

Graduate School

FACULTY OF SOCIAL SCIENCES

# SIMM30

Participatory Methods of  
Change and Development

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Version 1.0 – Oktober 2020

GRADUATE SCHOOL METHODS COURSES

# SPRING 2021



# 1. WELCOME

## SIMM30 PARTICIPATORY METHODS OF CHANGE AND DEVELOPMENT

### Contact info

#### Graduate School

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

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

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

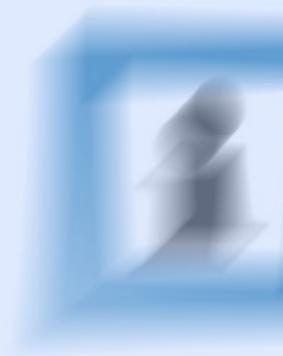
#### Student Union

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

#### Lund University

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

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



# Welcome to the Spring term's course

## *Participatory Methods of Change and Development.*

The course initially highlights how knowledge conventionally is constructed within the social sciences and how such knowledge may differ from knowledge constructed through action research and/or participatory approaches.

A critical issue is the extent to which conventional knowledge is associated with the prevailing power relations in society and how action research and participatory approaches of knowledge construction can alter these relations. Subsequently, the course focuses on two fields of activity where action research and participatory approaches are used in order to construct a democratic and self-motivated form of knowledge – development cooperation and organisational development. Studying these fields makes it possible to critically understand the assumed benefits of participatory approaches in situations where bottom-up knowledge is expected to make development and the work of organisations more effective.

In order to demonstrate the practical features of action research and participatory approaches the final part of the course is aimed for practical exercises. During this part, students will become acquainted with methods and techniques that are employed when participatory knowledge is constructed, and consequently, better equipped to evaluate such a process from an insider perspective.

## Formal learning outcomes for the course

On completion of the course, the student shall

### Knowledge and Understanding

- demonstrate understanding of the social scientific foundations of knowledge based on participatory approaches,
- critically understand the consequences of participatory approaches in development cooperation and in organisational transitions,
- demonstrate understanding of the fundamental principles of methods designed for participatory knowledge production in development cooperation and organisational change,
- demonstrate critical understanding of the possibilities and limitations of using participatory approaches in development cooperation and organisational development,

### Competence and skills

- identify and assess the difference between conventional knowledge within the social sciences and knowledge based on participatory approaches,
- independently and with proficiency show ability to critically assess the goals of participatory approaches in development cooperation and organisational change,
- contribute to the implementation of participatory approaches in development cooperation and in organisational transitions,

### Judgement and approach

- demonstrate critical evaluation of the difference between conventionally constructed scientific knowledge within the social sciences and knowledge constructed through participatory approaches,
- demonstrate insight into the ways in which participatory approaches can be used in order to accomplish change in development cooperation and in organisational transitions.

## Assessment

### Overview

Assessment is based on the following:

- two written memos related to the workshops and the course literature,
- an individually written project design paper related to the course content and the course literature.

### 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 of the individually written project design paper determines the overall grade on the course.

The written memos are exempt from the grading scale above. The grades awarded 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.

For a grade of Pass on the entire course, the student must have been awarded at least E on assessments for which the grading scale A–E+Fail applies, and the grade of Pass on 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 on the course.

## Re-examination opportunities

The course includes opportunities for assessment at a first examination, a re-sit close to the first examination and a second re-sit for courses that have ended during that 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

**Axel Fredholm** (course coordinator) received his PhD in Sociology at Lund University in 2008. His current position is Senior Lecturer in Sociology with teaching assignments in development studies, migration, environmental sociology and social policy. His main research experience covers community development and participatory development in relation to social transformation and political change within the framework of development studies. In addition to teaching and research, Fredholm has developed educational programmes at Lund University, both at bachelor- and master level.



