

Graduate School

FACULTY OF SOCIAL SCIENCES

# SIMM27

Methods of Text and  
Discourse Analysis

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Version 1.0 – Spring 2021

GRADUATE SCHOOL METHODS COURSES

# SPRING 2021



# 1. WELCOME

## SIMM27 METHODS OF TEXT AND DISCOURSE ANALYSIS

### 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)

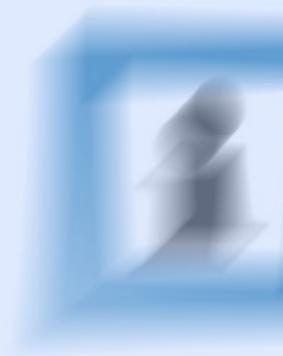
#### Student Union

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

## *Methods of Text and Discourse Analysis.*

The course contains a theoretical and a practical moment. It begins with a theoretical introduction to central text and discourse analytical traditions and methods. During the practical moments the students will concentrate on a particular text or discourse analytical method and apply it to an adequate empirical material during a series of workshops, during which techniques for data collection and analyses will be discussed.

The course will be given in the form of lectures and workshops. Lectures will focus on the theoretical and practical foundations of different text and discourse analytical traditions, perspectives and methods. The workshops will focus on the practical implementation of particular text and discourse analytical research techniques. Students are expected to have read and reflected upon relevant course literature prior to lectures, as well as to come prepared to participate actively in workshops.

Unless there are valid reasons to the contrary, compulsory participation is required in workshops. Students who have been unable to participate due to circumstances such as accidents or sudden illness will be offered the opportunity to compensate for or re- take compulsory components. This also applies to students who have been absent because of duties as an elected student representative.

## Formal learning outcomes for the course

On completion of the course, the students shall:

### **Knowledge and Understanding**

- demonstrate their theoretical understanding of the methods of text and discourse analysis and their ability to make use of them in practice,
- identify the kinds of research questions the use of text and discourse analytical methods are appropriate for answering,

### **Competence and skills**

- demonstrate the ability to apply their understanding of text and discourse analytical methods in relation to contemporary issues in the Social Sciences,
- demonstrate the ability to communicate scientific issues and follow the development of knowledge within their field of study,

## Judgement and approach

- critically assess the utility and appropriateness of text and discourse analytical methods and techniques for the study of relevant research issues in the Social Sciences.

## Lecture and readings

Each of the three workshop weeks starts with a lecture on the method that you will be working with. It is important that you have read the course literature by the beginning of the week so that you are prepared for the group work.

## Forming groups and choosing a topic

You will be divided into groups of 3 in which you will work in the following three weeks. Each group has to meet and to decide upon the topic on which they want to work. The groups should plan their work and search for material and literature on the topic of their choice.

## The group work

In the following days you will be working in groups on a paper.

### *Selection of the material*

The group will select texts that are publicly available, usually from the Internet. A great variety of texts are available: newspaper articles, parliamentary debates, blogs, webpages of various organisations, etc. The size of the text material chosen should be large enough to permit meaningful analysis, but small enough to be analysed within the time frame of the course. It is possible to choose a film or a text combined with pictures. Of course, this is more suited for some of the methods. If you are uncertain if material is suitable, contact the teacher responsible for the week for advice.

The three group papers should discuss the same topic, adding to each other. In this way, you are able to build upon the previous work of the group. But it is important to note that the different methods put different demands on the material chosen. Therefore it is encouraged to choose three different texts (but on the same topic) for the three papers. The choice of text should be motivated by the method used.

### *The group papers*

The group papers basically follow one and the same structure: They set out with a research question and a short discussion on the chosen text. Then you should describe the method and focus on the methodological tools that the group has decided to use. Then you should present your analysis. End your paper with your preliminary conclusions. The main part of the paper consists of an analysis of

the chosen text. The group papers are rather small, maximum five pages (not including references). The presentation of research question, of chosen text and of the method should take no more than one page. Even though you are encouraged to reflect on the methods strengths and weaknesses you do not need to discuss this in the group papers (hopefully it shows in your analysis).

The three group papers should be seen as an initial encounter with the methods. The size of the papers and the time allotted to them do not allow for a complete analysis. They serve as practical means of getting some experience of how a given method can be used.

