

Graduate School

FACULTY OF SOCIAL SCIENCES

# SIMS40

## AI in Society

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Version 1.0 – April 2021

GRADUATE SCHOOL THEMATIC COURSES

# AUTUMN 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)

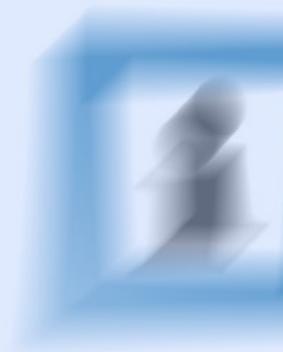
### Student Union

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

### Lund University

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

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



# Welcome to the Autumn term's course *AI in Society*.

Artificial Intelligence (AI) could be defined as systems which show intelligent behaviour by analysing their environment and with some degree of autonomy act to reach certain goals. AI has become an umbrella term for information technology, robotics, and digitalisation more broadly, including machine learning techniques enabling computers to improve themselves.

The aim of this course is to provide a multifaceted theory-based understanding of AI in society and to prepare the student to critically reflect upon the ongoing expansion of AI and the consequences of AI applications on humans and institutions. This is a multidisciplinary course offering perspectives on AI in society from several social science disciplines as well as perspectives from the humanities, providing a wide-ranging understanding of AI in a societal context. Themes covered by the course include: use and misuse of AI technology, intended and unintended effects, governance and regulation, and international relations.

## Teaching and Examination

Teaching is given in the form of lectures, seminars, and supervision.

Unless there are valid reasons to the contrary, seminar participation is compulsory. Students who have been unable to participate according to the expectations of the respective seminar 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

Upon completion of the course, the student shall:

### *Knowledge and understanding*

- Demonstrate extensive knowledge of different social science and humanities perspectives on Artificial Intelligence in society.
- Demonstrate the ability to make assessments of central aspects of Artificial Intelligence in society based on relevant scholarly and ethical considerations.

### *Competence and skills*

- Demonstrate the ability to apply theories of social science and the humanities in analyses of Artificial Intelligence in society.
- Demonstrate the ability to relate contemporary social problems to the social science and humanities studies of Artificial Intelligence.

### *Judgement and approach*

- Demonstrate the ability to formulate a research problem and carry out a minor scientific study in the field of Artificial Intelligence in society within a given time frame.
- Demonstrate the ability to contribute to a common learning environment and to aspects of group dynamics in learning processes.

## Assessment

### Overview

The course is examined through an individual course paper.

The individual course paper is written from one or more of the perspectives presented during the course, chosen by the student together with the examiner. The course paper should reflect a research process in which the student formulates a scientific problem within the selected perspective/s, makes use of relevant course literature and collects and processes additional empirical and theoretical material to analyse this problem. The course papers are presented at a final seminar in which the student discusses another student's paper.

### Grades

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

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

The student's performance is assessed with reference to the learning outcomes of the course. For the grade of E the student must show acceptable results. For the grade of D the student must show satisfactory results. For the grade of C the student must show good results. For the grade of B the student must show very good results. For the grade of A the student must show excellent results. For the grade of Fail the student must have shown unacceptable results.

At the start of the course students are informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied in the course.

## Non-attendance at lectures and seminars

All seminars are mandatory parts of the course. If you do miss a seminar you may have to conduct an extra assignment where you analyse the readings related to the specific lecture and seminar.

# 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. Note that there is also self-plagiarism (e.g. you take over parts of a paper that you have already written/submitted elsewhere) and translation-plagiarism (you translate from a non-English source and submit this as your own text). All cases of plagiarism will be handled by the Graduate School. Less severe cases will affect your grade negatively. More severe cases may lead to exclusion from the course/program and suspension from the university through the University Disciplinary Board.

See appendix 1 for more information.

# Surveys and Survey Results

Surveys are an important part of course management, as we base future course discussions on the results. The Graduate School Board (including all student representatives) are able to see all survey reports and survey results will also be visible on the course Canvas page once published. But everything in the end hinges on you – please do take the time to answer the survey when it is sent out so we get solid response rates!

# Your teachers

**Maria Hedlund** (course coordinator) is a Senior Lecturer in Political Science at Lund University. Her area of expertise is the relation between experts and democracy, particularly focusing on policymaking on new technology. Hedlund is currently doing research on AI and responsibility with a specific focus on policy processes. Previous work includes studies of legislation on gene technology, responsibility for epigenetic effects, the role of ethics expertise, and political initiatives on AI.



**Maria Hedlund**  
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**Anamaria Dutceac Segesten** is Senior Lecturer in European Studies with a research focus on the field of political communication. She has written about social media and politics, in particular in the context of elections, while using computational methods of analysis.



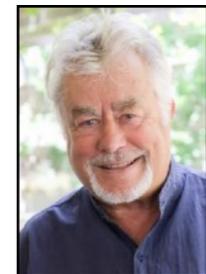
**Anamaria Dutceac Segesten**  
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**Christian Balkenius** is a professor of Cognitive Science at Lund University. His research focus is on computational modelling of cognitive processes and their use in the control of robots. His interdisciplinary research spans areas from neural engineering, AI, machine learning and robotics, to psychology and biology. He is the PI of the project “Ethics for autonomous systems/AI” financed by Marianne and Marcus Wallenberg Foundation and the director of the research school of WASP-HS (The Wallenberg AI, Autonomous Systems and Software Program – Humanities and Society). The goal of these two initiatives is to study the consequences of AI for society.