**Axel Fredholm**  
(course coordinator)  
axel.fredholm@soc.lu.se

**Helene Lahti Edmark** is senior lecturer in Social Work and former Director of Studies at School of Social Work. She presented her Ph Licentiate at Lund University in 2003 on interventions in vulnerable urban areas and was appointed as head of a governmental inquiry on the same subject by the Department of Justice (2003-2005). For many years, she has been active in different international networks, exchanges as well as pedagogical development. In 2012, she was appointed as Excellent Teaching Practitioner. She has been working with participatory methods since the beginning of the 1990's with students, university staff, NGO's, community departments, etc. A solid base in practical social work has been an important foundation.



**Helene Lahti Edmark**  
helene.lahti\_edmark@soch.l  
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**Yahia Mahmoud** (course coordinator) is senior lecturer in Human Geography and Development Studies. He received his PhD degree in Human Geography at Lund University in 2007. His research interest lies within the confines of development geography and development studies. Since 2002, he has been teaching development studies, human geography and human ecology at the department of Human Geography and theory of science and methods at the Faculty of Social Sciences. Between 2004 and 2008 he worked as a consultant for the Salvadorian government to do the preliminary studies for the development planning of the Cabañas region. In this period he worked with and adapted a wide array of participatory methods.

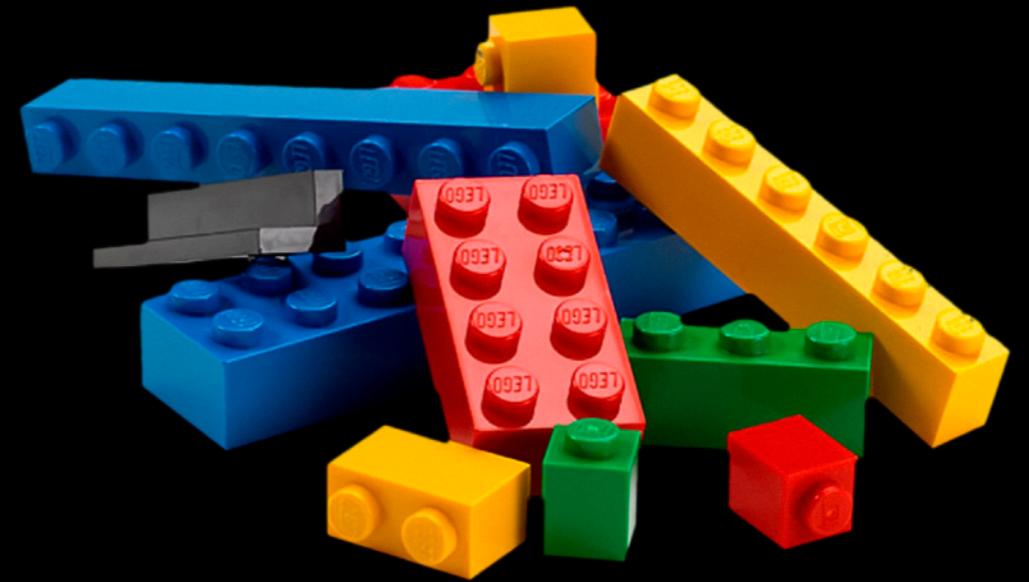


**Yahia Mahmoud**  
(course coordinator)  
yahia.mahmoud@keg.lu.se

# 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



Chambers, R, (2009). *Revolutions in development inquiry*. Routledge

**From the blurb:** This book breaks new ground by describing and analysing the evolution of a sequence of approaches. Starting with the dinosaurs of large-scale multi-subject questionnaire surveys, and the biased visits and perceptions of rural development tourism and urban-based professionals, there follows a look at the explosive proliferation of methodologies and methods of recent years. These include rapid rural appraisal (RRA) participatory rural appraisal (PRA) and dramatic developments in the still largely unrecognized fields of participatory numbers and statistics, and of participatory mapping and GIS. Chambers shows how these can empower local people and provide rigorous and valid substitutes for some more traditional methods of inquiry. Also presented is a repertoire for offsetting the biases of the urban trap, which has become so serious for officials and aid agency staff. Importantly, Chambers points out that we are now in a different space, methodologically, from a few years ago. He makes the case that participatory methodologies, evolved through creative and eclectic pluralism, can be a transformative wave for the future as drivers of personal, professional and institutional change. This book is for all who are concerned with development, regardless of profession, discipline or organization, who seek to be abreast of the revolutionary breakthroughs in approaches and methods of inquiry of recent years, and what Chambers calls their 'unlimited potentials'. Published with IDS.



