

Graduate School

FACULTY OF SOCIAL SCIENCES

# SIMM49

Experimental Design for  
Social Scientists

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Version 1.0 – Oktober 2020

GRADUATE SCHOOL METHODS COURSES

# SPRING 2021



# 1. WELCOME

## 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](#)



# SIMM49 EXPERIMENTAL DESIGN FOR SOCIAL SCIENTISTS



# Welcome to the Spring term's course

## *Experimental Design for Social Scientists.*

The aim of the course is to introduce the student to experimental research in the social sciences. The course covers all elements of designing experiments, including setting up research questions connected to theory, designing the structure of the experiment, selecting appropriate measurements and planning for analysis and data- handling.

The course covers natural experiments, laboratory experiments, field experiments, interventions and experiments on the web. In addition, the course also covers reproducibility/replicability, validity, reliability, and ethical issues when conducting research on humans.

Some of the concepts are illustrated by simple statistics and web-simulations.

## Formal learning outcomes for the course

### Knowledge and Understanding

Upon completion of the course, the student shall be able to:

- Understand basic experimental design (A/B design).
- Understand measurements and their relationship to experimental design, validity and reliability.
- Understand sampling procedures such as randomization, stratification, matching, and their relationship to reliability and validity of results.
- Be familiar with the following experimental designs: repeated measures, within vs between participant designs, factorial designs.
- Reason about sample populations.
- Reason about causality and confounds.

### Competence and skills

- Form a research question within the students area of research interest and translate the question into an appropriate experimental design.
- Select, design and/or evaluate appropriate measures.
- Set up and document an experimental work-flow from planning to execution and data-management using an open science perspective.

- Plan experiments to be conducted in the lab, in the field, on the internet, and as part of evaluating interventions.
- Identify natural experiments.

### Judgement and approach

- Critically evaluate experimental research within the social sciences with respect to ethics, strength of evidence, strength and weaknesses of design, and strength and weaknesses of sample population.
- Make decisions about whether the experiment tests a hypothesis, estimates an effect, makes a prediction or explores a new area, and how this relates to design issues such as number of measures and type of control.

## Assessment

### Overview

Assessment is based on an individual portfolio consisting of an open note-book documenting the research process and an individually written final experimental proposal including an outline of an analysis plan.

### Grades

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

The student's grade on the course will be determined based on the result of the individual portfolio and final experimental proposal.

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.

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 reexamination 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

**Åse Innes-Ker** (course coordinator) is Associate Professor and Director of Studies for the research programme at the Department of Psychology. She received her PhD in Social Psychology and Cognitive Science in 2003 from the University of Indiana, Bloomington. Her original interests were cognitive modeling and Emotional processes. Since 2011 she has been involved in the open science reform movement focusing on replication, meta science and educating students in these issues.



**Åse Innes-Ker**  
(course coordinator)  
ase.innes-ker@psy.lu.se

**Henrik Levinsson** is senior lecturer in psychology since 2009. He teaches in areas such as theory of science and ethics. He also supervises theses, mainly at advanced level. His research is interdisciplinary and covers psychology, philosophy and medicine.



**Henrik Levinsson**  
henrik.levinsson@psy.lu.se

**Nils Holmberg** took his doctorate in Media and Communication Science at Lund University in December 2016. He is currently working as a postdoc at the Department of Strategic Communication (ISK), Campus Helsingborg. His research interests revolve around automated content analysis of digital media (machine learning), as well as cognitive psychological methods for studying how media affect different audiences (media effects).