**Christian Balkenius**  
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**Håkan Hydén** became PhD in Sociology of Law in 1978 at Lund University. He has been teaching business law at the Department of Business Law. On these merits he eventually became docent in civil law in 1985 at the Law School, Lund University, before becoming professor in sociology of law at the faculty of social sciences, 1988. In order to understand the development of society he has developed a Norm Science research approach.



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# Your teachers

**Åse Innes-Ker** is Associate Professor and Director of Studies for the research program 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**  
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**Erik Persson** works as a researcher at the Department of Philosophy. He has a special interest in applied ethics and philosophy, including ethical and other philosophical questions, questions related to biology, environmental issues, space exploration and emerging technologies.



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**Stefan Larsson** is a lawyer (LLM) and Associate Professor in Technology and Social Change at Lund University, Department of Technology and Society. He holds a PhD in Sociology of Law as well as a PhD in Spatial Planning and his research focuses on issues of trust and transparency on digital, data-driven markets, and the socio-legal impact of autonomous and AI-driven technologies.



**Stefan Larsson**  
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**Helle Rydström** is Professor at the Department of Gender Studies, Lund University. She has a background in Social Anthropology and International Development Studies. Rydström's research focuses on gendered crises, harms, and precariousness as shaped in specific ethnographic sites.



**Helle Rydström**  
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Daniel Möller Ölgaard's PhD research project offers a detailed exploration of three examples of the use of new digital media technologies in mediated humanitarianism: social media, Virtual Reality and smartphone apps. Engaging with key insights from postphenomenology, digital ethnography and science- & technology studies, he produces an analytical framework that opens up analyses of mediated humanitarianism to questions about power at the level of digital materialities.



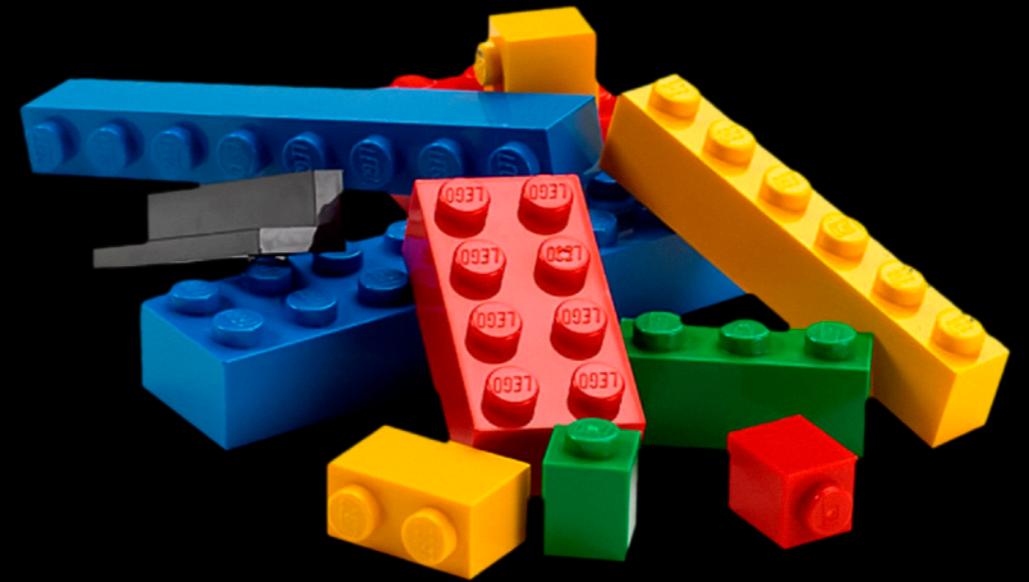
**Daniel Möller Ölgaard**

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# 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.



Bucher, Tania (2018). *If... Then: Algorithmic Power and Politics*. Oxford Scholarship Online. [Available online]

**From the blurb:** IF ... THEN provides an account of power and politics in the algorithmic media landscape that pays attention to the multiple realities of algorithms, and how these relate and coexist. The argument is made that algorithms do not merely have power and politics; they help to produce certain forms of acting and knowing in the world.

#### Readings

Selection ca 100 pp. Ch. 1, Ch. 2, Ch. 4, Ch. 5, Ch. 7.



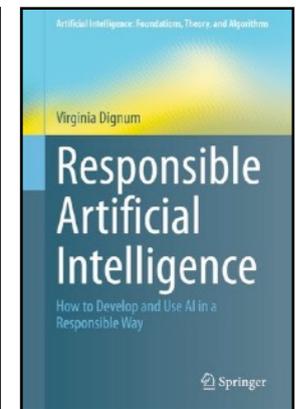
100 Pages used

ISBN 978-0-1904-9302-8

[Publisher info](#)

Dignum, Virginia (2019). *Responsible Artificial Intelligence: How to Develop and Use AI in a Responsible Way*. Springer. [Available online]

**From the blurb:** In this book, the author examines the ethical implications of Artificial Intelligence systems as they integrate and replace traditional social structures in new sociocognitive-technological environments. She discusses issues related to the integrity of researchers, technologists, and manufacturers as they design, construct, use, and manage artificially intelligent systems; formalisms for reasoning about moral decisions as part of the behavior of artificial autonomous systems such as agents and robots; and design methodologies for social agents based on societal, moral, and legal values.