## Before the workshop

Each group shall upload the work-in-progress paper on Canvas (see deadline on the course schedule). It can be in the form of the not yet finished paper, but make sure that you describe what is missing from the paper and how you would finish it. This hand-in is not graded (but you cannot pass the course without submitting all the three group papers). Its purpose is to form the base for the discussion during the workshop. If you have some questions or uncertainties, you can include them in your paper for discussion at the workshop.

The day before the workshop you shall read all the papers in your workshop class and be ready to give the feedback to your classmates. Additionally, each group will be assigned a paper to give a more in-depth feedback using the form you will be provided.

## Workshops

At this workshop each paper will be discussed during approximately 20 minutes. It will be first shortly presented by the group that was assigned to give the feedback on it. Then the group that has written the paper will have time to respond and to bring up the questions they would like to discuss (perhaps in relation to uncertainties in the literature, questions regarding your analysis and so on).

Also the teachers will present his or her comments on the paper.

The group papers can be given the grades “Pass” and “Not pass”. “Pass” is given to a paper that shows a conscious and serious effort to apply the method to the chosen material.

# Assessment

## Overview

Assessment will be based on the following:

- Individually written and oral presentation of an assigned research problem
- Group based practical and written workshop assignments

## 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 workshop assignments are exempt from the grading scale above. The grades for these components 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.

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

**Cristian Norocel** (course coordinator) is an Associate Senior Lecturer at the Department of Gender Studies. Cristian's research theorizes radical right populism and parliamentary extremism from an intersectional perspective.



**Cristian Norocel**  
(course coordinator)  
[cristian.norocel@genus.lu.se](mailto:cristian.norocel@genus.lu.se)

**Dalia Mukhtar-Landgren** is a researcher and a lecturer in Political Science, her research interests are mainly centred around new forms of governing and power in urban planning and local development.



**Dalia Mukhtar-Landgren**  
[dalia.mukhtar-landgren@svet.lu.se](mailto:dalia.mukhtar-landgren@svet.lu.se)

**Yahia Mahmoud** is a 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**  
[yahia.mahmoud@keg.lu.se](mailto:yahia.mahmoud@keg.lu.se)

**Sara Kauko** is a post-doctoral researcher in the Department of Gender Studies. She received her Ph.D. in cultural anthropology from Emory University, the United States, in 2020. Her research examines processes of social resilience among women entrepreneurs in the context of multi-layered economic crises in Argentina.

