended. Please note that there is a limited amount of time for the revisions of your texts, so you need to make careful planning of your time during this week.

Course paper

See the last section of this course guide.

Grades

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

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. 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 weekly reflection papers are exempt from the grading scale above. The grades for this component are Pass or Fail. For the grade of Pass, the student must show acceptable results. For the grade of Fail, the student must have shown unacceptable results.

The overall course grade is based on the following balance: leading of seminar in group (1 credit); book review (4 credits) and the course paper (10 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 component.

To receive a passing grade on the 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 –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

If you fail to submit a paper or if you get a failing grade in a submitted paper, there will be opportunities for re-examination (spelled out in the detailed course overview later in this document). The re-examination assignments will be the same as the original assignments. The re-examination papers are to be uploaded in the relevant folders on the course Canvas site.

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

Maja Sager (course coordinator) is senior lecturer at the Department of Gender Studies, Lund. Her research interests and areas of teaching cover feminist intersectional approaches to citizenship, nation, migration, asylum rights and anti-racist & migration rights activism.



Maja Sager
(course coordinator)
maja.sager@genus.lu.se

Mikael Mery Karlsson is a lecturer and researcher at Gender Studies department, Lund. His research and teaching interests covers social movement, crip and queer theory and neoliberalism.



Mikael Karlsson
mikael.karlsson@genus.lu.se

Claudia Fonseca Alfaro is a postdoctoral fellow at the Institute for Urban Research, Malmö University. She is a postcolonial and feminist urban scholar with expertise in Latin America. Her main research interest is studying the way urbanization unfolds and how global capitalism actually happens on the ground—how both shape everyday life—in the inconspicuous places of the global South. She is currently working on the project Smart Cities in the Global South: Contributing to Cosmopolitan Urban Studies. .



Claudia Fonseca Alfaro
claudia.fonseca@mau.se

Katharina Kehl is a teacher at the Department of Gender Studies. Her teaching and research focus on how gender, sexuality, and race are employed to define and delimit belonging in national and international contexts. Katharina is inspired by queer and feminist theory, methodology, and pedagogics.



Katharina Kehl
katharina.kehl@gu.se

Your teachers

Marta Kolankiewicz is an Associate Senior Lecturer at the Department of Gender Studies. Her main areas of teaching and research include social justice and law, sociology of race and racism, feminist theories and postcolonial theories.



Marta Kolankiewicz
marta.kolankiewicz@genus.lu.se

Moira Nelson is senior lecturer at the Department of Political Science, Lund university. She studies the causes and consequences of social policy, with a focus on electoral politics and the role of climate change.



Moira Nelson
moira.nelson@svet.lu.se

Diana Mulinari is Professor at the Department of Gender Studies, Lund. She is inspired by both Marxist and Post-colonial feminist traditions and work in the fields of racism and (political) identities.

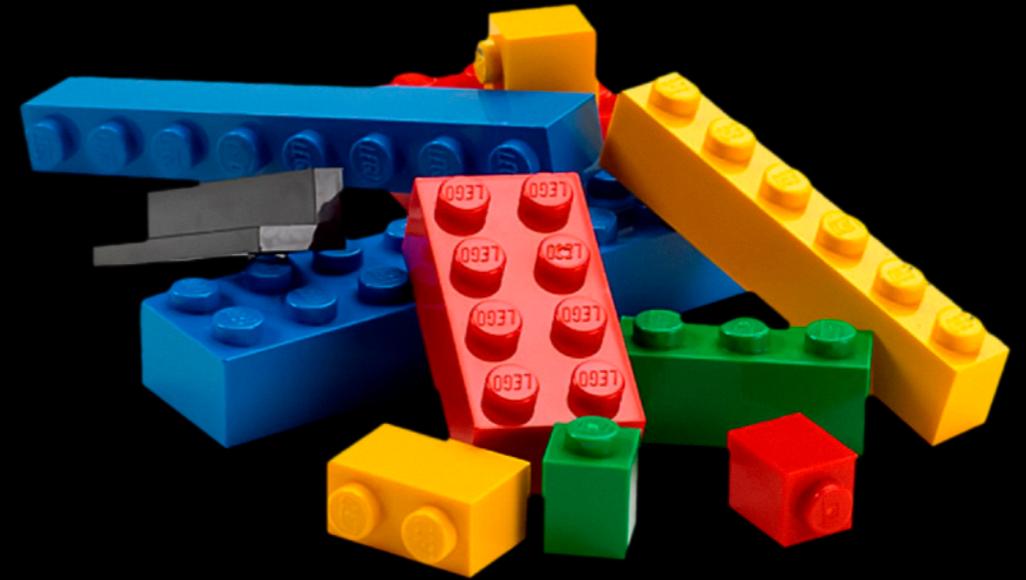


Diana Mulinari
diana.mulinari@genus.lu.se

COURSE RESOURCES

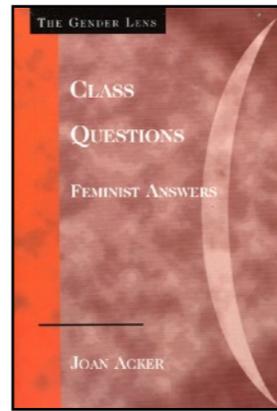
In this section we present the course literature and other course resources. This section is to help you to orient yourself in different types of readings and their functions in the course.

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



Acker, Joan (2006) *Class Questions: Feminist Answers*. Lanham: Md Rowman & Littlefield.