127 Pages

978-3-0303-0370-9

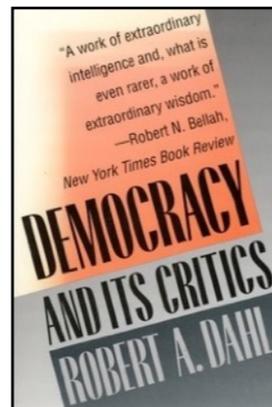
[Publisher info](#)

Dahl, Robert A. (1989). *Democracy and Its Critics*. New Haven: Yale University Press. [Available online]

**From the blurb:** In this prize-winning book, one of the most prominent political theorists of our time makes a major statement about what democracy is and why it is important. Robert Dahl examines the most basic assumptions of democratic theory, tests them against the questions raised by its critics, and recasts the theory of democracy into a new and coherent whole. He concludes by discussing the directions in which democracy must move if advanced democratic states are to exist in the future.

#### Readings

Selection ca 50 pp: Ch. 3, 4, 5.



50 pages used

ISBN 978-0-3000-4938-1

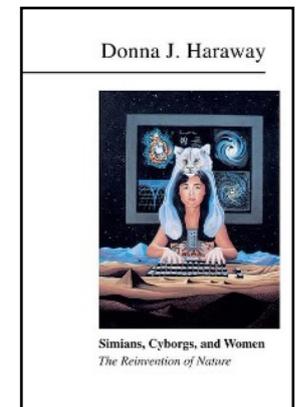
[Publisher info](#)

Haraway, Donna J. (1991). *Simians, Cyborgs, and Women*. New York: Routledge. [Available online]

**From the blurb:** *Simians, Cyborgs and Women* is a powerful collection of ten essays written between 1978 and 1989. Although on the surface, simians, cyborgs and women may seem an odd threesome, Haraway describes their profound link as "creatures" which have had a great destabilizing place in Western evolutionary technology and biology. Throughout this book, Haraway analyzes accounts, narratives, and stories of the creation of nature, living organisms, and cyborgs. At once a social reality and a science fiction, the cyborg--a hybrid of organism and machine--represents transgressed boundaries and intense fusions of the nature/culture split. By providing an escape from rigid dualisms, the cyborg exists in a post-gender world, and as such holds immense possibilities for modern feminists.

#### Readings

Selection 160 pages (Part One & Part Three).



160 Pages used

ISBN 978-1-8534-3139-5

Also:  
ISBN 185343139-7  
ISBN 185343138-9

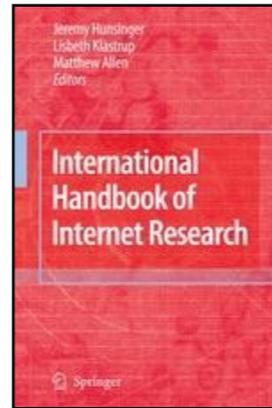
[Publisher info](#)

Hunsinger, Jeremy, Lisbeth Klastrup, & Matthew M. Allen (eds.) (2010). *International handbook of internet research*. Springer Science & Business Media. [Available online]

**From the blurb:** This handbook, the first of its kind, is a detailed introduction to the numerous academic perspectives we can apply to the study of the internet as a political, social and communicative phenomenon. Covering both practical and theoretical angles, established researchers from around the world discuss everything: the foundations of internet research appear alongside chapters on understanding and analyzing current examples of online activities and artifacts. The material covers all continents and explores in depth subjects such as networked gaming, economics and the law.

#### Readings

Selection ca 100 pages (Student's own selection)



100 Pages used

ISBN 978-1-4020-9789-8

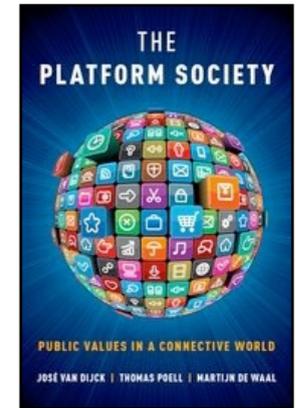
[Publisher info](#)

van Dijck, José, Thomas Poell & Martin de Waal (2018). *The Platform Society: Public Values in a Connective World*. Oxford: Oxford University Press.

**From the blurb:** In *The Platform Society*, Van Dijck, Poell and De Waal offer a comprehensive analysis of a connective world where platforms have penetrated the heart of societies-disrupting markets and labor relations, circumventing institutions, transforming social and civic practices and affecting democratic processes. This book questions what role online platforms play in the organization of Western societies. First, how do platform mechanisms work and to what effect are they deployed? Second, how can platforms incorporate public values and benefit the public good?

#### Readings

Selection ca 100 pp.: ch. 1, ch. 2, ch. 3, ch. 7.



100 Pages used

ISBN 978-0-1908-8977-7

[Publisher info](#)

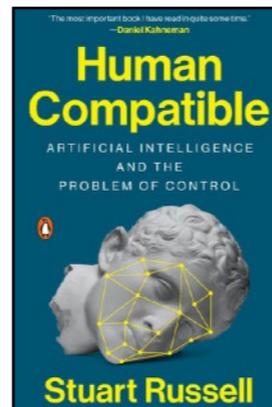
Russell, Stuart (2019). *Human Compatible: AI and the Problem of Control*. Allen Lane. 352 pp.

