

Graduate School

FACULTY OF SOCIAL SCIENCES

SIMM23

Theory of Science for the
Social Sciences

Version 1.0 – Oktober 2020

GRADUATE SCHOOL METHODS COURSES

SPRING 2021



1. WELCOME

SIMM23 THEORY OF SCIENCE FOR THE SOCIAL SCIENCES

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)

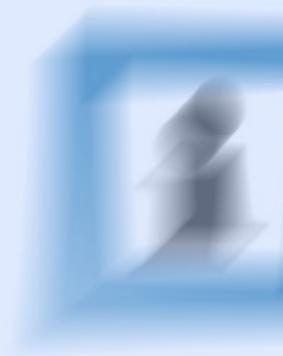
Student Union

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

Theory of Science for the Social Sciences.

What are the limitations and possibilities of social inquiry? What are its philosophical presumptions? Can it be scientific, and if yes, in what way? Epistemological questions such as these relate closely to how we pursue and evaluate social inquiry, yet are often overlooked even by those who conduct research professionally in the various disciplines of the social sciences – anthropology, economics, history, political science, human geography, sociology, and so on. This course aims to provide the background knowledge to make sense of such questions as well as to give some answers. The course aims, in other words, to provide you with a broad understanding of contemporary theory of social science.

The core of the course is presentation and critical discussion of major perspectives of social science as they revolve around epistemology and apply to the various disciplinary fields. In particular, five such perspectives are covered: positivism, constructivism, realism, feminism, and reflexivity. These perspectives together dominate research across the social scientific fields, but have advanced differently in different fields. For example, positivism is employed more in political science and economics than in other fields, while reflexivity is favored in anthropology above all. What makes things more complex is that the delineations among these perspectives are far from perfect. Not in every sense are these perspectives mutually exclusive, and certainly none of them is internally coherent. But as the course aims to offer you the theoretical framework and conceptual tools necessary for an overview, it aims to develop your ability to recognise the variations within each of these perspectives and to appreciate the ways the perspectives might be compatible or incompatible with each other. At the end of this trip through the theoretical maze, we expect that your own social inquiries will benefit.

In this course – as in other Graduate School courses – we are well aware that you come from different disciplinary backgrounds and have different academic interests and goals. This pluralism we view as a strength. Just as we want you to sharpen the knowledge and skills you cultivated earlier in your studies and which you aim to employ in your future research, so we want you to appreciate perspectives towards which you are disinclined, even if you are not going to employ them in your future research. This is how you become interdisciplinary scholars and rounded intellectuals. And this effort to appreciate the theoretical perspectives that are foreign to you is complemented by the effort to appreciate the personal perspectives of classmates. This double effort, we trust, can make this course worth your while – and ours!

Formal learning outcomes for the course

On completion of the course, the student shall:

Knowledge and Understanding

- Demonstrate knowledge of various approaches in the Theory of Social Science, including, but not limited to, positivism, constructivism, and realism.
- Demonstrate understanding of key dimensions of such approaches, including, but not limited to, causality, the relationship between knowledge and observation, and the relationship between knower and the known.

Competence and skills

- Apply fundamental concepts in the Theory of Social Science to social scientific problems.
- Command scientific communication and monitor knowledge development within the field of studies.

Judgement and approach

- Critically assess the uses and usefulness of major approaches in the Theory of Social Science in relation to research and/or working life.

Assessment

Overview

The course grade is determined by two course papers, to be written at home. Each of these papers must feature 2000 words maximum. The two papers have equal worth in determining your final grade. There will be no other assignments besides these two papers.

The papers are to be uploaded in PDF form at the relevant folders on the course's Canvas site. The first paper is due on April 13, at 17:00. The second paper is due on April 30, at 17:00. The paper assignments, describing the topic of the papers, will be posted on the Canvas site. The assignment for the first paper will be posted on April 6, at 9:00. The assignment for the second paper will be posted on April 21, at 9:00.

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 grade for the entire course consists of the average grade of both assessed assignments. This overall grade is based on the following balance: midterm written assignment (50%) and final written assignment (50%). 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.