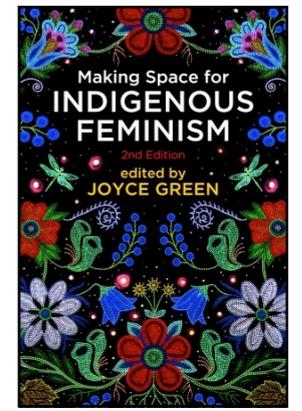
From the blurb: Class is a particularly troublesome issue in the United States and other rich capitalist societies. In this feminist analysis of class, noted sociologist Joan Acker examines and assesses feminist attempts to include white women and people of color in discussions of class. She argues that class processes are shaped through gender, race, and other forms of domination and inequality. *Class Questions: Feminist Answers* outlines a theory of class as a set of gendered and racialized processes in which people have unequal control over and access to the necessities of life-processes including production, distribution, and paid and unpaid labor. Historically, gender and race-based inequalities were integral to capitalism and they are still fundamental aspects of the class system. Acker argues that capitalist organizations create gendered and racialized class inequalities and outlines a conceptual scheme for analyzing “inequality regimes” in organizations. Finally, the book examines contemporary changes in work and employment and in economic/political processes, including current events like deregulation, downsizing, and off-shoring, that increase inequalities and alter racialized and gendered class relations. This book will appeal to readers interested in a feminist discussion of class as a racialized and gendered process intimately tied to the capitalist economic system.



234 pages
ISBN 0-7425-4630-6
[Publisher info](#)

Green, Joyce (ed) (2017) *Making Space for Indigenous Feminism*, 2nd ed. Halifax: Fernwood Publishing.

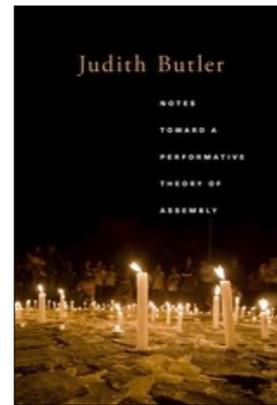
From the blurb: Written by Indigenous feminists and allies, this book provides a powerful and original intellectual and political contribution demonstrating that feminism has much to offer Indigenous women, and all Indigenous peoples, in their struggles against oppression.



224 pages
ISBN 9781552668832
[Publisher info](#)

Butler, Judith (2015). *Notes toward a performative theory of assembly*. Cambridge, Mass.: Harvard University Press.

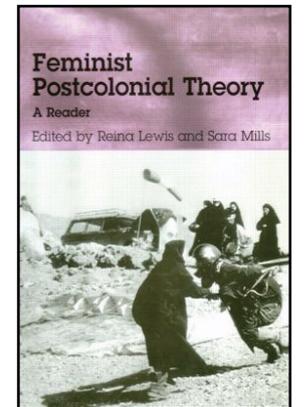
From the blurb: Judith Butler elucidates the dynamics of public assembly under prevailing economic and political conditions, analyzing what they signify and how. Understanding assemblies as plural forms of performative action, Butler extends her theory of performativity to argue that precarity—the destruction of the conditions of livability—has been a galvanizing force and theme in today’s highly visible protests. / Butler broadens the theory of performativity beyond speech acts to include the concerted actions of the body. Assemblies of physical bodies have an expressive dimension that cannot be reduced to speech, for the very fact of people gathering “says” something without always relying on speech. Drawing on Hannah Arendt’s view of action, yet revising her claims about the role of the body in politics, Butler asserts that embodied ways of coming together, including forms of long-distance solidarity, imply a new understanding of the public space of appearance essential to politics.



248 pages
ISBN 9780674967755
[Publisher info](#)

Lewis, Reina & Sara Mills (eds.) (2003) *Feminist Postcolonial Theory: A Reader*. London: Routledge (E-book).

From the blurb: Feminism and postcolonialism are allies, and the impressive selection of writings brought together in this volume demonstrate how fruitful that alliance can be. Reina Lewis and Sara Mills have assembled a brilliant selection of thinkers, organizing them into six categories: “Gendering Colonialism and Postcolonialism/Radicalizing Feminism,” “Rethinking Whiteness,” “Redefining the ‘Third World’ Subject,” “Sexuality and Sexual Rights,” “Harem and the Veil,” and “Gender and Post/colonial Relations.” A bibliography complements the wide-ranging essays. This is the ideal volume for any reader interested in the development of postcoloniality and feminist thought.

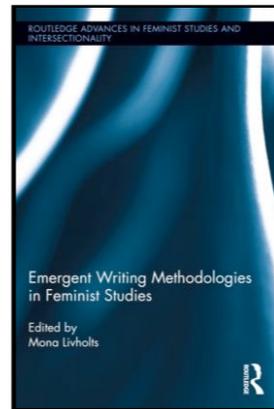


Selected parts, see list of articles, 100 pages
ISBN 0-7486-1349-8
[Publisher info](#)

Livholts, Mona (ed.) (2012) *Emergent Writing Methodologies in Feminist Studies*. London: Routledge (E-book).

From the blurb: Contemporary challenges for seeking new knowledge in feminist studies are intimately intertwined with methodological renewal that promotes justice and equality in changing global contexts. Written by some of the leading scholars in their fields, this edited collection focuses on the emergence of writing methodologies in feminist studies and their implications for the study of power and change.

The book explores some of the central politics, ideas, and dimensions of power that shape and condition knowledge, at the same time as it elaborates critical, embodied, reflective and situated writing practices. By bringing together a variety of multi/transdisciplinary contributions in a single collection, the anthology offers a timely and intellectually stimulating contribution that deals with how new forms of writing research can contribute to promote fruitful analysis of inequality and power relations related to gender, racialisation, ethnicity, class and heteronormativity and their intersections. It also includes the complex relationship between author,



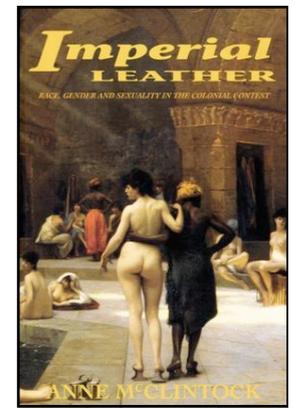
Selected parts, 100 pages

ISBN 0-415-89744-0

[Publisher info](#)

McClintock, Anne (1995). *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*. New York: Routledge.