**From the blurb:** In the popular imagination, superhuman artificial intelligence is an approaching tidal wave that threatens not just jobs and human relationships, but civilization itself. Conflict between humans and machines is seen as inevitable and its outcome all too predictable.

In this groundbreaking book, distinguished AI researcher Stuart Russell argues that this scenario can be avoided, but only if we rethink AI from the ground up. Russell begins by exploring the idea of intelligence in humans and in machines. He describes the near-term benefits we can expect, from intelligent personal assistants to vastly accelerated scientific research, and outlines the AI breakthroughs that still have to happen before we reach superhuman AI. He also spells out the ways humans are already finding to misuse AI, from lethal autonomous weapons to viral sabotage.

#### Readings

Selection ca 150 pages



Selection ca 150 pages

ISBN 978-0-5255-5863-7

[Publisher info](#)

# Course Resources – Articles & Book Chapters

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

1. Anderson, Susan Leigh (2008). Asimov's "three laws of robotics" and machine metaethics. *AI & Society*, 22(4), 477-493.  
Download here
2. Arcas, Balise Agüera y (2018). "Do algorithms reveal sexual orientation or just expose our stereotypes?" , *Medium* January 18.  
Download here
3. Atzori, Marcella (2017). "Blockchain technology and decentralized governance: Is the state still necessary?" , *Journal of Governance and Regulation* 6(1): 45–62.  
Download here
4. Barratt, Daniel, Anna Cabak Rédei, Åse Innes-Ker, & Joost van de Weijer, J. (2016). "Does the Kuleshov Effect Really Exist? Revisiting a Classic Film Experiment on Facial Expressions and Emotional Contexts" , *Perception* 45(8): 847–874.  
Download here
5. Belpaeme, Tony, James Kennedy, Aditi Ramachandran, Brian Scassellati, & Fumihide Tanaka (2018). "Social robots for education: A review" , *Science Robotics*, 3(21), 1–9.  
Download here
6. Breazeal, Cynthia (1999). "Robot in society: Friend or appliance" , *Proceedings of the 1999 Autonomous Agents Workshop on Emotion-Based Agent Architectures* (pp. 18–26).  
Download here
7. Bryson, Joanna J. (2010). "Robots should be slaves" in Yorick Wilks (ed.) *Close Engagements with Artificial Companions: Key social, psychological, ethical and design issues* (pp. 63–74). Amsterdam: John Benjamins.  
Download here
8. Chen, Chaona, Laura B. Hensel, Yaocong Duan, Robin A. A. Ince, Oliver G. B. Garrod, Jonas Beskow, Rachael E. Jack, & Philippe G. Schyns (2019). "Equipping social robots with culturally-sensitive facial expressions of emotion using data-driven methods" , *2019 14th IEEE International Conference on Automatic Face & Gesture Recognition (FG 2019)*, 1–8.  
Download here
9. Coeckelbergh, Mark (2010). "Robot rights? Towards a social-relational justification of moral consideration" , *Ethics and information technology*, 12(3), 209–221.  
Download here
10. Collins, Brian J., Jose Marichal & Richard Neve (2020). "The social media commons: Public sphere, agonism, and algorithmic obligation" , *Journal of Information Technology & Politics* April 2020, 17 pp.  
Download here
11. Crivelli, Carlos & Alan J. Fridlund (2018). "Facial Displays Are Tools for Social Influence" , *Trends in Cognitive Sciences* 22(5): 388–399.  
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12. Dahlgren, Peter (2005). "The Internet, Public Spheres, and Political Communication: Dispersion and Deliberation" , *Political Communication* 22(2): 147–162.  
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13. Dautenhahn, Kerstin (2007). "Socially intelligent robots: dimensions of human–robot interaction" , *Philosophical transactions of the royal society B: Biological sciences*, 362(1480), 679–704.  
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14. Diamond, Larry (2019). "The Threat of Postmodern Totalitarianism" , *Journal of Democracy* 30(1): 20–24.  
Download here
15. D'Mello, Sideney, Arvid Kappas, & Jonathan Gratch, J. (2018). "The Affective Computing Approach to Affect Measurement" , *Emotion Review* 10(2): 174–183.  
Download here
16. Docherty, Iain, Greg Marsden & Jillian Anable (2018). "The governance of smart mobility" , *Transportation Research Part A: Policy and Practice*, 115, 114–125.  
Download here
17. Ekman, Paul & Wallace V. Friesen (1971). "Constants across cultures in the face and emotion" , *Journal of Personality and Social Psychology* 17(2): 124–129.  
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18. Ellsworth, Phoebe C. (2013). "Basic Emotions and the Rocks of New Hampshire" , *Emotion Review* 6(1): 21–26.  
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19. EU Commission (2020). White Paper on Artificial Intelligence. A European approach to excellence and trust. COM(2020) 65 final. 26 pp.  
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20. Evans, Joshua (2016). "Trials and tribulations: Problematizing the city through/as urban experimentation" , *Geography Compass*, 10(10), 429–443.  
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21. Feldman Barrett, Lisa, Ralph Adolphs, Stacy Marsella, Aleix M. Martinez, Seth D. Pollak (2019). "Emotional expressions reconsidered: Challenges to inferring emotion from human facial movements" , *Psychological Science in the Public Interest* 20: 1–68.  
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22. Ferrando, Francesca (2014). "Is the Post-Human a Post-Woman?", *European Journal of Futures Research* 2(43): 2–43.  
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23. Firth-Godbehere, Rich (2018). "Silicon Valley thinks everyone feels the same six emotions", *NEXT* September 5. ca 14 pp  
Download here
24. Firth-Godbehere, Rich (2018). "Emotion science keeps getting more complicated. Can AI Keep Up?", *NEXT* November 28. ca 8 pp  
Download here
25. Floridi, Luciano, Josh Cows, Monica Beltrametti, Raja Chatila, Patrice Chazerand, Virginia Dignum, Christoph Luetge, Robert Madelin, Ugo Pagallo, Francesca Rossi, Burkhard Schafer, Peggy Valcke & Effy Vayena (2018). "AI4People—An Ethical Framework for a Good AI Society: Opportunities, Risks, Principles, and Recommendations", *Minds and Machines*, 28(4), 689–707.  
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26. Frank, Robert H. (2011). "The Strategic Role of the Emotions", *Emotion Review* 3(3): 252–254.  
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27. Hedlund, Maria & Erik Persson (forthcoming). "The future of AI development, safety, and democracy – a question of forward-looking responsibility" in *Humans Meet AI*, Springer, ca 20 pp.  
Will be provided by teacher
28. Helmon, Anne (2015). "The Platformization of the Web: Making Web Data Platform Ready", *Social Media & Society* 1(2): 1–11.  
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29. Hopkins, Debbie & Tim Schwanen (2018) "Automated Mobility Transitions: Governing Processes in the UK", *Sustainability* 10(4): 1–19.  
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30. Hydén, Håkan (2015). "Towards a Theory of Law and Societal Development", *Scandinavian Studies in Law* 60: 443–473.  
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31. Hydén, Håkan (2020). "AI, Norms, Big Data and Law", *Asian Journal of Law and Society* (forthcoming). (ca 30 pp.)  
Will be provided by teacher
32. Hydén, Håkan (book manuscript). *Sociology of Law as Norm Science*, ch. 1. (ca 40 pp.)  
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43. Lyons, Glenn (2018). "Getting smart about urban mobility-aligning the paradigms of smart and Sustainable", *Transportation Research Part A: Policy and Practice* 115: 4–14.  
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Will be provided by teacher
48. Mukhtar-Landgren, Dalia, Annica Kronsell, Yuliya Voytenko, & Timo von Wirth (2019) "Municipalities as Enablers in Urban Experimentation", *Journal of Environmental Policy & Planning* 21(6): 718–733.  
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Available on Canvas
62. Solaiman, S. M. (2017) "Legal personality of robots, corporations, idols and chimpanzees: a quest for legitimacy", *Artificial Intelligence and Law*, 25 (2), 155–179.  
Download here
63. Sprei, Frances (2018). "Disrupting Mobility", *Energy Reserach & Social Science* 37: 238– 242.  
Download here
64. Stahl, Titus (2016). "Indiscriminate mass surveillance and the public sphere", *Ethics and Information Technology* 18(1): 33–39.  
Download here
65. The High-Level Expert Group on Artificial Intelligence (2019) *Ethics Guidelines for Trustworthy AI*. 40 pp. <https://digital-strategy.ec.europa.eu/en/library/ethics-guidelines-trustworthy-ai>
66. The High-Level Expert Group on Artificial Intelligence (2019) *Policy and Investment Recommendations for Trustworthy Artificial Intelligence*. 50 pp. <https://digital-strategy.ec.europa.eu/en/library/policy-and-investment-recommendations-trustworthy-artificial-intelligence>
67. Turing, Alan Mathison (1950) "Computing Machinery and Intelligence", *Mind*, 59: 433– 460.  
Download here