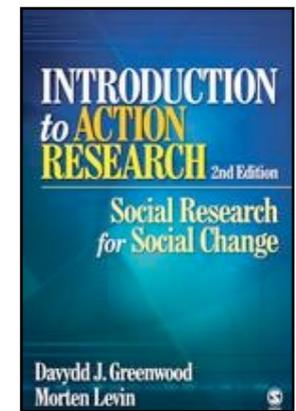
223 Pages

ISBN 9781844076253

[Publisher info link](#)

Greenwood, D. J. & Levin, Morten. (2007). *Introduction to action research: social research for social change*. (2. ed.). SAGE.

**From the blurb:** How do social researchers know how to select the action research (AR) approach that is most appropriate for their study? Aimed at providing newcomers to AR with the different approaches they seek, *Introduction to Action Research, 2/e* introduces the history, philosophy, social change agenda, methodologies, ethical arguments for, and fieldwork tools of AR. The book opens with a brief presentation of two cases of AR. This is followed by chapter on the philosophical and methodological arguments for AR as a form of scientific inquiry that better meets scientific standards than what is currently called "social science" in academia. The authors next explore the marginalization of AR activities in academia, followed by four cases drawn from the authors own practice, including some examples of failures. Two new chapters engage the student and researcher into the current debates on action research as "tradition" or its own "methodology", and how action research takes shape in the university environment. In the final section of the book the authors cover six different approaches to doing AR. Throughout the book, the authors employ a consistent AR praxis supported by suitable methods and tools to integrate a philosophical, methodological, and political economic position to view the different kinds of AR practices. *Introduction to Action Research* provides experienced researchers and practitioners with more appropriate and productive ways of using AR for conducting social research.



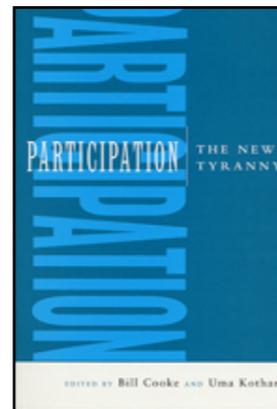
301 Pages

ISBN 1-4129-2597-5

[Publisher info link](#)

Cooke, Bill & Uma Kothari (eds) 2007 [2001, 2004] *Participation – the new tyranny?* London: ZED Books.

**From the blurb:** This book is about participatory development's potential for tyranny, showing how it can lead to the unjust and illegitimate exercise of power. It is the first book-length treatment to address the gulf between the almost universally fashionable rhetoric of participation, which promises empowerment and appropriate development, and what actually happens when consultants and activists promote and practise participatory development. / The contributors, all social scientists and development specialists, come from a wide variety of disciplines. Their aim is to provide a sharp contrast to the seductive claims of participation, and to warn its advocates of the pitfalls and limitations of participatory development. The book also challenges participatory practitioners and theorists to reassess their own role in promoting a set of practices which are at best naive about questions of power, and at worst serve systematically to reinforce, rather than overthrow, existing inequalities. / This rigorous and provocative understanding of participatory development is one which donors, academics and practitioners will find hard to ignore.



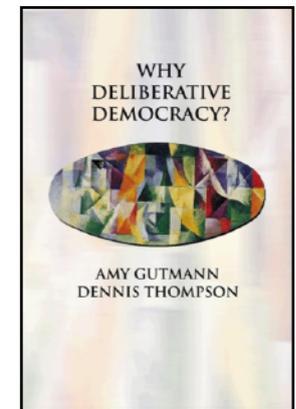
207 Pages

ISBN 978-1-85649-794-7

[Publisher info link](#)

Gutmann, A. & Thompson, Dennis F. (2004). *Why Deliberative Democracy?* Princeton University Press.

**From the blurb:** *Why Deliberative Democracy?* contributes to our understanding of how democratic citizens and their representatives can make justifiable decisions for their society in the face of the fundamental disagreements that are inevitable in diverse societies. Gutmann and Thompson provide a balanced and fair-minded approach that will benefit anyone intent on giving reason and reciprocity a more prominent place in politics than power and special interests.