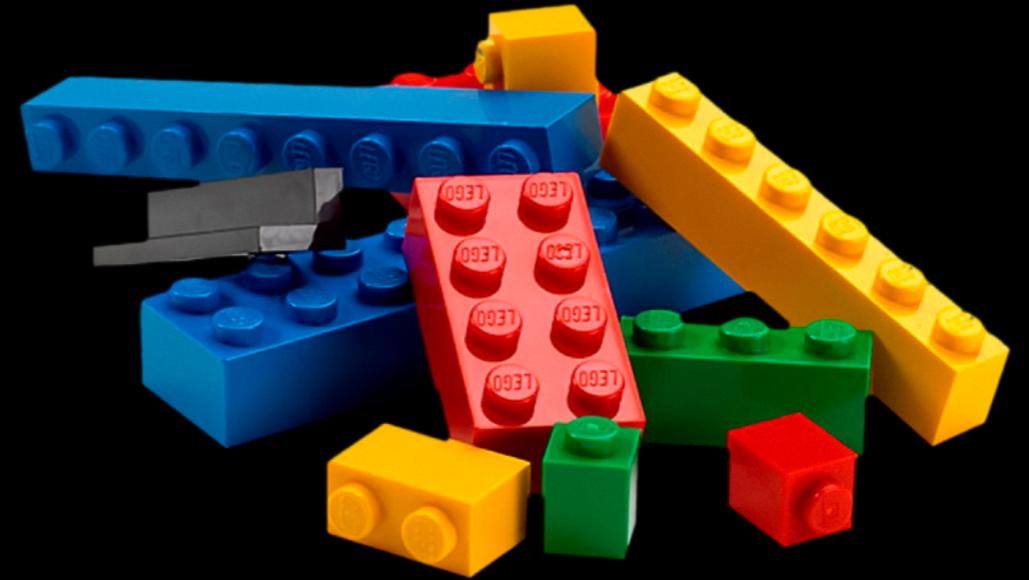


**Nils Holmberg**  
nils.holmberg@isk.lu.se

# 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



Bausell, R. Barker (2015) *The Design and Conduct of Meaningful Experiments Involving Human Participants*. New York, NY: Oxford University Press

**From the blurb:** Designing and conducting experiments involving human participants requires a skillset different from that needed for statistically analyzing the resulting data. *The Design and Conduct of Meaningful Experiments Involving Human Participants* combines an introduction to scientific culture and ethical mores with specific experimental design and procedural content. Author R. Barker Bausell assumes no statistical background on the part of the reader, resulting in a highly accessible text. Clear instructions are provided on topics ranging from the selection of a societally important outcome variable to potentially efficacious interventions to the conduct of the experiment itself.



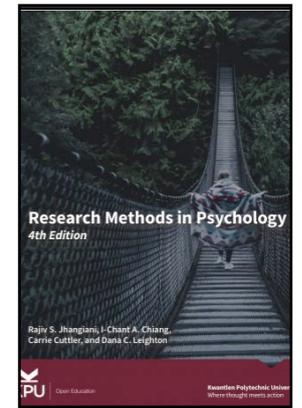
331 Pages

ISBN 9780199385232

[Publisher info link](#)

Rajiv S. Jhangiani, I-Chant A. Chiang, Carrie Cuttler, and Dana C. Leighton (2019) *Research Methods in Psychology*, 4th Ed.

**From the blurb:** A comprehensive textbook for research methods classes. A peer-reviewed inter-institutional project.



414 Pages

ISBN 978-1-9991981-1-4

[Publisher info link](#)

Salganik, Matthew J. (2018) *Bit by Bit: Social research in the digital age*. Princeton University Press.

**From the blurb:** The rapid spread of social media, smartphones, and other digital wonders enables us to collect and process data about human behavior on a scale never before imaginable, offering entirely new approaches to core questions about social behavior. *Bit by Bit* is the key to unlocking these powerful methods. In this authoritative and accessible book, Matthew Salganik explains how the digital revolution is transforming the way social scientists observe behavior, ask questions, run experiments, and engage in mass collaborations. Featuring a wealth of real-world examples and invaluable advice on how to tackle the thorniest ethical challenges, *Bit by Bit* is the essential guide to doing social research in this fast-evolving digital age.



423 Pages

ISBN 9780691196107

[Publisher info link](#)

# Course Resources – Articles & Book Chapters

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

1. Flake, J. K., & Fried, E. I. (2019, January 17). *Measurement Schmeasurement: Questionable Measurement Practices and How to Avoid Them*. 27 pp.  
Download here
2. Van 't Veer, Anna Elisabeth & Giner-Sorolla, Roger (2016). Peer-registration in social psychology – A discussion and suggested template. *Journal of Experimental Social Psychology*, 67, 2-12.  
Download here
3. Maxwell, Scoett E., Kelley, Ken, Rausch, Josph R. (2008) Sample size planning for statistical power and accuracy in parameter estimation. *Annual review of psychology*, 59, 537-563  
Download here
4. Schönbrodt, Felix D., Perugini, Marco (2013). At what sample size do correlations stabilize? *Journal of Research in Personality*, 47, 609-612.  
Download from Canvas
5. <https://www.monash.edu/rlo/research-writing-assignments/understanding-the-assignment/developing-research-questions>

Selection of published research papers, roughly about 100 pages.