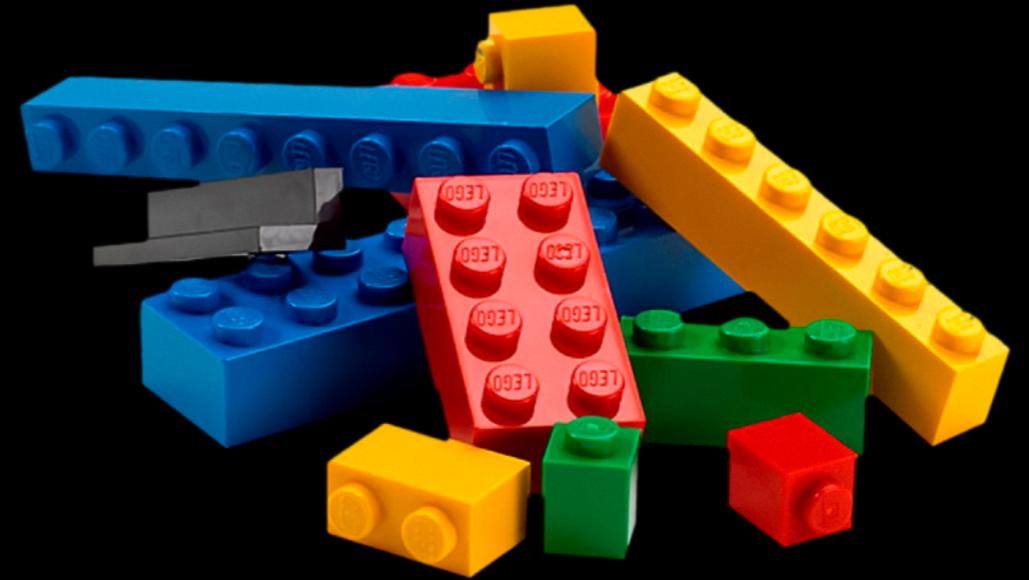


**Sara Kauko**  
[sara.kauko@genus.lu.se](mailto:sara.kauko@genus.lu.se)

# COURSE RESOURCES

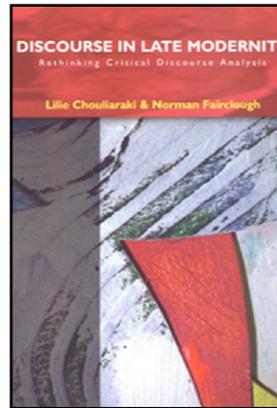
In this section we present the course literature and other course resources. This section is to help you to orient yourself in different types of readings and their functions in the course.

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



Chouliaraki, Lilie & Norman Fairclough (2000) *Discourse in Late Modernity*. Edinburgh: Edinburgh University Press.

**From the blurb:** *Discourse in Late Modernity* sets out to show that critical discourse analysis is strongly positioned to address empirical research and theory-building across the social sciences, particularly research and theory on the semiotic/linguistic aspects of the social world. It situates critical discourse analysis as a form of critical social research in relation to diverse theories from the philosophy of science to social theory and from political science to sociology and linguistics. First, the authors clarify the ontological and epistemological assumptions of critical discourse analysis - its view of what the social world consists of and how to study it - and, in so doing, point to the connections between critical discourse analysis and critical social scientific research more generally. Secondly, they relate critical discourse analysis to social theory, by creating a research agenda in contemporary social life on the basis of narratives of late modernity, particularly those of Giddens, Habermas, and Harvey as well as feminist and postmodernist approaches. Thirdly, they show the relevance of sociological work in the analysis of discursive aspects of social life, drawing on the work of Bourdieu and Bernstein to theorise the dialectic of social reproduction and change, and on post-structuralist, post-colonial and feminist work to theorise the dialectic of complexity and homogenisation in contemporary societies. Finally, they discuss the relationship between systemic-functional linguistics and critical discourse analysis, showing how the analytical strength of each can benefit from the other.



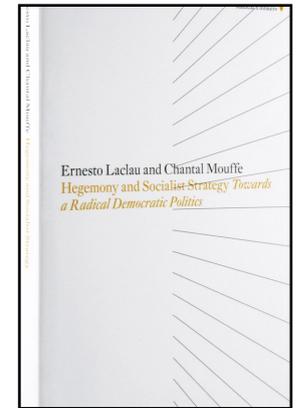
168 Pages

ISBN 0-7486-1083-9

[Publisher info link](#)

Laclau, Ernesto & Chantal Mouffe ([1985] 2001) *Hegemony and Socialist Strategy: Towards a Radical Democratic Politics*. London: Verso.

**From the blurb:** In this hugely influential book, Laclau and Mouffe examine the workings of hegemony and contemporary social struggles, and their significance for democratic theory. With the emergence of new social and political identities, and the frequent attacks on Left theory for its essentialist underpinnings, *Hegemony and Socialist Strategy* remains as relevant as ever, positing a much-needed antidote against 'Third Way' attempts to overcome the antagonism between Left and Right.



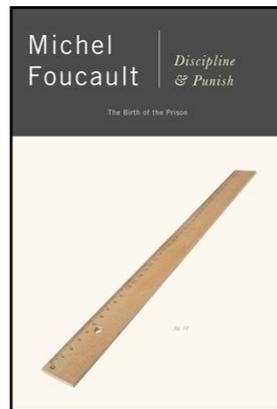
198 Pages

ISBN 1-85984-621-1

[Publisher info link](#)

Foucault, Michel (1995) *Discipline & Punish: The Birth of the Prison*. New York: Vintage Books.

**From the blurb:** Using academic works and legal documents dating back to the early 1700s, Foucault constructs a history of punishment, beginning with the spectacle of corporal punishment and public execution and ending with the institution of the modern prison. He argues that over the course of approximately eighty years (between the torture and execution of Damiens the regicide in 1757 and the opening of Mettray in 1840) that corporal punishment and public execution dissolved and incarceration became the punishment par excellence for transgressions against society.