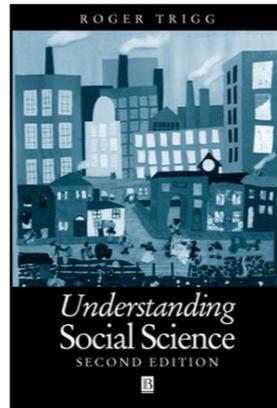
217 Pages

ISBN 9781400826339

[Publisher info link](#)

Trigg, R. (2001). *Understanding Social Science: Philosophical Introduction to the Social Sciences*. Blackwell Publishers

**From the blurb:** In this lucid and engaging introductory volume on the nature of society, Roger Trigg examines the scientific basis of social science and shows that philosophical presuppositions are a necessary starting point for the study of society.



280 Pages

ISBN 978-0-631-21871-5

[Publisher info link](#)

# Course Resources – Articles & Book Chapters

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

1. Cornwall, A. (2002). 'Beneficiary, Consumer, Citizen: Perspectives on Participation for Poverty Reduction.' *Sida studies no. 2*. Sida (98 pp.)  
Download here

# Course Resources – Reference books

*The Community Planning Handbook* (2000). Earthscan. ISBN 1 85383 654 0 - recommended to read before the open space/future workshop and will be useful in the project design paper

# COURSE OVERVIEW

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



# Your course at a glance

TIME	COURSE ACTIVITY
23/3, 9.30-11.30	<b>Lecture 1</b>   Axel Fredholm & Yahia Mahmoud Introduction to the course and coursework. Compulsory attendance.
24/3, 10-12	<b>Lecture 2</b>   Axel Fredholm Action Research. An introduction
26/3, 10-12	<b>Lecture 3</b>   Axel Fredholm Action Research and Co-generative Learning
29/3, 10-12	<b>Lecture 4</b>   Yahia Mahmoud The Nature of Science
30/3, 10-12	<b>Lecture 5</b>   Yahia Mahmoud The Philosophical Basis of Science
31/3, 10-12	<b>Lecture 6</b>   Yahia Mahmoud Deliberative Democracy and Participation in Science
6/4, 10-12	<b>Lecture 7</b>   Axel Fredholm Participation and Development
7/4, 10-12	<b>Lecture 8</b>   Axel Fredholm Participation and Development – a Critical Perspective
13/4, 10-12 & 13-17	<b>Workshop 1</b>   Axel Fredholm & Yahia Mahmoud Problem trees & Practical Exercise. Compulsory attendance.
14/4, 14-17	<b>Workshop 2</b>   Axel Fredholm & Helene Lahti Edmark Future workshop. Compulsory attendance
15/4, 9-12	<b>Workshop 3</b>   Axel Fredholm & Helene Lahti Edmark Open space workshop. Compulsory attendance.
19/4, 9-12	<b>Seminar</b>   Axel Fredholm & Yahia Mahmoud Reflections on the workshop memos. Compulsory attendance.
20/4, 9-17	<b>Supervision/Tutorial</b>   Axel Fredholm & Yahia Mahmoud Drop in tutorial related to the project design paper. See schedule on Canvas.
21/4, 10-15	<b>Workshop 4</b>   Axel Fredholm & Yahia Mahmoud Co-generative learning in the context of global classrooms. See instructions on Canvas.
27/4, 12.00 & 00.00	<b>Deadlines</b>   Hand in of Power Point presentations on Canvas (no later than midday) & hand in of project design paper on Canvas (midnight)
28/4, 08-18.00	<b>Final Seminar</b>   Yahia Mahmoud
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:* Axel Fredholm & Yahia Mahmoud

This presentation will serve as an introduction to the course.

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

Not attending this event will make it difficult to understand organisation of the course, the examination and other practical details.

## Lecture 2: Action Research: An Introduction

(lecture) | *Teacher:* Axel Fredholm

This lecture concentrates on the concept of action research and its history in research and academia. The framework of practice in action research will also be introduced. A further focus is the scientific foundations of action research and how it differs from conventional research.