From the blurb: *Imperial Leather* chronicles the dangerous liaisons between gender, race and class that shaped British imperialism and its bloody dismantling. Spanning the century between Victorian Britain and the current struggle for power in South Africa, the book takes up the complex relationships between race and sexuality, fetishism and money, gender and violence, domesticity and the imperial market, and the gendering of nationalism within the zones of imperial and anti-imperial power.



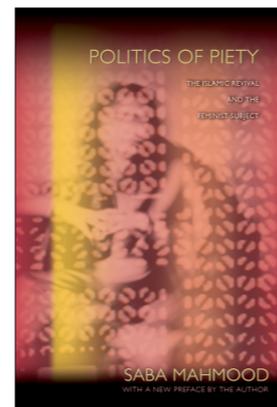
Selected parts, 300 pages

ISBN 0-415-90889-2

[Publisher info](#)

Mahmood, Saba (2005) *Politics of Piety: The Islamic Revival and the Feminist Subject*. Princeton University Press.

From the blurb: *Politics of Piety* is a groundbreaking analysis of Islamist cultural politics through the ethnography of a thriving, grassroots women's piety movement in the mosques of Cairo, Egypt. Unlike those organized Islamist activities that seek to seize or transform the state, this is a moral reform movement whose orthodox practices are commonly viewed as inconsequential to Egypt's political landscape. Saba Mahmood's compelling exposition of these practices challenges this assumption by showing how the ethical and the political are indelibly linked within the context of such movements.



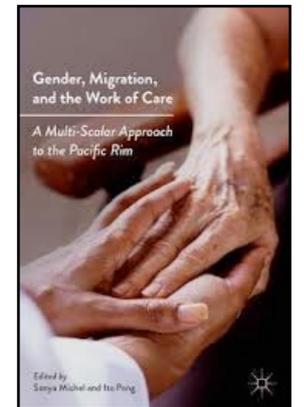
233 pages

ISBN 9781400839919

[Publisher info](#)

Michel, Sonya. & Peng, Ito. (ed) (2017). *Gender, Migration, and the Work of Care: A Multi-Scalar Approach to the Pacific Rim*. Cham: Springer International Publishing.

From the blurb: This book explores how around the world, women's increased presence in the labor force has reorganized the division of labor in households, affecting different regions depending on their cultures, economies, and politics; as well as the nature and size of their welfare states and the gendering of employment opportunities. As one result, the authors find, women are increasingly migrating from the global south to become care workers in the global north. This volume focuses on changing patterns of family and gender relations, migration, and care work in the countries surrounding the Pacific Rim—a global epicenter of transnational care migration. Using a multi-scalar approach that addresses micro, meso, and macro levels, chapters examine three domains: care provisioning, the supply of and demand for care work, and the shaping and framing of care. The analysis reveals that multiple forms of global inequalities are now playing out in the most intimate of spaces.



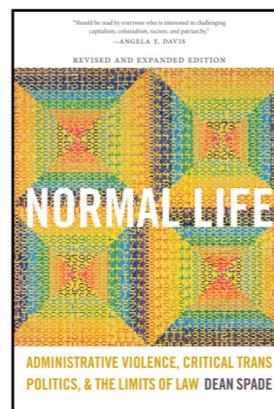
316 pages

ISBN 978-3-319-55086-2

[Publisher info](#)

Spade, Dean (2015). *Normal life administrative violence, critical trans politics, and the limits of law*. Revised and expanded edition. Durham: Duke University Press.

From the blurb: In *Normal Life* Dean Spade presents revelatory critiques of the legal equality framework for social change, and points to examples of transformative grassroots trans activism that is raising demands that go beyond traditional civil rights reforms. Spade explodes assumptions about what legal rights can do for marginalized populations, and describes transformative resistance processes and formations that address the root causes of harm and violence.



217 pages

ISBN 978-0-8223-6040-7

[Publisher info](#)