# COURSE OVERVIEW

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



# Your course at a glance

TIME	COURSE ACTIVITY
25/3, 10-12	<b>Lecture 1</b>   Åse Innes-Ker Introductory Lecture Experiments
29/3, 10-12	<b>Lecture 2</b>   Åse Innes-Ker Experiments
30/3, 8-10 & 13-15	<b>Seminar 1 Design Workshop</b>   Åse Innes-Ker
6/4, 10-12	<b>Lecture 3</b>   Nils Holmberg Measurements, validity, reliability
7/4, 8-10 & 13-15	<b>Seminar 2 Design Workshop 2</b>   Nils Holmberg
14/4, 13-15	<b>Lecture 4</b>   Åse Innes-Ker Populations, Power
15/4, 10-12 & 13-15	<b>Seminar 3 Practical Power Design</b>   Åse Innes-Ker
19/4, 10-12	<b>Lecture 5</b>   Nils Holmberg Other Experimental Designs
20/4, 08-12 & 13-17	<b>Seminar 4 Build your experiment in PsychoPy</b>   Åse Innes-Ker & Nils Holmberg
22/4, 08-12 & 13-15	<b>Seminar 5 Ethics Day Parts 1 &amp; 2</b>   Henrik Levinsson
28/4, 08-12	<b>Presentation</b>   Åse Innes-Ker Presentation of proposed experiment
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

# Course details

## Lecture 1: Introductory Lecture Experiments

(lecture) | *Teacher: Åse Innes-Ker*

During the first introductory lecture, the course coordinator will present the course and explain the structure, content, expected learning outcomes and work process. After this lecture, participants will have a clear understanding of what is expected of them during the course, and should be able to estimate the workload and plan their efforts accordingly. The second half of the lecture will introduce the Experimental Process.

### Primary reading

Bausell, Part 1, Introduction to the experimental Process

### Secondary reading

Jhangiani et al. Chapter 2

## Lecture 2: Experiments

(lecture) | *Teacher: Åse Innes-Ker*

In this lecture the students are introduced to the control group, and to the variants of the simple two-condition experiment. The lecture will also cover confounds and randomization and how not to annoy your participants.

### Primary reading

Bausel, Part II Chapter 5 and 6.

Salganik, Chapter 4, sections 4.1 to 4.3

### Secondary reading

Jhangiani et al. Chapter 3, 8

## Seminar 1: Design Workshop Groups A & B

(seminar) | *Teacher: Åse Innes-Ker*

In this seminar students work on the design of an experiment. This will eventually take the form of a pre-registration, and should be part of the final portfolio. Bring your research question.

### Primary reading

Van 't Veer & Giner-Sorolla article---

Bausell's 10 decisions (see page 28)

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

**You need to work on the research question, but on your own.**

What to hand in: A draft pre-registration.

How to hand in: Upload on Canvas

When to hand in: For inclusion in final grade, no later than a week after the final presentation. If turned in later, see policy on deadlines above.

## Lecture 3: Measurements, validity, reliability

(lecture) | *Teacher: Nils Holmberg*

In this lecture we will talk about how we measure things in social sciences, if the measures are reliable (that is, comes up the same every time) and if they are valid (are we really measuring/testing what we think we are testing.)

### Primary reading

Flake & Fried, Measurement, Schmeasurement

Salganik, Chapter 3

Bausell, Part IV, chapter 11, external validity

### Secondary reading

Jhangiani et al. Chapter 4

## Seminar 2: Design Workshop 2 Groups A & B

(lab) | *Teacher:* Nils Holmberg

In this seminar students continue working on the design of an experiment, with special focus on measurements.