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 on the course.

In “averaging” the grades of the two papers, the method is the following:

- * if the paper grades are one gradation apart, the higher grade determines the final grade. For example, C and B paper grades give a B as the final grade
- * if the paper grades are three gradations apart, the higher of the in-between grades determines the final grade. For example, D and an A paper grades give B as the final grade
- * if the paper grades are two or four gradations apart, the final grade will be the in-between grade. For example, D and B paper grades give C as the final grade; and E and A paper grades give C as the final grade

In assessing your papers, we will consider the following:

- * correspondence to the assignment
- * creativity (in synthesizing others’ ideas and in producing original ideas)
- * capacity to explain concepts, perspectives, and theories
- * coverage of relevant concepts
- * clarity of voice (clarity as to whether ideas presented belong to you or to others)
- * structure (disposition of the text, whereby a thesis is clearly stated and developed)
- * writing (spelling and grammar)
- * references in accordance with academic standards

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 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.

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

Chares Demetriou (Ph.D. 2005, Columbia University) is Senior Lecturer in the Department of Sociology, Lund University, with degrees in political science as well as sociology. His research interests include the study of processual theory, social movements, and political violence in Ireland and Cyprus. He is co-author of *Dynamics of Radicalization: A Relational and Comparative Perspective* (Oxford University Press, 2015) and author of articles appearing in, among other venues, *Philosophy of the Social Sciences*, *Sociological Theory*, and the *Journal of Social Science History*. Prior to his arrival at Lund, he held appointments in Russia, the UK, Cyprus, the Czech Republic, Israel-Palestine, Italy, and the US.



Chares Demetriou
(course coordinator)

charalambos.demetriou@soc.lu.se

Richard Ek (Ph.D. 2003, Lund University) is Senior Lecturer in the Department of Service Management and Service Studies, Lund University, with degrees in human geography. His research includes the investigation of the political ontology of the tourist and the spatiality of the service economy, of the European spatial vision of connectivity through infrastructure, and of the ways in which power over territories is articulated, implemented, and consolidated. He has published work in, among other venues, *Political Geography*, *Mobilities*, and the *Scandinavian Journal of Hospitality and Tourism*.



Richard Ek

richard.ek@ism.lu.se

Diana Mulinari is Professor at the Department of Gender Studies, Lund University. The role of mothers in doing the political was the topic of her PhD at the Department of Sociology, Lund University. After a post at IMER (International Migration and Ethnic Relations) in Malmö City College, she joined the Department of Gender Studies in 1998. Her research interests centre on issues of gender, inequality and visions of gender justice (and resistance to these visions). Central to her research is to understand how gender and sexuality, class and "race"/ethnicity do the social and make the political at the cross-roads between personal lives: diverse forms of belonging and national and transnational institutions. Questions of colonial legacies, Global North /Global South relations (with special focus on Latin America) and racism as well as the diversified forms of resistance and organisation to old and new forms of power have stayed with her through all the work she has done. Her research has developed in a critical dialogue with feminist and other theoretical and methodological contributions that make a strong case for emancipatory social science.



Diana Mulinari

diana.mulinari@genus.lu.se

Magnus Ring (Ph.D. Sociology 2007, Lund University) is Senior Lecturer in the Department of Sociology, Lund University, with degrees in social anthropology as well as sociology. His research interests include cultural sociology, cultural trauma, experiences of coming to age, social movements, and processes of conceptual formation. He published his thesis *Social Rörelse. Begreppsbildningen om ett mångtydigt fenomen (Social Movement, A Concept Formation)* in 2007 and has contributed with book chapters in *Debating and Defining Borders: Theoretical and Philosophical Perspectives* (eds Cooper & Tinning Routledge 2019), *Long-Time Care Reforms in OECD Countries* (with Campell et.al, ed. By Gori, Fernandez and Wittenberg, Policy Press 2015), and *Environmental Protest in Western Europe (with Jamison, ed by Rootes, Oxford University Press 2003)*. He also published articles in for instance *Croatian Political Science Review* (with Eyerman and Madigan, 2017), *Revue française des affaires sociales* (with Daune-Richard, Jönsson and Odena 2012) and *Ageing & Society* (with Daune-Richard, Jönsson and Odena 2011).