Course Resources – Articles & Book Chapters

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

1. J. Acker (2006) 'Inequality regimes: gender, class, and race in organizations' Sociologists for Women in Society Feminist Lecture
Download here
2. Andersen, Astrid, Kirsten Hvenegård-Lassen & Ina Knoblock (2015) Feminism in Postcolonial Nordic Spaces. *NORA - Nordic Journal of Feminist and Gender Research*, 23:4, 239-245. (6 pages)
Download here
3. Rivera Cusicanqui S (2012) Ch'ixinakax utxiwa: A Reflection on the Practices and Discourses of Decolonization. *South Atlantic Quarterly* 111(1): 95-109. <https://doi.org/10.1215/00382876-1472612>
Download from Canvas
4. Fanon, Frantz (1959) 'Algeria Unveiled', chapter from *A Dying Colonialism*. (32 p)
Download from Canvas
5. Foucault, Michel (1978) *The History of Sexuality. Volume 1. An introduction*, New York: Pantheon books, part 2 "The Repressive Hypothesis" and part 5 "Right of Death and Power over Life"
Download from Canvas
6. Haraway, Donna (1988) 'Situated Knowledges', *Feminist Studies*, Vol. 14, No. 3, pp. 575 – 599. (24 p)
Download here
7. Hartmann, Heidi (1979) 'The Unhappy Marriage of Marxism and Feminism: towards a more progressive union', *Capital & Class*, Vol. 3, No 2. (33 p)
Download here
8. hooks, bell (2003 (1992)) 'The Oppositional Gaze: Black Female Spectators' in Lewis, Reina & Sara Mills (eds.) *Feminist Postcolonial Theory: A Reader*. London: Routledge (E-book)
Download here
9. Lewis, Reina & Sara Mills (2003) "Introduction" in Lewis, Reina & Sara Mills (eds.) *Feminist Postcolonial Theory: A Reader*. London: Routledge (E-book)
Download here
10. Lourde, Audre (2003 (1983)) "The Master's Tools Will Never Dismantle the Master's House" in Lewis, Reina & Sara Mills (eds.) *Feminist Postcolonial Theory: A Reader*. London: Routledge (E-book).
Download here
11. Lugones M (2010) Toward a Decolonial Feminism. *Hypatia* 25(4): 742–759.
Download here
12. McClintock, Anne (2018) "Ghostscapes from the Forever War" in Braddock, Alan C. & Kusserow, Karl (eds.) (2018) *Nature's Nation: American Art and Environment*
Download from Canvas
13. Mills, Sara (2003 (1996)) "Gender and Colonial Space" in Lewis, Reina & Sara Mills (eds.) *Feminist Postcolonial Theory: A Reader*. London: Routledge (E-book)
Download here
14. Rich, Adrienne (2003 (1984)) "Notes Towards a Politics of Location" in Lewis, Reina & Sara Mills (eds.) *Feminist Postcolonial Theory: A Reader*. London: Routledge (E-book)
Download here
15. Sahgal, Gita and Nira Yuval-Davis (2003 (1994)) "The Uses of Fundamentalism" in Lewis, Reina & Sara Mills (eds.) *Feminist Postcolonial Theory: A Reader*. London: Routledge (E-book)
Download here
16. Saldívar E (2014) 'It's Not Race, It's Culture': Untangling Racial Politics in Mexico. *Latin American and Caribbean Ethnic Studies* 9(1): 89–108.
Download here
17. Skeggs, B. "Techniques for telling the reflexive self" in: May, T. (2002). *Qualitative research in action*. London: SAGE Publications Ltd.
Download here
18. Tadros, Mariz (2017) "Does revolutionary politics reconfigure Islamist women's agency organizationally? The case of the Muslim Sisters of the Muslim Brotherhood in Egypt (1928-2013)" in *Feminist Dissent* 2017 (2): 85-114
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	Introduction Maja Sager Lecture 1 Maja Sager The Postcolonial, and Genealogies of Oppression: Racism, intimacies and articulations of resistance
19/1, 10-12	Lecture 2 Maja Sager The Postcolonial, and Genealogies of Oppression: Racism, intimacies and articulations of resistance
22/1, 9-12	Seminar 1 Maja Sager
25/1 10-12	Lecture 3 Diana Mulinari Subjectivities & Communities: Feminist theorizing of subjectivity, community, conviviality, agency
26/1 10-12	Lecture 4 Diana Mulinari Subjectivities & Communities: Feminist theorizing of subjectivity, community, conviviality, agency
29/1 9-12	Seminar 2 Diana Mulinari
1/2, 10-12	Lecture 5 Katharina Kehl Power & the Body: Biopolitics, precarity/livability and the role of the body in politics
2/2, 10-12	Lecture 6 Katharina Kehl Power & the Body: Biopolitics, precarity/livability and the role of the body in politics
5/2, 9-12	Seminar 3 Katharina Kehl
8/2, 10-12	Lecture 7 Marta Kolankiewicz Feminist Writing
9/2, 10-12	Writing Seminar Marta Kolankiewicz
12/2, 10-12	Writing Seminar Marta Kolankiewicz
15/2, 10-12	Lecture 8 Mikael Mery Karlsson Power & Exploitation: Feminist historical materialist contributions
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

TIME	COURSE ACTIVITY
16/2, 10-12 & 17.00	Lecture 9 Mikael Mery Karlsson Power & Exploitation: Feminist historical materialist contributions Deadline Writing Assignment
19/2, 9-12 & 17.00	Seminar 6 Mikael Mery Karlsson Deadline Paper topic/draft for supervision seminars
23/2, 10-12 & 13-15	Lecture 10 Moira Nelson Care Provision from an Intersectional Perspective Advising/Supervision (Group 1) Maja Sager
24/2, 10-12	Lecture 11 Moira Nelson Care Provision from an Intersectional Perspective
25/2, 10-12 & 13-15	Advising/Supervision (Group 2) Maja Sager Advising/Supervision (Group 3) Maja Sager
26/2, 9-12	Seminar 7 Moira Nelson
1/3, 10-12	Lecture 12 Claudia Fonseca Alfaro Indigenous Feminism
2/3, 10-12	Lecture 13 Claudia Fonseca Alfaro Indigenous Feminism
5/3, 9-12	Seminar 8 Claudia Fonseca Alfaro
17/3, 17.00	Deadline Submit Course Paper
22/3 9-17	Final Seminar Mikael Mery Karlsson and Katharina Kehl
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

Course details

Introduction to the Course

(introduction) | *Teacher:* Maja Sager

In the introduction the course coordinator will go through all the basic information about the course and the work methods and assignments. The class will get a chance to present themselves to each other, and we will divide the class into work groups for the group assignments related to the seminars.

Lectures 1 & 2: The Postcolonial, and Genealogies of Oppression: Racism, intimacies and articulations of resistance

(lecture) | *Teacher:* Maja Sager

The aim of this part of the course is to introduce theories of postcolonialism and conceptualizations of racism developed within this theoretical field. We will explore feminist postcolonial theory as well as Black feminist theory, and we will do critical re-readings of some Marxist and psychoanalytical concepts, and of notions of nationalism and resistance in the context of the colonial and post-colonial.

Primary reading

McClintock, Anne (1995): introduction chapter together with chapters 1, 3-6, 8 and 10

Secondary reading

hooks, bell (2003 (1992))

Fanon, Frantz (1959)

Lewis, Reina & Sara Mills (2003)

Lourde, Audre (2003 (1983))

McClintock, Anne (2018)

Mills, Sara (2003 (1996))

Rich, Adrienne (2003 (1984))

Seminar 1

(seminar) | *Teacher:* Maja Sager

Group 1 gives a presentation of the week's reading material with a main focus on McClintock's (1995) book and then organizes the rest of the seminar in the way that the group feels is most beneficial in order to understand and reflect on the author's contribution.

All groups upload their written reflection (1-2 pages) on how the discussions/topic of the week reflect/illustrate the sub-theme your group is focusing on. Upload it to the folder on Canvas before the seminar.

What happens if you fail to attend this event?

What to hand in: A 1500 words paper in which you discuss and reflect on the literature from the seminar you have missed. If you miss a seminar that you should have been responsible for organising, the paper should be 2500 words.