### Primary reading

Greenwood & Levin (2007), part 1, 2

## Lecture 3: Action Research and Co-Generative Learning

(lecture) | *Teacher:* Axel Fredholm

This lecture will continue on the theme of action research, but emphasis will be given to the process of co-generative learning and the practices of action research in various environments. Examples will be discussed covering both developing contexts and other settings where co-generative learning has been a fruitful way of accomplishing social and organizational change.

### Primary reading

Greenwood & Levin (2007), part 3

Chambers (2008)

## Lecture 4: The Nature of Science

(lecture) | *Teacher:* Yahia Mahmoud

This lecture will serve as a brief introduction to the concept of science. Its aim is to reveal and emphasize the socio-historical character of science and analyze its evolution to serve specific purposes and aims. It will also bring forward how these purposes are shaped by the particular contexts in which they are defined. This will create the conditions for the student to approach science in a critical manner in order to see its powerful potentials as well as the challenges it raises.

### Primary reading

Trigg (2001), pp. 1-112

## Lecture 5: The Philosophical Basis of Science

(lecture) | *Teacher:* Yahia Mahmoud

In this lecture we will take a closer look at the philosophical basis that shaped the development of modern science in Europe from the 19th century onwards. Special emphasis will be put on the birth of social sciences and their development. The lecture will serve as a basis for understanding the link between science and social planning.

### Primary reading

Trigg (2001), pp. 113-254

## Lecture 6: Deliberative Democracy and Participation in Science

(lecture) | *Teacher:* Yahia Mahmoud

In this lecture we will introduce how science and deliberative democracy meet in the modern world. Deliberation is a tool to legitimize political decisions by making them a function of collective judgment. It serves purposes such as promoting the legitimacy of collective decisions, encouraging public perspectives on public issues, promoting processes of public decision-making and enabling the correction of past mistakes by constructing new knowledge with the help of science.

### Primary reading

Gutman & Thompson (2004)

## Lecture 7: Participation and Development

(lecture) | *Teacher:* Axel Fredholm

This lecture gives an introduction to the concept of participatory development. The primary focus is the aim and role of participatory approaches in development philosophy, and how participation has been understood and practiced among the major actors in the aid business since the 1960s until today.

### Primary reading

Cornwall (2002)

## Lecture 8 Participation and Development - a Critical Perspective

(lecture) | *Teacher:* Axel Fredholm

This lecture deals with the criticism that exists among development scholars towards the idea of participation. It focuses specifically on the orthodoxy of participation that has emerged in mainstream development philosophy and pays attention to pitfalls and challenges that obstruct the realization of people-centered approaches in development work.

### Primary reading

Cooke and Kothari (2007)

## Workshop 1: Problem Trees - introductory session & practical exercise

(workshop) | *Teacher:* Axel Fredholm & Yahia Mahmoud

During the workshop students will have the opportunity to put into practice some of the participation techniques introduced during the course. The students will be given specific tasks where techniques and processes such as Problem trees, SWOT analysis and LFA will be applied.

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

What to hand in: You must do a compensatory task (for details, see "About the workshops and the follow-up seminar")

How to hand in: By email to to the course coordinator and the author whose memo you are reviewing.

When to hand in: The final course grade will not be registered until the task is done.

## Workshop 2: Future workshop

(workshop) | *Teacher:* Axel Fredholm & Helene Lahti Edmark

In this session, you will get acquainted with the methodology of future workshops in action research. After studying the basic principles of the methodology, you will familiarise yourself with the potentials and pitfalls of future workshops when it comes to the underpinning aim of action research, i.e. to create knowledge that makes sense to the participants in a situation where everyone's voice is represented.

### Primary reading

The Community Planning Handbook (2006).

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

What to hand in: You must do a compensatory task (for details, see "About the workshops and the follow-up seminar")

How to hand in: By email to to the course coordinator and the author whose memo you are reviewing.

When to hand in: The final course grade will not be registered until the task is done.