333 Pages

ISBN 978-0-679-75255-4

[Publisher info link](#)

Wetherell, Margaret and Jonathan Potter (1992) *Mapping the Language of Racism: Discourse and the Legitimation of Exploitation*. Columbia University Press.

**From the blurb:** The topics of 'race' and 'racism' are often treated narrowly and unimaginatively in social scientific literature; they are usually viewed as sub-categories of 'stereotyping' or 'prejudice' or 'social class.' In this exciting new book, Margaret Wetherell and Jonathan Potter extend their work on the use of discourse analysis to tackle racism and issues of social structure, power relations and ideology.



239 Pages

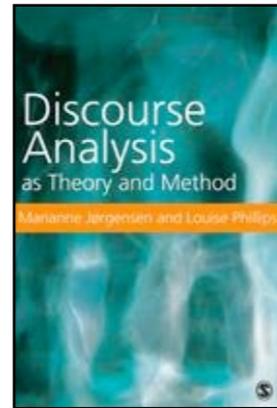
ISBN 0-7450-0621-3

[Publisher info link](#)

Winther Jørgensen, Marianne & Louise Phillips (2002) *Discourse Analysis as Theory and Method*. London: Sage.

**From the blurb:** *Discourse Analysis as Theory and Method* is a systematic introduction to discourse analysis as a body of theories and methods for social research. It brings together three central approaches, Laclau and Mouffe's discourse theory, critical discourse analysis and discursive psychology, in order to establish a dialogue between different forms of discourse analysis often kept apart by disciplinary boundaries.

The book introduces the three approaches in a clear and easily comprehensible manner, explaining the distinctive philosophical premises and theoretical perspectives of each approach as well as the methodological guidelines and tools they provide for empirical discourse analysis. The authors also demonstrate the possibilities for combining different discourse analytical and non-discourse analytical approaches in empirical study. Finally, they contextualize discourse analysis within the social constructionist debate about critical social research, rejecting the view that a critical stance is incompatible with social constructionist premises and arguing that critique must be an inherent part of social research.



229 Pages

ISBN 0-7619-7111-4

[Publisher info link](#)

# Course Resources – Articles & Book Chapters

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

1. Farkas, Johan, and Jannick Schou. "Fake news as a floating signifier: hegemony, antagonism and the politics of falsehood." *Javnost-The Public* 25.3 (2018): 298-314.  
Download here
2. Krzyżanowski, Michał, and Per Ledin. "Uncivility on the web." *Journal of Language and Politics* 16.4 (2017): 566-581  
Download here
3. Persson, Gustav. "Love, Affiliation, and Emotional Recognition in #kämpamalmö:—The Social Role of Emotional Language in Twitter Discourse." *Social Media + Society* 3.1.  
Download here
4. Potter, John. (2004). "Discourse Analysis", in M. Hardy & A. Bryman (eds) *Handbook of Data Analysis*. London: Sage. 607-624.  
Download here
5. Sneijder, Petra, and Hedwig FM Te Molder. "Moral logic and logical morality: Attributions of responsibility and blame in online discourse on veganism." *Discourse & Society* 16.5 (2005): 675-696.  
Download here
6. Veum, Aslaug, and Linda Victoria Moland Undrum. "The selfie as a global discourse." *Discourse & Society* 29.1 (2018): 86-103.  
Download here
7. Zappavigna, Michele. "Searchable talk: the linguistic functions of hashtags." *Social Semiotics* 25.3 (2015): 274-291.  
Download here