# COURSE OVERVIEW

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



# Your course at a glance

TIME	COURSE ACTIVITY
Week 1	<b>Introduction</b>   Maria Hedlund Introduction
	<b>Lecture 1</b>   Maria Hedlund Democratic and Responsible AI?
	<b>Seminar 1</b>   Maria Hedlund Democratic and Responsible AI?
Week 2	<b>Lecture 2</b>   Anamaria Dutceac Segesten AI and Social Media
	<b>Seminar 2</b>   Anamaria Dutceac Segesten Digital Public Spheres
	<b>Guest Lecture</b>   Daniel Möller Ölgård The Power of Social Media Algorithms: Lessons from Humanitarian Communication
	<b>Lecture 3</b>   Stefan Larsson Transparency as a Tool for AI
Week 4	<b>Seminar 3</b>   Stefan Larsson Transparency as a Tool for AI
	<b>Lecture 4</b>   Håkan Hydén Norms and Development
	<b>Lecture 5</b>   Håkan Hydén The Rule of Law and AI
Week 5	<b>Lecture 6</b>   Christian Balkenius The Future Role of Social Robots in Society
	<b>Seminar 4</b>   Christian Balkenius The Future Role of Social Robots in Society
	<b>Lecture 7</b>   Helle Rydström Gendering AI
Week 6	<b>Seminar 5</b>   Helle Rydström Gendering AI
	<b>Lecture 8</b>   Åse Innes-Ker Can an AI really tell what you are feeling?
	<b>Seminar 6</b>   Åse Innes-Ker Can an AI really tell what you are feeling?
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

TIME	COURSE ACTIVITY
Week 7	<b>Lecture 9</b>   Erik Persson AI and the Control Problem
	<b>Seminar 7</b>   Erik Persson AI and the Control Problem
	<b>Lecture 11</b>   Maria Hedlund Summing up
Week 8	<b>Individual Supervision</b>
Week 10	<b>Deadline for the course paper</b>
	Final Seminars
December 2021	Re-examination
January 2022	Re-examination
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

# Course details

## Introduction to the Course

(lecture) | *Teacher:* Maria Hedlund

The lecture will introduce the students to the course.