### Workshop 3: Open Space workshop

(workshop) | *Teacher:* Axel Fredholm & Helene Lahti Edmark

This workshop follows the same structure as the previous one, but here you will get acquainted with open space seminars which is another action research methodology. After studying the general idea of the method, you will focus on pitfalls as well as advantages when it comes to the idea of creating knowledge that is socially robust, i.e. knowledge that makes sense to everyone involved.

#### Primary reading

The Community Planning Handbook (2006).

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

What to hand in: You must do a compensatory task (for details, see "About the workshops and the follow-up seminar")

How to hand in: By email to to the course coordinator and the author whose memo you are reviewing.

When to hand in: The final course grade will not be registered until the task is done.

### Seminar: Reflections on the workshop memos

(seminar) | *Teacher:* Axel Fredholm & Yahia Mahmoud

In this seminar, students will have the opportunity to discuss the experiences from the workshops based on their memos. Emphasis will be given to the approaches practiced during the workshops and whether they can be applied in the project design paper to be presented at the end of the course. To prepare for the discussion each student should prepare a brief presentation of their memos.

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

What to hand in: You must do a compensatory task (for details, see "About the workshops and the follow-up seminar")

How to hand in: By email to to the course coordinator and the author whose memo you are reviewing.

When to hand in: The final course grade will not be registered until the task is done.

### Drop-in tutorial related to the individual project design paper

(supervision/tutorial) | *Teacher:* Axel Fredholm & Yahia Mahmoud

In this tutorial, students will have the opportunity to discuss the tentative outline of their project design papers with the teachers.

### Workshop 4: Co-generative learning in the context of global classrooms

(workshop) | *Teacher:* Axel Fredholm & Yahia Mahmoud

Deliberation and participation are not only tools to legitimize political decisions but also to strengthen validity in knowledge construction by drawing on different perspectives and experiences. During this workshop, students will use their own experiences (as students participating in multinational classrooms) to reflect upon the opportunities and challenges that comes with the internationalization of higher education.

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

What to hand in: You must do a compensatory task (for details, see "About the workshops and the follow-up seminar")

How to hand in: By email to to the course coordinator and the author whose memo you are reviewing.

When to hand in: The final course grade will not be registered until the task is done.

### Seminar: Final examination

(seminar) | *Teacher:* Yahia Mahmoud

At the final seminar each student will give an oral presentation of their project design paper. The presentation should be supported by a Power Point presentation. Please note that the presentation must be very short, no longer than 10 minutes. The Power Point presentation should be submitted on Canvas before the seminar (see the schedule).

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

What to hand in: Project design paper and a written version of the presentation amounting to 1500 words (for details, see About the Project Design Paper)

How to hand in: Upload on Canvas.

When to hand in: May 28, 2021.

# Seminar and assignment instructions

## About the workshops and the follow-up seminar

Attendance at the workshops and the follow-up seminar is compulsory unless there are **special grounds** (sick leave etc. must be approved through a medical certificate). In the case of absence from a workshop or the seminar, the absentee has to conduct a compensatory task in order to pass the course. The task will be to review and comment on 1-3 three memos of his/her fellow students, depending on the number course activities that have been missed. The compensation task should be distributed to the authors of the memos and the course conveners and amount to at least two pages for each workshop or two pages for the follow-up seminar. The final course grade will not be registered until all compensation tasks are completed.

## About the Written Memos

The memos should be written after each workshop while the memory is fresh. Students should bring their memos to the seminar on April 19 and prepare a presentation of their text. Each memo should not comprise more than 500 words. They should be published on the course Canvas page no later than April 19. The first memo should be written after the workshop on Problem Trees on April 13 and the second should be written after the Future Workshop and the Open Space Workshop on April 14 and April 15. Writing the memos is compulsory. The final course grade will not be registered until both memos are submitted.

## About the Project Design Paper

The project design paper should be associated with the course literature and other readings used in the course. It should be divided in five sections, (1) background and definition of the problem, (2) the potentials of using participatory techniques in order to solve the problem, (3) the techniques to be applied, (4) expected outcomes, and (5) a list of references. The paper must be submitted on Canvas no later than April 27 (see the schedule). The paper should comprise around 8 pages (approximately 3000 words) excluding front page, abstract and reference list. Please use the following typographical guidelines: Times New Roman 12, 1.5 line spacing. Referencing should be done using the Harvard system. The word-count should be included at the bottom of the last page.