How to hand in: by email to Maja Sager

When to hand in: latest 22/3, 16.30-17.00

Lectures 3 and 4: Subjectivities & Communities: Feminist theorizing of subjectivity, community, conviviality, agency

(lecture) | *Teacher:* Diana Mulinari

These lectures introduce the discussion on objects and subjects in and of feminist politics. These lectures will contextualize the understandings of agency in feminist theory and struggle, and address issues of solidarity, experience, community and resistance.

Primary reading

Mahmood, Saba (2005)

Secondary reading

Sahal, Gita and Nira Yuval-Davis (2003 (1994))

Tadros, Mariz (2017)

Seminar 2

(seminar) | *Teacher:* Diana Mulinari

Group 2 gives a presentation of the week's reading material with a main focus on Mahmood's book and then organizes the rest of the seminar in the way that the group feels is most beneficial in order to understand and reflect on the themes of the week.

All groups upload their written reflection (1-2 pages) on how the discussions/topic of the week reflect/illustrate the sub-theme your group is focusing on. Upload it to the folder at Canvas before the seminar.

What happens if you fail to attend this event?

What to hand in: A 1500 words paper in which you discuss and reflect on the literature from the seminar you have missed. If you miss a seminar that you should have been responsible for organising, the paper should be 2500 words.

How to hand in: by email to Diana Mulinari

When to hand in: latest 22/3, 16.30-17.00

Lectures 5 & 6: Power & the Body: Biopolitics, precarity/livability and the role of the body in politics

(lecture) | *Teacher:* Katharina Kehl

This week will focus on the role of the body in politics from various perspectives. Situated in the contributions by Michel Foucault (1978) and Dean Spade (2015), we will start by examining gender and sexuality within regimes of biopolitics and disciplinary forms of power. Drawing on the conclusion in Dean Spade's *Normal Life* (2015) and Judith Butler (2015), we will then discuss the role of the body through an engagement with notions of precarity, livability and the question of social change.

Primary reading

Spade, Dean (2015) Chapter 1, 2, 3, 4 and conclusion

Butler, Judith (2015) Chapter 1, 2, 4 and 6

Secondary reading

Foucault, Michel (1978) Part 2 "The Repressive Hypothesis" and Part 5 "Right of Death and Power over Life"

Seminar 3

(seminar) | *Teacher:* Katharina Kehl

Group 3 gives a presentation of the week's reading material with a main focus on Spade's (2015) and Butler's (2015) work and then organizes the rest of the seminar in the way that the group feels is most beneficial in order to understand and reflect on the author's contribution.

All groups upload their written reflection (1-2 pages) on how the discussions/topic of the week reflect/illustrate the sub-theme your group is focusing on. Upload it to the folder at Canvas before the seminar.

What happens if you fail to attend this event?

What to hand in: A 1500 words paper in which you discuss and reflect on the literature from the seminar you have missed. If you miss a seminar that you should have been responsible for organising, the paper should be 2500 words.

How to hand in: by email to Katharina Kehl

When to hand in: latest 22/3, 16.30-17.00

Lecture 7: Feminist Writing

(lecture) | *Teacher:* Marta Kolankiewicz

In this part of the course we seek to investigate connections between feminist theory, epistemology and writing practices. Feminist explorations of scientific writing practices forms the center of inquiry. During this course element, students will combine theory and practice by completing a writing assignment.

The Feminist Writing sessions start off with a lecture and then we have two seminars in which we work with the writing assignment.

Primary reading

Livholts, Mona (ed.) (2012): Chapters: Introduction; Jones, Brännström Öhman; Pease; Dahl; Hearn.

Secondary reading

Haraway, Donna (1998)

Skeggs, B. (2002).

Seminars: Feminist Writing Seminars

(seminar) | *Teacher:* Marta Kolankiewicz

In the first of the week's two seminars, you bring your writing assignment draft (it doesn't have to be finished) and we work with it and give feedback on each other's drafts. In the second seminar, we discuss the revisions made and the final versions of the writing assignments. The first seminar is compulsory and the second is optional, but recommended. Submissions of final versions of writing assignments should be uploaded on Canvas in the assignment folder by the deadline 16/2.

What happens if you fail to attend this event?

What to hand in: If you miss the first of the two writing assignment seminars, you need to hand in a summary and critical discussion about one of the other student's writing assignments. 1500 words.

How to hand in: by email to Marta Kolankiewicz

When to hand in: latest 22/3, 16.30-17.00

Hand-in: (Marta Kolankiewicz)

Deadline for submitting your writing assignment February 16, 17.00

Lecture 8: Power & Exploitation: Feminist historical materialist contributions

(lecture) | *Teacher:* Mikael Mery Karlsson

The lecture introduces some key tenets of Marxist theory/historical materialism and addresses how feminist theorizations of patriarchy have developed in critical dialogue with Marxist perspectives.

Primary reading

Acker, Joan (2006): Chapters 1 to 3

Secondary reading

Hartmann, Heidi (1979)

Lecture 9: Power & Exploitation: Feminist historical materialist contributions II

(lecture) | *Teacher:* Mikael Mery Karlsson

The lecture introduces feminist perspectives on class and capitalism. It addresses the gendered and racialized dimensions of class, work and economy and how these relate to central gendered divisions structuring capitalist societies, such as public/private, paid/unpaid and production of things/production of people.

Primary reading

Acker, Joan (2006): Chapters 4 to 7

Secondary reading

J. Acker (2006) 'Inequality regimes: gender, class, and race in organizations'

Seminar 6

(seminar) | *Teacher:* Mikael Mery Karlsson

Group 4 gives a presentation of the week's reading material with a main focus on Acker's (2006) book and then organizes the rest of the seminar in the way that the group feels is most beneficial in order to understand and reflect on the author's contribution.

All groups upload their written reflection (1-2 pages) on how the discussions/topic of the week reflect/illustrate the sub-theme your group is focusing on. Upload it to the folder at Canvas before the seminar.