# COURSE OVERVIEW

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



# Your course at a glance

TIME	COURSE ACTIVITY
4/5, 9-10, 10-12 & 13-15	<b>Lecture 1: Introduction</b>   Cristian Norocel <b>Lecture 2</b>   Cristian Norocel Document, text & discourse analysis - an introduction <b>Lecture 3</b>   Cristian Norocel Discourse analysis: power and discourse across different texts
6/5, 10-12	<b>Lecture 4</b>   Yahia Mahmoud Foucault and discourse
7/5 10-12	<b>Lecture 5</b>   Dalia Mukhtar-Landgren Laclau and Mouffe
10/5 16:30 - 17:00	<b>Deadline 1</b>   Deadline Publish Assignment for Workshop 1
12/5, 10-12, 13-15 & 15-17	<b>Workshop 1</b>   Dalia Mukhtar-Landgren & Sara Kauko Laclau and Mouffe
14/5 10-12	<b>Lecture 6</b>   Cristian Norocel Critical Discourse Analysis
17/5 16:30 - 17:00	<b>Deadline 2</b>   Deadline Publish Assignment for Workshop 2
19/5, 10-12, 13-15 & 15-17	<b>Workshop 2</b>   Dalia Mukhtar-Landgren & Cristian Norocel Critical Discourse Analysis
24/5 10-12	<b>Lecture 7</b>   Sara Kauko Discursive psychology
26/5 16:30 - 17:00	<b>Deadline 3</b>   Deadline Publish Assignment for Workshop 3
28/5, 10-12, 13-15 & 15-17	<b>Workshop 3</b>   Dalia Mukhtar-Landgren & Sara Kauko Discursive psychology
2/6 16:30 - 17:00	<b>Deadline 4</b>   Hand in individual papers
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:* Cristian Norocel

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.

### Primary reading

Course guide, look through the course literature

## Lecture 2: Document, text & discourse analysis - an introduction

(lecture) | *Teacher:* Cristian Norocel

The lecture will introduce the field of discourse and text analysis as a body of methods and theories. Discourse analysis will be presented in the context of debates about social science as critical theory as well as in relation to some crucial epistemological and ontological issues.

### Primary reading

Jorgensen, Marianne & Louise J Phillips, (2002) Chapters 1, 5, 6;

## Lecture 3: Discourse analysis: power and discourse across different texts

(lecture) | *Teacher:* Cristian Norocel

In this lecture we will continue the discussion around ontological and epistemological issues, and we will explore different dimensions of discourse across different types of texts.

### Primary reading

Jorgensen, Marianne & Louise J Phillips, (2002) Chapters 1, 5, 6;

Veum and Moland Undrum (2018)

Krzyzanowski and Ledin (2017)

Zappavigna (2015)

## Lecture 4: Foucault and discourse

(lecture) | *Teacher:* Yahia Mahmoud

The lecture will start with a brief aide-mémoire of several concepts and historical development that are crucial for the understanding of the Foucauldian approach. After that it will present some of the ideas, phases and concerns that are central in the work of Foucault. Lastly, it will take as an illustration of these ideas and concerns *Discipline & Punish: The Birth of the Prison*.

### Primary reading

Foucault, Michel (1995)

## Lecture 5: Laclau and Mouffe

(lecture) | *Teacher:* Dalia Mukhtar-Landgren

The post-marxist discourse theory of Laclau and Mouffe is an attempt to re-think the concept of hegemony by placing emphasis on the anti-essentialist and inherently conflictual nature of social processes. We will talk about their attempt to understand power and politics using *Hegemony and socialist strategy* as our point of departure.

### Primary reading

Jorgensen, Marianne & Louise J Phillips (2002), Chapter 2;

Laclau, Ernesto & Chantal Mouffe ([1985] 2001)

Farkas and Schou (2018)

## Workshop 1: Laclau and Mouffe

(workshop) | *Teacher:* Dalia Mukhtar-Landgren & Sara Kauko

All three workshop group papers are short, maximum 5 pages, excluding references. The group papers are to be written collectively in the preassigned group, based on the same topic. Please note that depending on the methodological approach specific for each moment, the empirical material may vary.

**For Workshop 1 group paper:**

- \* Begin by providing a short discussion of the chosen topic, and explain the empirical material.
- \* Present the paper's research question, which is suitable for a Post-Marxist Discourse Theory methodological approach.
- \* Proceed with presenting the methodological tools, specific to a Post-Marxist Discourse Theory methodological approach, and argue for their usefulness in the analysis. Make sure to anchor these tools into the course literature for this approach.
- \* Provide an analysis of the empirical material with the help of the tools presented, so that to answer to the research question. The main part of the paper consists of this analysis.
- \* Finalize the group paper with some preliminary conclusions.
- \* Provide a thorough documentation of all works referenced in the paper.

Please remember that this paper should be seen as an initial encounter with the Post-Marxist Discourse Theory. The size of the paper and the time allotted to it in the workshop discussion does not allow for a complete analysis. This is work in progress. It serves as practical means of getting some experience of how Post-Marxist Discourse Theory may be used.