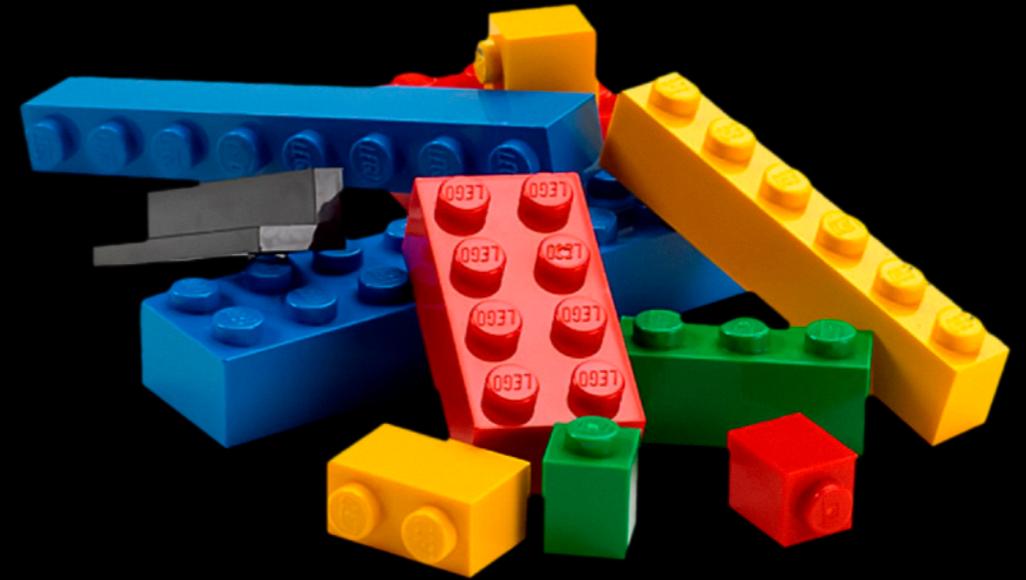
Magnus Ring

magnus.ring@soc.lu.se

COURSE RESOURCES

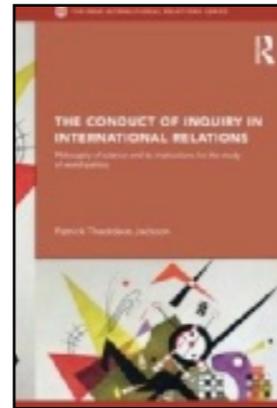
In this section we present the course literature and other course resources. This section is to help you to orient yourself in different types of readings and their functions in the course.

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



Jackson, Patrick T. (2011) *The Conduct of Inquiry in International Relations: philosophy of science and its implications for the study of world politics*. London: Routledge.

From the blurb: *The Conduct of Inquiry in International Relations* provides an introduction to the philosophy of science issues and their implications for the study of global politics. The author draws attention to the problems caused by the misleading notion of a single unified scientific method, and proposes a framework that clarifies the variety of ways that IR scholars establish the authority and validity of their empirical claims. Jackson connects philosophical considerations with concrete issues of research design within neopositivist, critical realist, analyticist, and reflexive approaches to the study of world politics. Envisioning a pluralist science for a global IR field, this volume organizes the significant differences between methodological stances so as to promote internal consistency, public discussion, and worldly insight as the hallmarks of any scientific study of world politics.



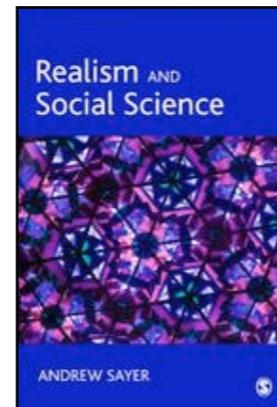
268 Pages

ISBN 978-0-2038-4332-1

[Publisher info link](#)

Sayer, Andrew (2000) *Realism and Social Science*. London: Sage.