In addition to submitting the project design paper, students should submit a power point presentation to be used on the seminar on April 28. The presentation should be submitted on Canvas no later than midday (12.00pm) on April 27.

## Assessment criteria

Each student will receive a written assessment after the course to the e-mail address registered on Canvas.

The student's paper is graded based on the following questions:

Does the assignment clearly specify/elucidate the issues to be addressed?

Is it comprehensive, covering the full range of issues?

Does it provide a clear, concise and logically-structured argument?

Does it have a clear problem definition and does it present relevant expected results?

Does it make appropriate use of material and readings used in the course?

Does it have a good style of writing/syntax?

Is there a consistent system of referencing in the text?

## Re-examination

Opportunity for reexamination will be available for students who miss or fail the regular examination. Students who fail to present their project design paper at the seminar on April 28 must, in addition to the paper, submit a written version of the presentation amounting to 1500 words – the written version should not be a copy of the project design paper but a new text. Both documents – the project design paper and the written version of the presentation – should be uploaded on Canvas on May 28.

# APPENDIX I

# ACADEMIC WRITING AND PLAGIARISM

## Academic honesty

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

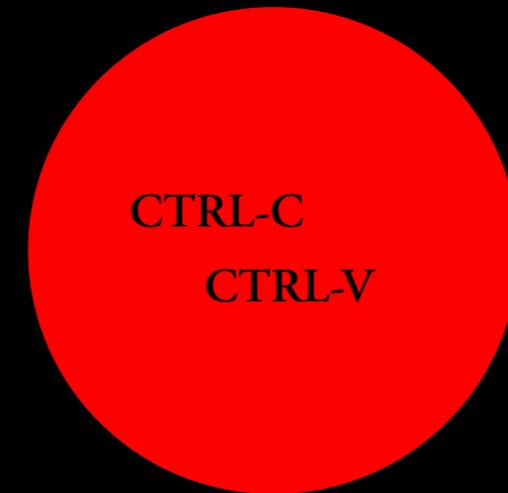
## Plagiarism – and how to avoid it

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

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

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

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



### Tech system note

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

# APPENDIX II

# PROCESSING

# STUDENT

# COMPLAINTS

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



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

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

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

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

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

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

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

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

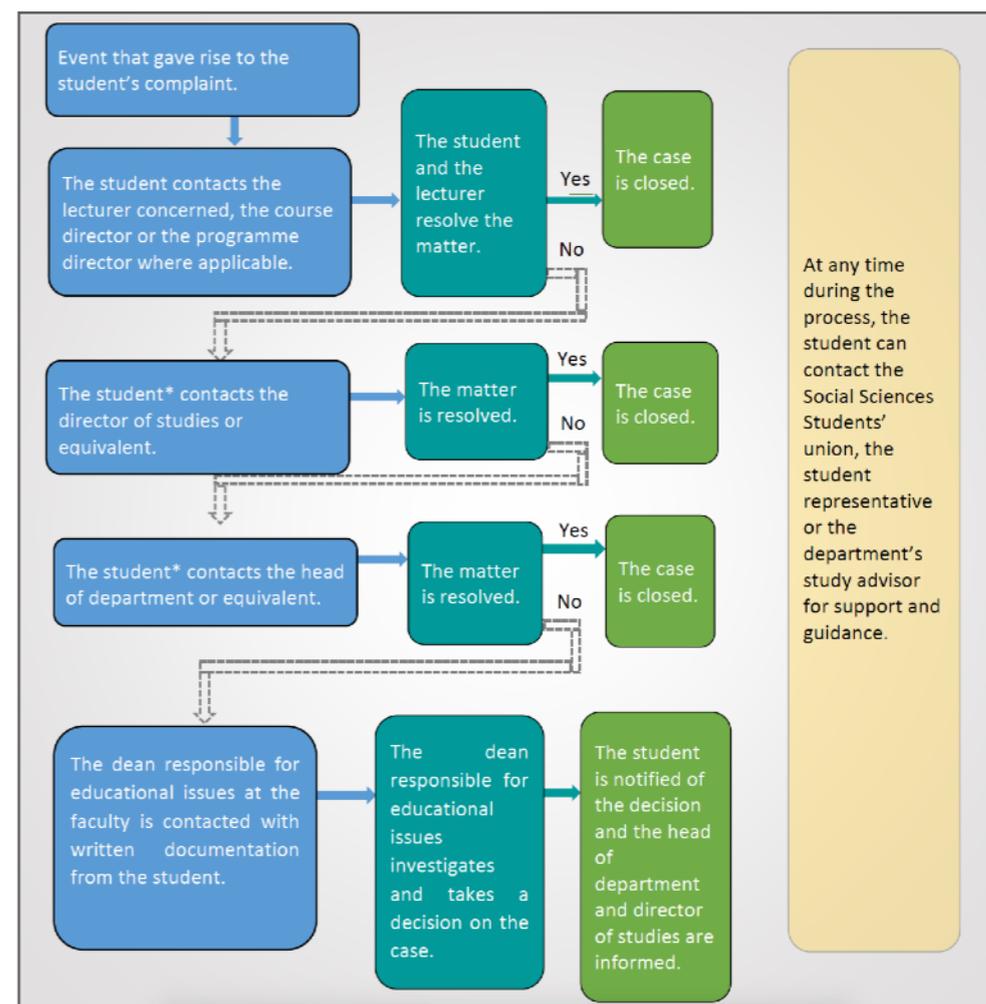
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment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