## Lecture 1 – Democratic and Responsible AI?

(lecture) | *Teacher:* Maria Hedlund

The lecture focus on policy processes on AI from a normative perspective. From a democratic perspective, it is important who is included in such processes and when in the processes different actors can be heard. A key question is how responsibility between different actors involved in development of AI technology and AI policy-making should be distributed. Hence, we discuss both the policy processes on the regulation of AI technology and the outcomes of such processes.

### Mandatory Reading

Bucher (2018) Ch. 1, 2, 4, 5, 7

Dahl (1989) Ch. 4, 5, 6

Dignum (2019)

Van Dijck et al. (2018) Ch. 7

## Seminar 1: Democratic and Responsible AI?

(seminar) | *Teacher:* Maria Hedlund

In the seminar, we look at suggestions on how to develop democracy by the help of AI technology. We discuss their democratic potential and problematise some of the assumptions in those suggestions.

### Mandatory Reading

Atziori (2017)

Additional material provided by the teacher

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

What to hand in: All seminars are compulsory, but if you nevertheless miss this seminar, you need to make a complementary task. Write a paper of 1200–1600 words in which you discuss the seminar theme. Make sure you make substantial references to all the texts assigned for this seminar.

How to hand in: Send it via email to the responsible teacher

When to hand in: No later than the time indicated in the timetable

## Lecture 2 – AI and Social Media

(lecture) | *Teacher:* Anamaria Dutceac Segesten

The lecture explores how social media algorithms, driven by trace data left behind by billions of user interactions, influence everyday life. We explore the business model, the purpose and the effects of such platformization process, including its normative aspects.

### Mandatory Reading

Helmon, Anne (2015)

Latzer, Michael & Natascha Just (2020)

van Dijck, José, Thomas Poell & Martin de Waal (2018): ch. 1, 2, 3, 7

## Seminar 2: Digital Public Spheres

(seminar) | *Teacher:* Anamaria Dutceac Segesten

During the seminar, we will discuss the question whether Social Media platforms can be seen as digital public spheres. Taking into account the role of algorithmic decision-making covered in the lecture, how open, transparent and democratic are/ought to be these digital public spheres?

### Mandatory Reading

Collins, Brian J., Jose Marichal & Richard Neve (2020)

Dahlgren, Peter (2005)

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

What to hand in: All seminars are compulsory, but if you nevertheless miss this seminar, you need to make a complementary task. Write a paper of 1200–1600 words in which you discuss the seminar theme. Make sure you make substantial references to all the texts assigned for this seminar.

How to hand in: Send it via email to the responsible teacher

When to hand in: No later than the time indicated in the timetable

## Guest Lecture – The Power of Social Media Algorithms: Lessons from Humanitarian Communication

(lecture) | *Teacher:* Daniel Möller Ölgaard

On how machine learning algorithms on social media shape the public sphere and how we, as researchers, can understand and analyse algorithms methodically.

### Mandatory Reading

Rob Kitchin (2017)

## Lecture 3 – Transparency as a Tool for AI

(lecture) | *Teacher:* Stefan Larsson

The lecture and the seminar focus on the multifaceted concept of transparency as it relates to applied artificial intelligence (AI). This means that the concept is analysed and sorted with regards to the research front in critical and social scientific research on the consequences and meaning of AI in society. A particular focus is on issues of governance within the EU, and the contemporary push for governing the AI development through ethics guidelines.

### Mandatory Reading

EU Commission (2020)

The High-Level Expert Group on Artificial Intelligence (2019) Ethics Guidelines...

The High-Level Expert Group on Artificial Intelligence (2019c) Policy and Investment...

Additional readings to be provided by the teacher

## Seminar 3: Transparency as a Tool for AI

(seminar) | *Teacher:* Stefan Larsson

The lecture and the seminar focus on the multifaceted concept of transparency as it relates to applied artificial intelligence (AI). This means that the concept is analysed and sorted with regards to the research front in critical and social scientific research on the consequences and meaning of AI in society. A particular focus is on issues of governance within the EU, and the contemporary push for governing the AI development through ethics guidelines.

### Mandatory Reading

See readings for lecture 3

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

What to hand in: All seminars are compulsory, but if you nevertheless miss this seminar, you need to make a complementary task. Write a paper of 1200–1600 words in which you discuss the seminar theme. Make sure you make substantial references to all the texts assigned for this seminar.

How to hand in: Send it via email to the responsible teacher

When to hand in: No later than the time indicated in the timetable

## Lecture 4 – Norms and Development

(lecture) | *Teacher:* Håkan Hydén

(1) The role of norms

- the concept of norms. The difference between essential and accidental attributes.
- different types of norms: social, economic, bureaucratic, technical and legal.
- how to identify norms

(2) How the role of norms is changing over time

- societal development as cyclical curves
- different phases in the societal development within an era.
- what characterizes these phases with focus on shifting norms and normativities.