From the blurb: *Realism and Social Science* offers the reader an authoritative and compelling guide to critical realism and its implications for social theory and for the practice of social science. It offers an alternative both to approaches which are overly confident about the possibility of a successful social science and those which are defeatist about any possibility of progress in understanding the social world. Written by one of the leading social theorists in the field, it demonstrates the virtues of critical realism for theory and empirical research in social science, and provides a critical engagement with leading non-realist approaches.



211 Pages

ISBN 978-0-7619-6124-6

[Publisher info link](#)

Course Resources – Articles & Book Chapters

13. Schuetz, Alfred (1953) "Common-Sense and Scientific Interpretation of Human Action." in *Philosophy and Phenomenological Research*, vol. 14(1), pages 1-38.
Download here

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

1. Bourdieu, Pierre (1990) "The Scholastic Point of View." in *Cultural Anthropology* vol. 5(4): 380-391
Download here
2. Bourdieu, Pierre (1993) "Understanding" in *The Weight of the World: Social Suffering in Contemporary Society*. Stanford University Press: pp. 607-626
3. Bourdieu, Pierre (2010) "Sociologists of Belief and Beliefs of Sociologists". in *Nordic Journal of Religion and Society* vol. 23(1): 1-7.
Download here
4. Bourdieu, Pierre, Jean-Claude Chamboredon, and Jean-Claude Passerine (1991) "Introduction." "Part One: The Break," and "Part Two: Constructing the Object", in *The Craft of Sociology: Epistemological Preliminaries*. New York: Walter de Gruyter: pp. 1-56
5. Bunge, Mario (2013) *The Sociology-Philosophy Connection*. Transaction Publishers: pp. 1-67
6. Dieleman, Susan (2015) Epistemic Justice and Democratic Legitimacy. *Hypatia*, Volume 30, Issue 4, Fall 2015, pp. 794 - 810
Download here
7. Dotson, Kristie (2015) Inheriting Patricia Hill Collins's Black Feminist epistemology, *Ethnic and Racial Studies*, 38:13,2322-2328, DOI: 10.1080/01419870.2015.1058496
Download here
8. Hacking, Ian (1999) *The Social Construction of What?* Harvard University Press. Chapters 1 and 2: pp. 1-62.
9. Harding, Sandra. "A socially relevant philosophy of science? Resources from standpoint theory's controversiality." *Hypatia* 19.1 (2004): 25-47.
Download here
10. Hempel, Carl (1965) "The Function of General Laws in History," in *Aspects of Scientific Explanation and Other Essays in the Philosophy of Science*. New York: Free Press.
11. King, Garry, Robert Keohane, & Sidney Verba (1994) *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press. Chapters 1 and 3: 71 pages.
12. Oksala, Johanna (2018) Feminism, Capitalism, and Ecology. *Hypatia*, Volume 33, Issue 2, Spring 2018 , pp. 216 – 234
Download here

COURSE OVERVIEW

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



Your course at a glance

TIME	COURSE ACTIVITY
24/3, 13-14	Lecture 1 Chares Demetriou Introduction
26/3, 9-12 & 14-16	Lecture 2 Chares Demetriou Overview of Epistemology and of Positivism Seminar 1 Chares Demetriou
29/3, 9-12 & 14-16	Lecture 3 Richard Ek Positivism Seminar 2 Richard Ek
30/3, 9-12	Lecture 4 Chares Demetriou Overview of Critical Realism, Analyticism and Reflexivity
31/3, 13-15	Seminar 3 Chares Demetriou
6/4, 9-12	Lecture 5 Chares Demetriou Constructivism
7/4, 13-15	Seminar 4 Chares Demetriou
13/4, 17.00	Deadline Hand in 1
14/4, 13-16	Lecture 6 Chares Demetriou Realism
15/4, 13-15	Seminar 5 Chares Demetriou
19/4, 9-12 & 14-16	Lecture 7 Diana Mulinari Feminism Seminar 6 Diana Mulinari
23/4, 9-12 & 14-16	Lecture 8 Magnus Ring Reflexivity Seminar 7 Magnus Ring
30/4, 17.00	Deadline Hand in 2
7/5, 17.00	Deadline Hand in for first re-examination (midterm and/or final)
28/5, 17.00	Deadline Hand in for second re-examination (midterm and/or final)
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:* Chares Demetriou