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

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

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

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



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

# Relevant links

List of rights for students at Lund University

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

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

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

How to process cases of discrimination or harassment

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

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

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

# APPENDIX III

# GRADUATE SCHOOL: A BRIEF HISTORY

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



# A brief history

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

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

## Developing Interdisciplinarity

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

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

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

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

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

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

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

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

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

## Finding (and Creating) a Physical Home

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

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

## A Maturing Organisation

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

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

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

## A New Growth Period

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

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

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

# Graduate School – Our House!

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

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

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

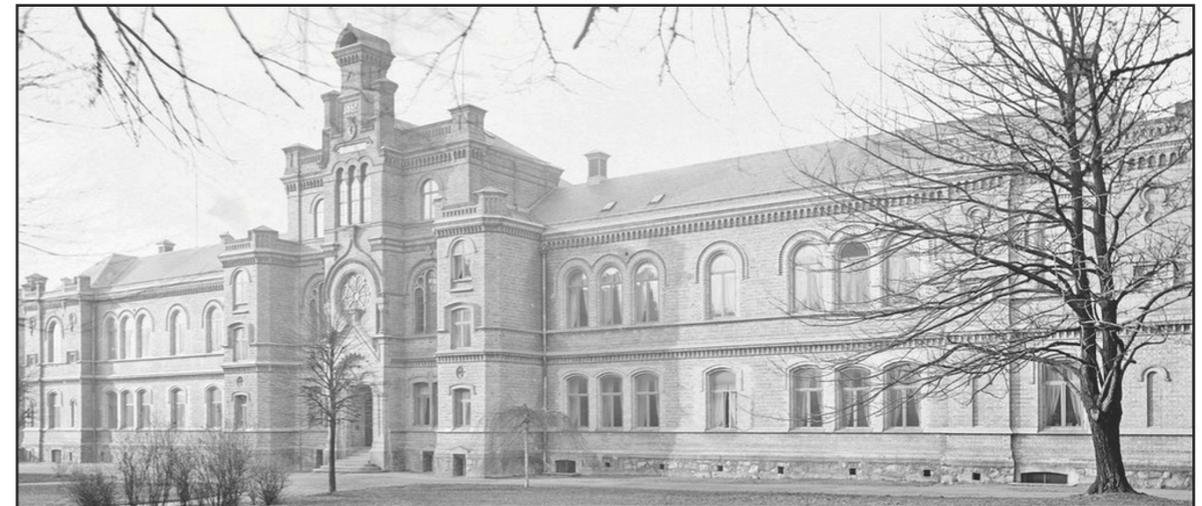
When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive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



Helgo Zettervall (1831–1907)

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

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



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