### Primary reading

Jorgensen, Marianne & Louise J Phillips, (2002), Chapter 2;

Laclau, Ernesto & Chantal Mouffe ([1985] 2001)

Farkas and Schou (2018)

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

Read carefully all the papers of other groups in your workshop class. Give a feedback to all of them using the feedback form. Reflect on the strengths and differences of the different uses of the method (1-2 pages). Upload the feedback forms and your reflection paper merged in one PDF in the folder Missed seminars.

## Lecture 6: Critical Discourse Analysis

(lecture) | *Teacher:* Cristian Norocel

During this week we will work with Critical Discourse Analysis as presented by Chouliaraki and Fairclough. The key ontological and epistemological premises of the approach will be presented. It will also be situated in the context of critical social theories. Last, but not the least, the specific methodological procedure proposed by the Critical Discourse Analysis will be introduced during the lecture and applied by students in the group paper.

### Primary reading

Chouliaraki, Lilie & Norman Fairclough (2000);

Jorgensen, Marianne & Louise J Phillips (2002), Chapter 3.

Persson (2017)

## Workshop 2: Critical Discourse Analysis

(workshop) | *Teacher:* Dalia Mukhtar-Landgren & Cristian Norocel

All three workshop group papers are short, maximum 5 pages, excluding references. The group papers are to be written collectively in the preassigned group, based on the same topic. Please note that depending on the methodological approach specific for each moment, the empirical material may vary.

**For Workshop 2 group paper:**

- \* Begin by providing a short discussion of the chosen topic, and explain the empirical material.

- \* Present the paper's research question, which is suitable for a Critical Discourse Analysis methodological approach.
- \* Proceed with presenting the methodological tools, specific to a Critical Discourse Analysis methodological approach, and argue for their usefulness in the analysis. Make sure to anchor these tools into the course literature for this approach.
- \* Provide an analysis of the empirical material with the help of the tools presented, so that to answer to the research question. The main part of the paper consists of this analysis.
- \* Finalize the group paper with some preliminary conclusions.
- \* Provide a thorough documentation of all works referenced in the paper.

Please remember that this paper should be seen as an initial encounter with Critical Discourse Analysis. The size of the paper and the time allotted to it in the Workshop discussion does not allow for a complete analysis. This is work in progress. It serves as practical means of getting some experience of how Critical Discourse Analysis may be used.

#### Primary reading

Chouliaraki, Lilie & Norman Fairclough (2000);  
 Jorgensen, Marianne & Louise J Phillips (2002), Chapter 3.  
 Persson (2017)

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

Read carefully all the papers of other groups in your workshop class. Give a feedback to all of them using the feedback form. Reflect on the strengths and differences of the different uses of the method (1-2 pages). Upload the feedback forms and your reflection paper merged in one PDF in the folder Missed seminars.

## Lecture 7: Discursive psychology

(lecture) | *Teacher:* Sara Kauko

How are stereotypes formed? Are racism and hate speech a product of individual attitudes, are racism and discourse mutually co-constitutive? This week we focus on discursive psychology as an approach that can help us map how the language of racism travels discursively through texts, consolidating problematic power relations and ideologies.

#### Primary reading

Winther Jorgensen, Marianne & Louise J Phillips (2002), Chapter 4;  
 Wetherell, Margaret and Jonathan Potter (1992)  
 Potter (2004)  
 Sneijder and Te Molder (2005)

## Workshop 3: Discursive psychology

(workshop) | *Teacher:* Dalia Mukhtar-Landgren & Sara Kauko

All three workshop group papers are short, maximum 5 pages, excluding references. The group papers are to be written collectively in the preassigned group, based on the same topic. Please note that depending on the methodological approach specific for each moment, the empirical material may vary.

#### For Workshop 3 group paper:

- \* Begin by providing a short discussion of the chosen topic, and explain the empirical material.
- \* Present the paper's research question, which is suitable for a Discourse Psychology methodological approach.
- \* Proceed with presenting the methodological tools, specific to a Discourse Psychology methodological approach, and argue for their usefulness in the analysis. Make sure to anchor these tools into the course literature for this approach.
- \* Provide an analysis of the empirical material with the help of the tools presented, so that to answer to the research question. The main part of the paper consists of this analysis.
- \* Finalize the group paper with some preliminary conclusions.
- \* Provide a thorough documentation of all works referenced in the paper.