### Mandatory Reading

Barfield, Woodrow & Pagallo, Ugo (eds.) (2018): Karnow, Curtis E. A. "Foreword"; Barfield, Woodrow "Towards a law of artificial intelligence"; Shimpo, Fumio "The principal Japanese AI and robot strategy towards establishing basic principles"; Yueh-Hsuan Weng "Robot law" + chapters selected by the student.

Hydén, Håkan (book manuscript), ch. 1.

Hydén, Håkan & Måns Svensson (2008)

## Lecture 5 – The Rule of Law and AI

(lecture) | *Teacher:* Håkan Hydén

(1) What characterizes Rule of Law

(2) A theory of legal development

- stable vs changing patterns
- the locomotive of law

(3) How does AI affects the role of law and the rule of law.

- AI as norms
- How does AI influence the substratum of law
- How does AI affect law
- AI and legal decision-making

### Mandatory Reading

Hydén, Håkan (2020)

## Lecture 6 – The Future Role of Social Robots In Society

(lecture) | *Teacher:* Christian Balkenius

Is there a role of social robots in society? Why would we want machines that imitate people in any way? In addition to review the state of the art in social robots, the lectures will address three themes that are currently in focus in robotics research.

The first theme is the role and status of a robot. What do we want a robot to be? Should it be a slave, a servant, a partner, a friend, or is it just an appliance? Different researchers give fundamentally different answers to these questions that not only influence the technological development but also how they envision a role for robots in the future. There is much work on robots that try to emote with people and tries to build a social bond with their users. The idea is that such robots will be easier to interact with and also will be more enjoyable. However, it has been argued that such an approach is dishonest since it deceives the user about the inner workings of the robot. It may also potentially have detrimental effects on human wellbeing if humans are replaced by robots in social situations such as in healthcare or child care.

The second theme concerns the appropriate behaviour of robots when interacting with humans. How can robots be designed to interact in a natural way with humans? Given that we want robots to interact with humans in a social way, what aspects of human-human interaction should we try to mimic in robots? This research area is multidisciplinary in that it studies humans as much as machines. Only by better understanding human interaction can we learn to reproduce it in a robot. One fundamental question is what aspect of the robot design that is important for natural interaction. Does the robot has to look like a human? If so, should it try to impersonate a person? Or is it sufficient to implement some aspects of human communication while still letting the robot look like a human? The research in the area ranges from work on trying to fool people that the robot is a human, to machine-like robots that only uses seam selected principles of human-human interaction.

The third theme is robot ethics. One side of this area is the question of how robot should behave toward people and each other? This work often takes it start in attempts to formulate ethical rules for robots, such as Asimov's robot laws. This is complicated by the fact that humans and robots are typically not considered to have equal status and can thus not adhere to the same rules. Another major problem is that robots may not have the intelligence to understand the rules sufficiently well to implement them in practice. The other side of robot ethics is questions about the legal status of a robot. Can machines have rights and should they? It is possible, that in the future, robots will be sufficiently complex that it make sense to assign agency to them. Who is then responsible for the actions of the robot? The owner, the manufacturer, or itself?

### Mandatory Reading

Anderson, Susan Leigh (2008)

Belpaeme, Tony, James Kennedy, Aditi Ramachandran, Brian Scassellati & Fumihide Tanaka (2018)

Breazeal, Cynthia (1999)

Bryson, Joanna J. (2010)

Coeckelbergh, Mark (2010)

Dautenhahn, Kerstin (2007)

Mumm, J., & Mutlu, B. (2011)

Nagenborg, Michael, Raphael Capurro, Jutta Weber, & Christoph Pingel (2008)

Ogawa, Kohei, Christoph Bartneck, Daisuke Sakamoto, Takayuki Kanda, Tetsuo Ono & Hiroshi Ishiguro (2009)

Sandoval, Eduardo Benitez, Omar Mubin & Mohammad Obaid (2014)

Sharkey, Noel & Amanda Jane Sharkey (2010)

Smith, David Harris & Frauke Zeller (2016)

Turing, Alan Mathison (1950)

*The literature should clearly fall under the themes described above. The more technical articles are intended of samples of the kind of research that is done in the area and technical detail are not important for this course. Instead, focus on how the papers contribute to the discussion of the three themes. The aim of the literature is to describe an ongoing discussion on the role of social robots rather than to give answers to any of the questions.*

## Seminar 4: The Future Role of Social Robots in Society

(seminar) | *Teacher:* Christian Balkenius

In the seminar, the students discuss the three themes in smaller groups.

**Mandatory Reading:** see readings for lecture 6

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

What to hand in: All seminars are compulsory, but if you nevertheless miss this seminar, you need to make a complementary task. Write a paper of 1200–1600 words in which you discuss the seminar theme. Make sure you make substantial references to all the texts assigned for this seminar.

How to hand in: Send it via email to the responsible teacher

When to hand in: No later than the time indicated in the timetable

## Lecture 7 – Gendering AI

(lecture) | *Teacher:* Helle Rydström

This lecture focuses on the ways in which gendered values inform AI (Haraway 1991). Technological innovations might be the result of design which perpetuates stereotypical assumptions that could be of disadvantage for women and other groups locally and globally—from apps to the assembly line (Leavy 2018; Maroti 2019). The lecture invites exploration of the ways in which transnational technologies are gendered and the extent to which they generate, or maybe even exacerbate, gendered crisis conditions on the ground shaped as lack of full recognition and social inequality.