What happens if you fail to attend this event?

What to hand in: A 1500 words paper in which you discuss and reflect on the literature from the seminar you have missed. If you miss a seminar that you should have been responsible for organising, the paper should be 2500 words.

How to hand in: by email to Mikael Mery Karlsson

When to hand in: latest 22/3, 16.30-17.00

Hand-in: Paper Topic (Maja Sager)

Deadline for handing in your idea for course paper topic for the supervision session next week. See course paper instructions later in the Guide for more information.

Lectures 10 & 11: Care Provision from an Intersectional Perspective

(lecture) | *Teacher:* Moira Nelson

Women have entered the labor force en masse over the past few decades which created demand for care work among families in relatively richer areas of the globe in which women face relatively more and better opportunities. Women in poorer areas less dominated by services often move away from their homes to take up such care work, not least because of few labor market opportunities back home. The edited volume assigned for this week focuses on the area of the Pacific Rim to explore the role of the international, national, and local level in shaping receivers' and care-givers' experiences of care and how national laws are influenced by both international organizations and local politics.

Primary reading

Michel, Sonya. & Peng, Ito. (ed) (2017).

Supervision seminars

(seminar) | *Teacher:* Maja Sager

In this seminar you will get feedback on your course paper idea from the teacher and your peers. You will be divided into 3 supervision groups. Please read all the drafts/ideas in your group. The supervision is not mandatory but recommended.

Seminar 7

(seminar) | *Teacher:* Moira Nelson

Group 5 gives a presentation of the week's reading material with a main focus on Michel, Sonya. & Peng, Ito. (ed) (2017) book and then organizes the rest of the seminar in the way that the group feels is most beneficial in order to understand and reflect on the author's contribution.

All groups upload their written reflection (1-2 pages) on how the discussions/topic of the week reflect/illustrate the sub-theme your group is focusing on. Upload it to the folder at Canvas before the seminar.

What happens if you fail to attend this event?

What to hand in: A 1500 words paper in which you discuss and reflect on the literature from the seminar you have missed. If you miss a seminar that you should have been responsible for organising, the paper should be 2500 words.

How to hand in: by email to Moira Nelson

When to hand in: latest 22/3, 16.30-17.00

Lecture 12: Indigenous Feminism

(lecture) | *Teacher:* Claudia Fonseca Alfaro

This lecture will give a broad overview on what is intended with indigenous feminism, indigenous resurgence, colonial oppression and decolonization.

Primary reading

Joyce Green, ed, (2017)

Lecture 13: Indigenous Feminism

(lecture) | *Teacher:* Claudia Fonseca Alfaro

This lecture will seek to contextualize the debates around indigenous feminism by looking at cases from the global South (Mexico and Bolivia) and the Nordic context.

Primary reading

Andersen, Astrid, Kirsten Hvenegård-Lassen & Ina Knoblock (2015)

Lugones M (2010)

Rivera Cusicanqui S (2012)

Saldívar E (2014)

Seminar 8

(seminar) | *Teacher:* Claudia Fonseca Alfaro

Group 6 gives a presentation of the week's reading material with a main focus on the chapters in Joyce Green's book and then organizes the rest of the seminar in the way that the group feels is most beneficial in order to understand and reflect on the author's contribution.

All groups upload their written reflection (1-2 pages) on how the discussions/topic of the week reflect/illustrate the sub-theme your group is focusing on. Upload it to the folder at Canvas before the seminar.

What happens if you fail to attend this event?

What to hand in: A 1500 words paper in which you discuss and reflect on the literature from the seminar you have missed. If you miss a seminar that you should have been responsible for organising, the paper should be 2500 words.

How to hand in: by email to Claudia Fonseca Alfaro

When to hand in: latest 22/3, 16.30-17.00

What happens if you fail to attend this event?

The final seminar is a part of the examination, so if you miss the final seminar you need to attend a retake seminar. That means you have to submit your paper again and then take part in a seminar and discuss your paper as well as being the opponent of someone else's paper.

Hand-in: Course paper

Deadline for submitting your course paper is March 17, 17.00. See course paper instructions for more information.

Final Seminar

(seminar) | *Teachers:* Katharina Kehl and Mikael Mery Karlsson

In the final seminar, each student will be responsible as an opponent for someone else's course paper and you will get the chance to get feedback and discuss your own paper with your colleagues.

Each opponent should provide written comments (about 1 to 1,5 pages) on another student's paper. Please bring two copies of these comments (one for the author, one for the teacher). Focus on strengths and weaknesses; how could the paper be improved?

You should come prepared to discuss your paper and answer questions from other seminar participants. When asking questions and giving comments, please make sure to keep a constructive tone and to emphasize the strengths of the paper.

For further instruction, please see Final Seminar Instructions at the end of this document.

Paper instructions

Instructions

This course is examined through an individually written course paper. In this paper, you need to demonstrate your knowledge and understanding of the course literature and of the discussions in the classroom.

From among the issues and literature discussed in the course, identify and formulate a theoretical problem that you will explore in the paper. NOTE: do not come up with paper ideas that are not relevant for the course themes! The problem/question explored in the paper should be easily approached with the help of the course literature from at least three of the thematic course weeks. Of course, we welcome engagement with more parts of the course literature than that, but that is a minimum.

We suggest two types of course paper design:

1. An essay in which you elaborate on a theoretical problem/s that you have identified in the course literature and in relation to the themes of the course.
2. A paper that combines a theoretical discussion with an ‘empirical’ study of some kind of material (due to the time limits, we recommend analyses of already existing material not involving extensive fieldwork. You could work with for example newspapers, pictures, interview material presented in other studies, art projects, legislation, political debate, etc.).