This lecture aims to present and explain the technical aspects of the course. It elaborates on our perspective with respect to the lecture and seminar formats, discussing the importance of students attending each lecture and participating in each seminar having completed the reading material that corresponds to the lecture and seminar. It also presents the method of grade assessment and elaborates on our expectations with respect to the writing assignments. Our overarching goal in this introduction is to make sure that you know the steps you need to take in this course in order to successfully meet the course's learning outcomes.

Lecture 2: Overview of Epistemology and of Positivism

(lecture) | *Teacher:* Chares Demetriou

This lecture presents an overview of epistemology in the social sciences. Following Jackson (2010), it delineates the major epistemological options according to two dimensions: the relationship between knowledge and observation; and the relationship between the knower and the known. Accordingly, the lecture introduces the epistemological options that result from these dimensions. These are the options of positivism, critical realism, analyticism, and reflexivity. The lecture goes on to offer an overview of positivism, especially as it has developed in the field of International Relations. It therefore introduces the idea of mind-world dualism, falsification, and causality as constant conjunction.

Primary reading

Jackson, Patrick. (2010). Chapters 1, 2 & 3

Seminar 1: Overview of Epistemology and of Positivism

(seminar) | *Teacher:* Chares Demetriou

Lecture 3: Positivism

(lecture) | *Teacher:* Richard Ek

This lecture returns to the perspective of positivism in order to examine it in depth. It traces the intellectual history of the perspective, showing its development in connection to different disciplines. Special attention is placed on this perspective's notion of causality, examining both a classic statement on this notion and a more methodology-oriented treatment of it. The lecture pays attention also to the perspective's more general posture towards the research process, discussing such issues as concept formation, inference, and falsifiable explanation.

Primary reading

Hempel, Carl. (1965).

King, Garry, et al (1994). Chapters 1 & 3

Seminar 2: Positivism

(seminar) | *Teacher:* Richard Ek

Lecture 4: Overview of Critical Realism, Analyticism and Reflexivity

(lecture) | *Teacher:* Chares Demetriou

This lecture completes the overview started by the first lecture. It introduces critical realism as it is connected to the idea of mind independence, stratified reality, and transfactuals. It also introduces the epistemological perspective of analyticism, particularly in connection to the ideas of mind-world monism, intersubjectivity, phenomenism, and ideal-typification. Finally, it introduces the epistemological perspective of reflexivity as one premised on a view on transfactualism that does not assume a mind-independent world. The ideas of epistemological standpoints and of epistemologically privileged intellectuals are discussed in connection to this perspective.

Primary reading

Jackson, Patrick. (2010). Chapters 4-7

Seminar 3: Overview of Critical Realism, Analyticism and Reflexivity

(seminar) | *Teacher:* Chares Demetriou

Lecture 5: Constructivism

(lecture) | *Teacher:* Chares Demetriou

This lecture examines constructivism, an epistemological perspective with significant internal variation. It maps the basic traditions comprising this perspective, focusing in particular on phenomenology and hermeneutics. Accordingly, it pays attention to a classic statement on the phenomenology of action and meaning, and to a more recent theorization of meaning construction. It also elaborates on the task of interpretation of action and meaning from a perspective that leans towards mind-world monism. Finally, it situates this epistemological perspective in the broader social-scientific field, juxtaposing it most particularly with what was discussed earlier under the rubric of analyticism.

Primary reading

Schuetz, Alfred. (1953).

Hacking, Ian (1999).

Seminar 4: Constructivism

(seminar) | *Teacher:* Chares Demetriou

Lecture 6: Realism

(lecture) | *Teacher:* Chares Demetriou

This lecture returns to the topic of realist epistemology, singling out the “Bungean” tradition and the critical realism tradition. It discusses how each of these two traditions situates itself against positivism and constructivism (including postmodernism), and how each develops a notion of causality around similar-yet-different ideas of mechanism. The ideas of deep causality, emergence, and scientific explanation are discussed as well, showing again similarities and differences between the two traditions.