**Primary Reading:** Same as for lecture on measurements

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

**You need to work on your measurements but on your own.**

What to hand in: Your draft pre-registration with the measurement section added.

How to hand in: Upload on Canvas

When to hand in: For inclusion in final grade, no later than a week after the final presentation. If turned in later, see policy on deadlines above.

## Lecture 4: Populations, Power

(lecture) | *Teacher:* Åse Innes-Ker

In this lecture we will talk about who we should measure (population), how many observations we should make (sample size - part of power), but also what kind of measures we should use to minimize error (part of power), and what kind of questions we really are interested in – because that will also influence the number of observations we want.

**Primary reading**

Bausell, Part III

**Secondary reading**

Schönbrodt & Perugini, At what sample size do correlations stabilize?

Maxwell, Kelley, Rausch. Sample size planning for statistical power and accuracy in parameter estimation---

## Seminar 3: Practical Power Design Groups A & B

(seminar) | *Teacher:* Åse Innes-Ker

We continue to work on your experimental project. Focus here is on power. There will also be hands-on simulations to play around with.

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

**You have to consider the power analysis for your proposed experiment. You should also go through the simulations, and write a short reflection of what they show.**

What to hand in: A reflection over the different simulations.

How to hand in: Upload on Canvas

When to hand in: For inclusion in final grade, no later than a week after the final presentation. If turned in later, see policy on deadlines above.

## Lecture 5: Other Experimental Designs

(lecture) | *Teacher:* Nils Holmberg

In this lecture we will introduce more complex designs, such as the factorial design and repeated measures designs. If time permits we may also consider other types of experimental design.

**Primary reading**

Bausell, Part II chapter 7 and 8.

**Secondary reading**

Jhangiani et al. Chapter 9 & 10

## Seminar 4: Build your experiment in PsychoPy Groups A & B

(seminar) | *Teacher:* Åse Innes-Ker & Nils Holmberg

In this lab we will build a computerized experiment.

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

**You will have to program your computerized experiment on your own.**

What to hand in: A functioning experiment.

How to hand in: Upload on Canvas

When to hand in: For inclusion in final grade, no later than a week after the final presentation. If turned in later, see policy on deadlines above.

## Seminar 5: Ethics Day Parts 1 & 2

(seminar) | *Teacher:* Henrik Levinsson

During this day we discuss and experience ethics. Part of the ethics day will comprise suggesting experiments with possible ethical issues, and then to critique each others proposals.

**Primary reading**

Salganik, Chapter 6

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

**You need to consider one of the proposals and write an ethics critique of it.**

What to hand in: The written critique of the proposal.

How to hand in: E-mail to [henrik.levinsson@psy.lu.se](mailto:henrik.levinsson@psy.lu.se)

When to hand in: For inclusion in final grade, no later than a week after the final presentation. If turned in later, see policy on deadlines above.

## Presentation of Proposed Experiment

(presentation) | *Teacher:* Åse Innes-Ker

In this presentation you present your proposed experiment.

**Primary reading**

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**Secondary reading**

Jhangiani et al. Chapter 11

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

**You need to do a compensatory task.**

What to hand in: Send in the presentation material, and write a script of the presentation that you intended to make.

How to hand in: Upload on Canvas

When to hand in: For inclusion in final grade, no later than a week after the final presentation. If turned in later, see policy on deadlines above.

# Seminar and assignment instructions

## Before you start the course: Software

Download PsychoPy on your computer.

Homepage: <https://www.psychopy.org/>

Download page: <https://www.psychopy.org/download.html>

If you use your own computer, this should not be a problem. If you have an institutional computer (which often is the case if you are a doctoral student) you may want to talk to the Administrator of IT and software to help you download it.

## Before you start the course: Research question

Think up a research question. It can be very loose at this point – we will help you refine a research question during the course, and to turn this into a planned experiment. Make sure that it is something that you are interested in!

## Seminar 1: Design Workshop

Before the workshop, read the Van't Veer and Giner-Sorrolla on pre-registration. You can also familiarize yourself with the different pre-registration templates that you can find on the Open Science Framework <https://osf.io/>. (you do not have to write your pre-registration in the OSF framework).

In this workshop we will talk about pre-registration, and begin designing your experiment.