While you are free to compose your paper as you wish, it has to include the following:

- a clearly formulated question or problem
- extensive presentation of this question/problem in relation to literature, theories and discussions covered by the course
- your own discussion of the question/problem, positioning yourself in relation to the theories discussed in the course with a clear voice (this voice can be one of a theoretical argument or of an analytical engagement with the selected empirical material)

The paper should follow academic standards when it comes to notes and references, etc. It should be written and referenced using a system of referencing such as Harvard, Chicago, Oxford or APA. For information on referencing systems please see the academic writing section of the library guides at the Social Science Faculty Library website: www.sambib.lu.se/en/write-and-publish

Do not forget to edit and proofread the paper, before handing it in.

Note that all the papers are run through a plagiarism software at submission.

The paper should have between 3500 and 4500 words, including the reference list (roughly 8-12 pages).

Use Times New Roman, 12 p., 1,5 space.

Writing the final paper

You will begin the work on the paper already during the course. The individual writing will be supported by a group supervision session.

Paper topic and supervision session

You begin by submitting a paper topic proposal on Canvas. The description of your paper topic should include:

- a description of your research question or problem that makes clear that this is a question/problem that relates to some of the central themes of the literature,
- a preliminary reflection about your theoretical perspective and relevant literature,
- a very brief summary of two academic journal articles that are relevant for your topic,
- and a beginning to your reference list indicating which parts of the course literature may be relevant for your topic.

In all, this assignment should be between one and two pages. Please consider it a working document or a plan that will change as you further develop your paper. Remember to look ahead in the course guide to see if you might want to include the themes of the last weeks of the course in your idea.

After you have submitted your paper topic proposal, the class will be divided into supervision groups. Groups lists will be posted on Canvas. Please read all the papers in your assigned group before the supervision session and be prepared to give feedback to your classmates!

During the supervision you will receive and give comments on the paper proposals. You will also receive supervision from a teacher.

Finalising the paper

After the supervision you will continue working on your paper.

The paper should be uploaded on Canvas in the folder “Final course paper” by the deadline.

Final Seminar Instructions

During the final seminar, every student that has submitted a paper will be responsible for commenting on a paper of another student. The list of paper opponents and seminar groups will be published on Canvas in the morning after the submission deadline together with more details about the seminar.

Guidelines for constructive feedback

You start by presenting the paper that you have been assigned: briefly summarise the paper, then give your feedback (please consult the guidelines for constructive feedback, see below). Each opponent should also provide written comments (about 1 – 1.5 page) on the paper you have been assigned to comment on. Please bring two copies of your comments to the seminar (one for the author, another for the teacher).

1. Read the paper once to familiarise yourself with it without marking or noting anything. See it as a whole.

2. Summarise the text as you remember it. This helps the author determine what sticks for the reader and what might need to be adjusted if the reader's message isn't what the writer intended.
 - a. What I remember most from this text is... because...
 - b. I especially noticed...
 - c. Most focus seemed to be on...
 - d. The most interesting things about this for me was...
 - e. I didn't fully understand...
 - f. The main claim/idea seemed to be....

3. On the *second* read:
 - a. Underline the sentence/s that communicate/s the main claim of the paper (could be located anywhere!).
 - b. Underline where the author states why this claim is important.
 - c. Place an "R" in the margins next to reasons for the main claim.
 - d. Place an "E" in the margins next to pieces of evidence.
 - e. Circle the sentence(s) that most succinctly sum(s) up the conclusion.

4. On the *third* read, consider the following (in this order), referring to the author's feedback request:

- a. Does the introduction present relevant context, a claim, and significance of the paper? Anything else you feel is missing?
 - b. Does the argument progress clearly from one paragraph to the next?
 - c. Indicate potentially weak, irrelevant, or unexplained evidence.
 - d. Does the paragraphing make sense and does each paragraph serve a clear purpose that is easily grasped? (i.e., relevant description or summary, reasons and evidence with explanation, etc.). Note especially where the structure breaks down and becomes unclear or confusing.
 - e. Does the conclusion draw together all aspects of the argument? If not, what is missing?
 - f. Are there any immediate source use concerns?
 - g. Are the word choice and tone appropriate? How is the grammar? Are the sentences complete and easy to read or are there often errors?
-
5. Formulate your feedback. Remember that your feedback is also a type of text (whether written or oral) and that it also must be well structured. Prioritise your comments – unfocused feedback with many points can be overwhelming and counterproductive.
 - a. What is the best part of the paper? (Be specific: always give examples; see note below about subjective adjectives)
 - b. Which areas need the most improvement? (The point here isn't to address everything that could be improved, but the areas that need the most work, or would make the biggest impact on a new draft of the paper.) The point is that your feedback looks forward to possibilities, not to imperatives.
 - i. You could try...
 - ii. What would happen if...
 - iii. If you instead...I think that...
 - iv. I think this text became difficult to read when...
 - v. The last paragraph was great because...
 - vi. Your argument seemed strongest when...
 - vii. Why did you choose...?

Important! Avoid subjective adjectives without explanation and examples. "Good," "bad," and "interesting" do not give helpful information to the writer unless accompanied with something concrete. What made you react that way? Don't read between the lines but instead focus on the choices, in language and content, that the writer has made and what consequences they have for your reading. Ask questions, both about what you didn't understand and what you want to know more about.

viii. How do you want your readers to react when...?

ix. What does...mean?

On receiving feedback

Be constructive in how you receive feedback. This is equally important as being constructive in giving feedback! Challenge yourself to stay in the situation and listen. Accept feedback as information about this specific exercise, not about you as a person or an absolute truth about your text. Reflect on how the feedback can help you develop as a writer and not only this one text. Ask if you do not understand, but try to avoid reacting defensively.

Remember: very often, students are as nervous giving comments on papers as they are getting them. For the teacher, there are two equally important students performing a dialogue and the aim is for both students to grow as scholars.

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.