Primary reading

Bunge, Mario. (2013). Chapters 1, 2, & 3

Sayer, Andrew. (2000). Chapters 1 & 2

Seminar 5: Realism

(seminar) | *Teacher:* Chares Demetriou

Lecture 7: Feminism

(lecture) | *Teacher:* Diana Mulinari

This lecture maps the field of feminist epistemology, with an emphasis on the idea of situated knowledge and the debates on standpoint theory. Against the background of the feminist critique of the epistemological standards of “malestream” knowledge production, at the centre here are feminist discussions about how to retain a sense of objectivity while acknowledging the relativity and situatedness of all knowledge. Particular attention is also paid to the role of power in knowledge production.

Primary reading

Harding, Sandra. (2004).

Dotson, Kristie (2015)

Dieleman, Susan (2015)

Oksala, Johanna (2018)

Seminar 6: Feminism

(seminar) | *Teacher:* Diana Mulinari

Lecture 8: Reflexivity

(lecture) | *Teacher:* Magnus Ring

This lecture will focus on the idea of reflexivity as developed by Pierre Bourdieu, while explaining how this particular version of the term relates to other versions. The lecture therefore elaborates on the idea of “sociology of sociology” and its implications on the perplexing connection between academia and power/politics. The principle of epistemological break is also discussed. The lecture makes illustrative references to photography.

Primary reading

Bourdieu, Pierre. (1990).

Bourdieu, Pierre. (1993).

Bourdieu, Pierre. (2010).

Bourdieu, Pierre, Jean-Claude Chamboredon, and Jean-Claude Passeron. (1991). “Introduction,” “Part One: The Break,” and “Part Two: Constructing the Object”

Seminar 7: Reflexivity

(seminar) | *Teacher:* Magnus Ring

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.

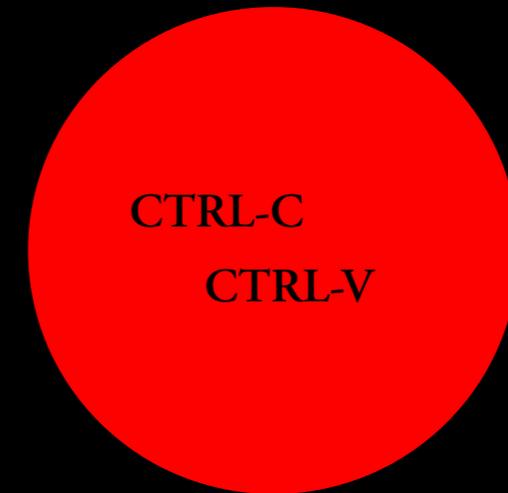
Plagiarism – and how to avoid it

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:

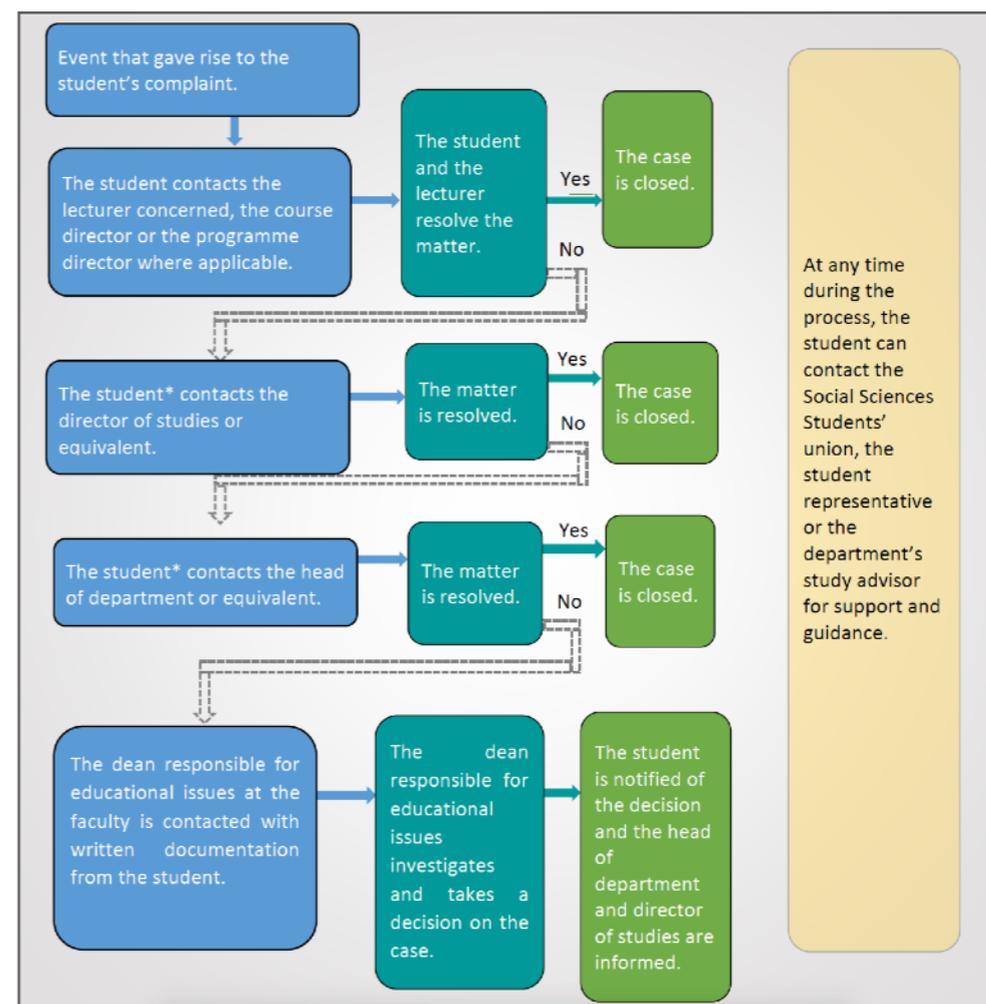
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment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

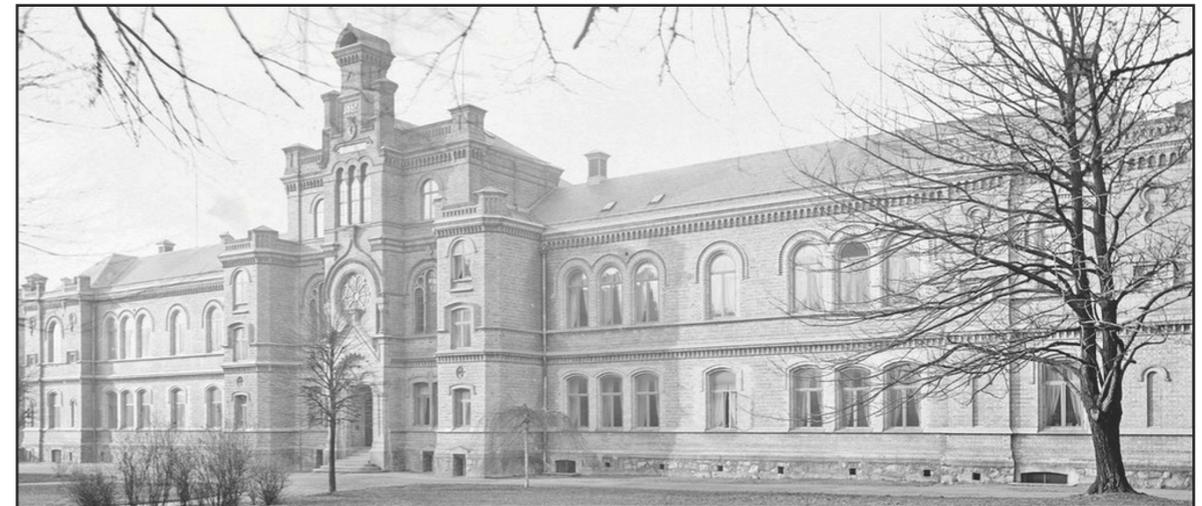
When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive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