## Seminar 2: Design Workshop 2

In this workshop you continue working on your pre-registration, with special focus on measurement. You will be given a measurement scenario for an experimental study, and working in groups you will be asked to analyze the scenarios in terms of dependent variables, experimental conditions, and control variables. Furthermore, you will learn about levels of measurements. Finally, you are also expected to reflect on the validity and reliability of the measurements.

In the second half of the workshop you will apply the measurement discussion to your own pre-registrations, and you are expected to upload a new version of this document on canvas that adequately covers the measurements section. If you are unable to attend the workshop, you need to additionally hand in a written reflection on a measurement scenario. To receive a course grade, hand-in is required no later than a week after the final presentation. If turned in later, see policy on deadlines above.

## Seminar 3: Practical Power design

A continuous question in research is “how many observations/participants do I need?” This is a more difficult question to answer than one thinks at first glance, and even established researchers rely on simple heuristics (even if that is not optimal).

In this seminar, you will try several simulations that can help you with your intuition when it comes to sample size, power calculations and effect sizes. Don't worry, it does not involve any calculations (although I may show you a few). There will be several worksheets, and you can also use this time to think about your own proposed experiment and how many observations are reasonable.

## Seminar 4: Build your experiment in PsychoPy

It is common to collect data using computer software, and experiments are no exceptions. It is good to have a working knowledge about how to do this, regardless of future plans. In this session you will be introduced to the software PsychoPy – a free open-source software designed for psychological experiments (This will work fine also in other areas of academic inquiry). We will first build an experiment together. After that, you will work on setting up your own experiment (I do have suggestions).

## Seminar 5: Ethics Day

The aim of the session is to gain an in-depth knowledge of research ethics and ethical review. The session starts with a lecture. Thereafter you will work in groups until lunch, where you sketch a fictive research project. In the afternoon you will ethically review one of the morning group's fictive research project.

## Final Presentation

In the final presentation each of you will present your planned research. Prepare a presentation. The presentations will be time-limited. The length will be, in part, determined by how many you are in the course.

# 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.

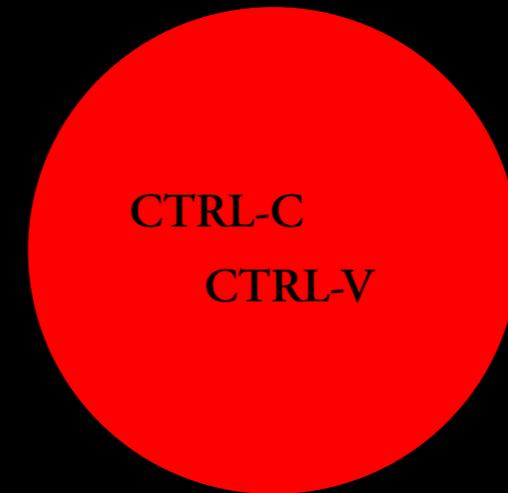
## Plagiarism – and how to avoid it

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:

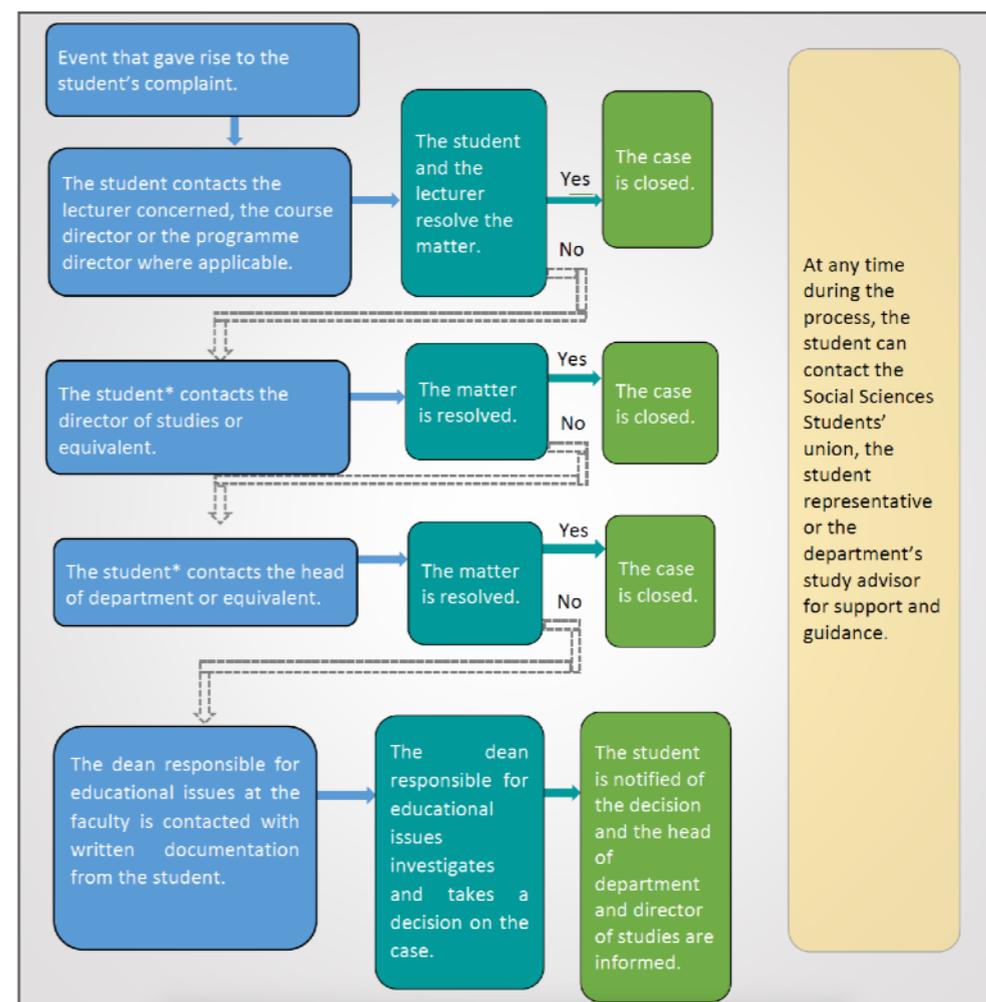
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment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

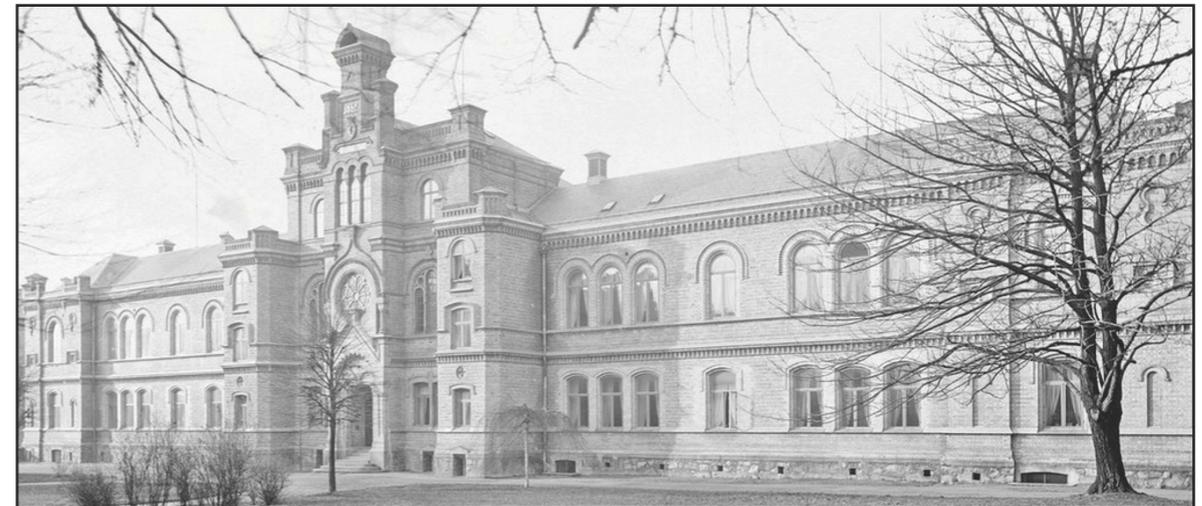
When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive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