Please remember that this paper should be seen as an initial encounter with Discourse Psychology. The size of the paper and the time allotted to it in the Workshop discussion does not allow for a complete analysis. This is work in progress. It serves as practical means of getting some experience of how Discourse Psychology may be used.

### Primary reading

Winther Jorgensen, Marianne & Louise J Phillips (2002), Chapter 4;

Wetherell, Margaret and Jonathan Potter (1992)

Potter (2004)

Sneijder and Te Molder (2005)

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

Read carefully all the papers of other groups in your workshop class. Give a feedback to all of them using the feedback form. Reflect on the strengths and differences of the different uses of the method (1-2 pages). Upload the feedback forms and your reflection paper merged in one PDF in the folder Missed seminars.

## Week 5 Individual work

In the individual exam paper you will individually presents a re-working on the three group papers, and write a concluding reflection on the three methods used in the course.

The point of individually re-working the group papers is that you will be able to incorporate the feedback, comments, and ideas you have received during the workshop in order to improve each group paper, whilst also allowing you to provide a deeper analysis.

In practical terms, this means that you will take the text of each group paper, and make changes to it taking into account the feedback you received, as well as the course literature. You will use the 'track changes' function so that your individual additions and analysis are clearly visible and distinguishable from the group paper.

Since this is an individual assignment based on group work, it is expected that you will not only include the comments your group received, but use then as a starting point to develop and deepen your analysis individually. Using the course literature to improve the papers is therefore essential. The amount of text added and/or changed should approximately be between 3 and 4 pages in total (that is, for the three group papers together).

In addition to the re-working/editing of the group papers, you will write a short reflection on the three methods used in the group work. The reflection should briefly address how the different methods allow for different analyses; it should also devote attention to methodological problems encountered during the work, and state the reasons for why these problems occurred and how the methods allows for a solution (of course, do not discuss practical problems – time issues, trouble choosing texts and so on). The reflection should be approximately 2 to 3 pages long.

You are allowed to incorporate literature that is not included in the course. But remember that you are graded in relation to your ability to use the course literature (additional literature should then only be used to criticize the course literature, fill information gaps and so forth). As always, when you discuss concepts from the literature you should define them. Remember to include the list of references, and remember also that the list of references is not included in the page count.

# 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.

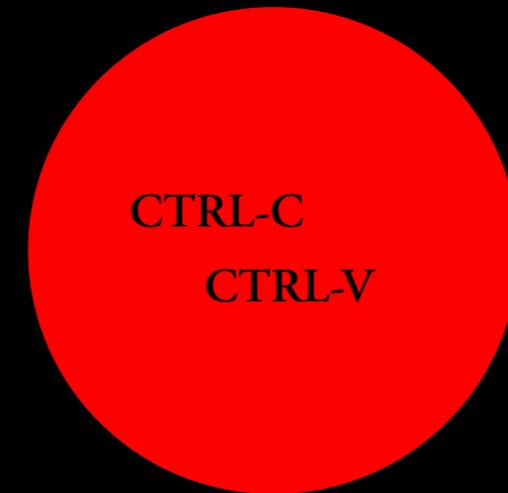
## Plagiarism – and how to avoid it

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:

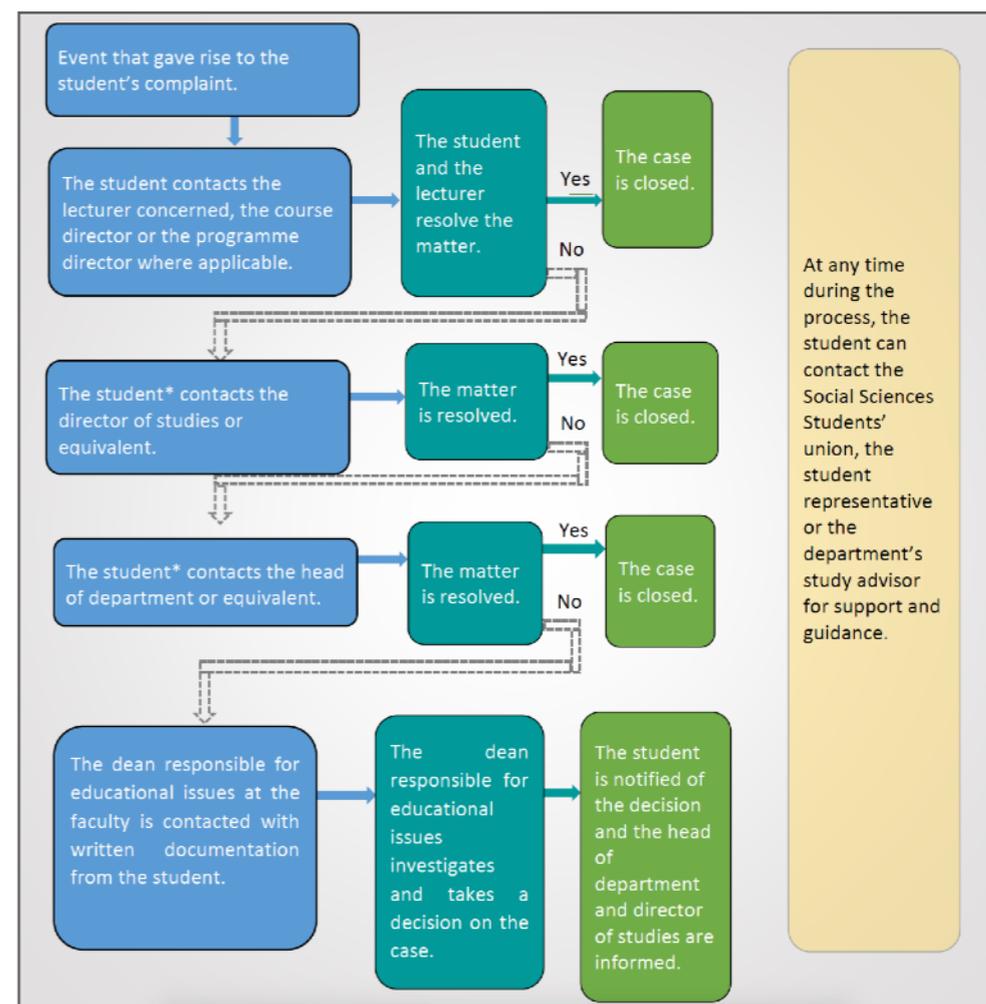
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment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

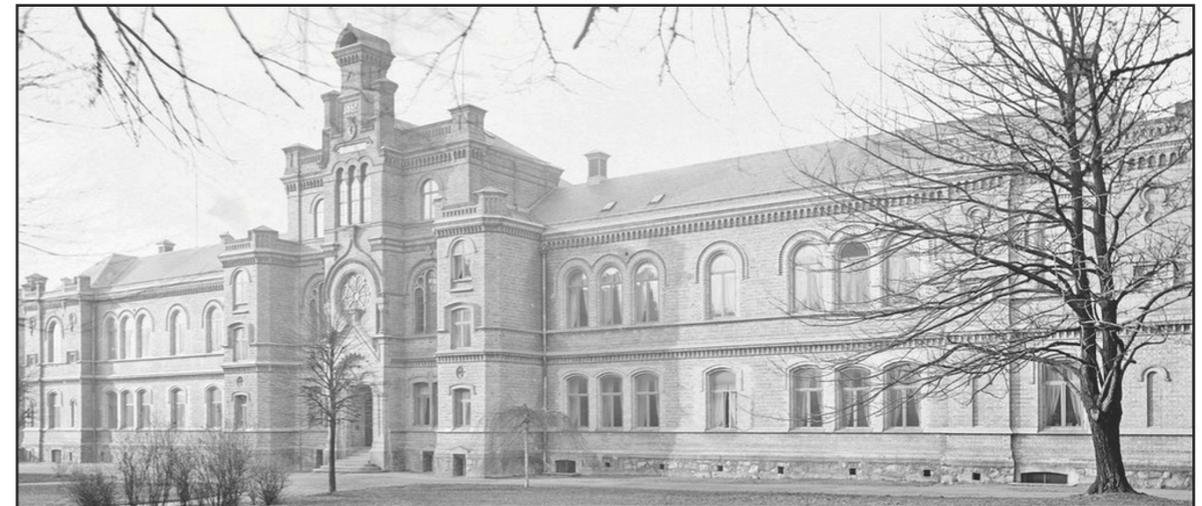
When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive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