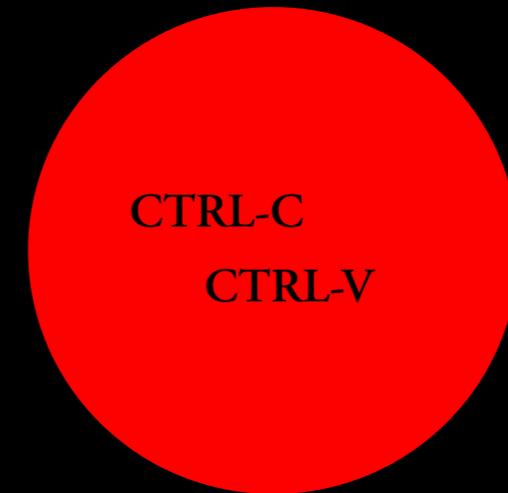
Plagiarism – and how to avoid it

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



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:

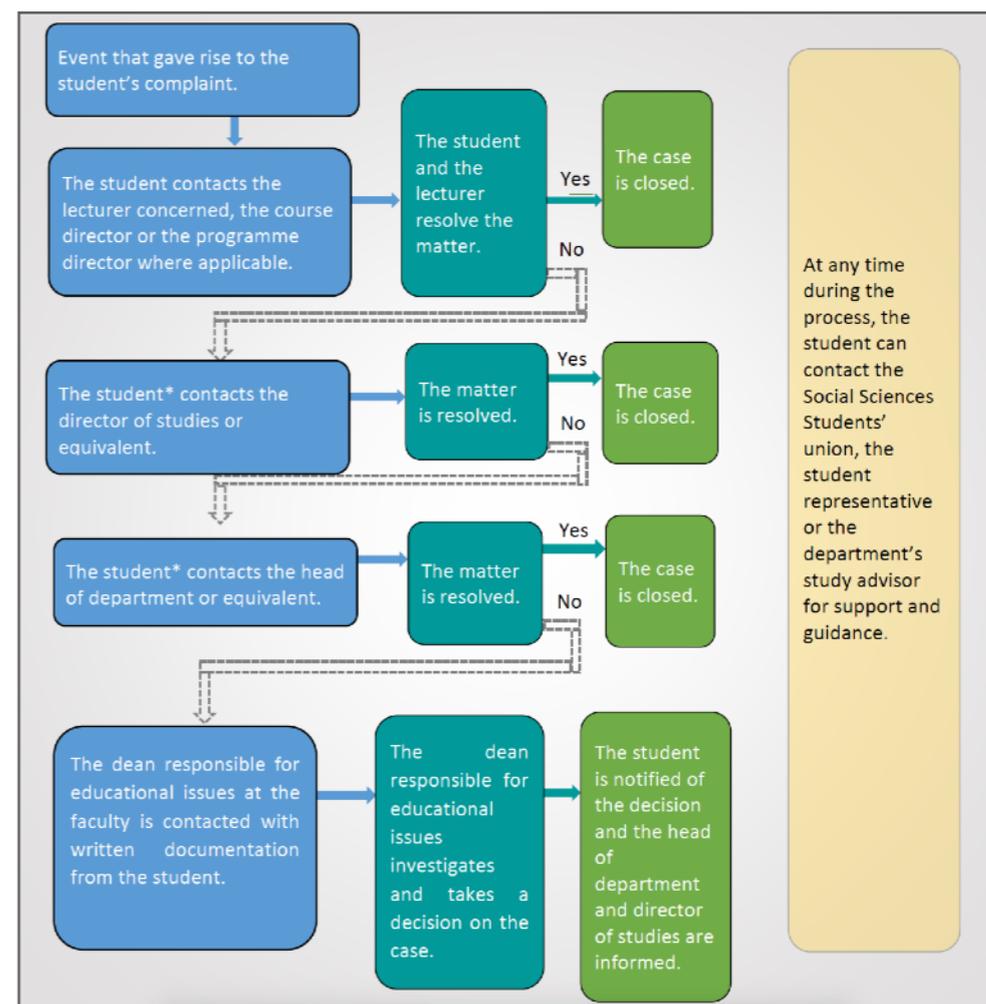
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment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

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

How to process cases of discrimination or harassment

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

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.

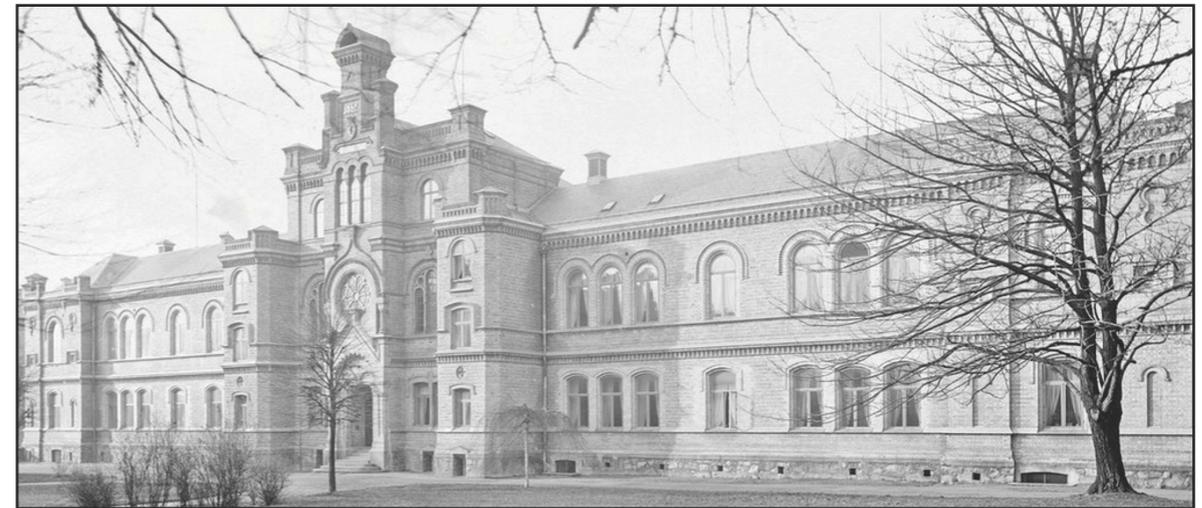
When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive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