### Mandatory Reading

Ferrando, Francesca (2014)

Haraway, Donna J. (1991)

Leavy, Susan (2018)

Maroti, Christine (2019)

## Seminar 5: Gendering AI

(seminar) | *Teacher:* Helle Rydström

Students work in small groups. By drawing on the literature, students identify 2–3 theoretical concepts to critically discuss 2–3 relevant transnational cases selected by each group. The cases should illuminate the ways in which the gendering of AI might generate gender specific crises understood as misrecognition and asymmetrical socio-economic and political conditions.

### Mandatory Reading

See readings for lecture 7

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

What to hand in: All seminars are compulsory, but if you nevertheless miss this seminar, you need to make a complementary task. Write a paper of 1200–1600 words in which you discuss the seminar theme. Make sure you make substantial references to all the texts assigned for this seminar.

How to hand in: Send it via email to the responsible teacher

When to hand in: No later than the time indicated in the timetable

## Lecture 8 – Can an AI really tell what you are feeling?

(lecture) | *Teacher:* Åse Innes-Ker

*Everyone knows that grief involves a gloomy and joy a cheerful countenance ... There are characteristic facial expressions which are observed to accompany anger, fear, erotic excitement and all the other passions.*

(Aristotle, via James Russell)

The belief that facial expressions of emotion signals an underlying emotional state is millennia old, and emotion and emotional expressions show that this is much too strong an assumption. It is true that expressions are used to signal emotions – as witnessed in the use of emoji's, and the addition of affective expressions to agents such as educational robots and assistant interfaces such as Alexa and Siri, but the connection to an actual underlying is much more tenuous. The expression and interpretation of emotions have strong cultural overlays, is at least partially in control by the expressor, and possibly has more of a signalling purpose than a honest read-out of internal states.

In this lecture, we will discuss what we know about emotional expressions so far, with some emphasis on the historical aspect; the problem with thinking we can monitor other humans emotional state by simply training artificial networks on detection, but also talk about the use of automation to understand expressiveness, and how automation can be used for interacting with artificial entities.

### Mandatory Reading

Readings to be provided by teacher.

## Seminar 6: Can an AI really tell what you are feeling?

(seminar) | *Teacher:* Åse Innes-Ker

In the seminar the students discuss AI and facial expression in smaller groups.

### Mandatory Reading

See readings for lecture 8

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

What to hand in: All seminars are compulsory, but if you nevertheless miss this seminar, you need to make a complementary task. Write a paper of 1200–1600 words in which you discuss the seminar theme. Make sure you make substantial references to all the texts assigned for this seminar.

How to hand in: Send it via email to the responsible teacher

When to hand in: No later than the time indicated in the timetable

## Lecture 9 – AI and The Control Problem

(lecture) | *Teacher:* Erik Persson

How do we control a machine that is more intelligent than we are? This question is often referred to as the control problem. Already today, we have computers that can outperform humans at some very well specified and narrow tasks that by humans are associated with a high level of intelligence, such as solving math problems and playing chess. These machines are in no way a threat to humanity since although very intelligent, they are still only capable of doing one thing. This is called artificial 'domain specific', or 'narrow' intelligence. Some researchers and developers strive, however, to develop machines with artificial general intelligence of the same type we humans possess and that is commonly believed to be what gives us the power to control other animals even though they are physically much stronger than we are and machines that are both stronger and, in a narrow sense, more intelligent than we are. Do we really want to give away this super power to machines? What are the advantages, what are the risks, and how can we get the advantages and avoid the risks? These are questions we are going to discuss in this lesson (lecture + seminar).

### Mandatory Reading

Russell, Stuart (2019). *Human Compatible: AI and the Problem of Control*. Selection ca 200 pp.

## Seminar 7: AI and The Control Problem

(seminar) | *Teacher:* Erik Persson

In the seminar, the students discuss AI and The Control Problem in smaller groups.

### Mandatory Reading

See readings for lecture 10.

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

What to hand in: All seminars are compulsory, but if you nevertheless miss this seminar, you need to make a complementary task. Write a paper of 1200–1600 words in which you discuss the seminar theme. Make sure you make substantial references to all the texts assigned for this seminar.

How to hand in: Send it via email to the responsible teacher

When to hand in: No later than the time indicated in the timetable

## Lecture 11 – Summing up

(lecture) | *Teacher:* Maria Hedlund

In this lecture, we summarise the different perspectives presented during the course. On this occasion, we will also give information about the written examination, and present the expectations for the course paper.

### Course paper

The course paper is the other of the two parts of the total examination of the course. In the course paper, the student has the opportunity to delve more deeply into one of the perspectives on AI and Society presented in the course. The student independently formulates a scientific problem within this perspective and collects and processes additional empirical and theoretical material to analyse this problem. Each student is offered a meeting with one of the teachers (assigned by the course coordinator) for individual supervision (see below).

The paper should be 3000–4000 words (list of references not included in these figures) and have the character of a mini-essay. Problem and results should be clearly stated, statements should be supported by references (including page numbers) in the text (the Harvard system), and the analysis should be presented in a clear and transparent way. Make sure that the research problem you decide on is specific enough to be answered within the space limit. Do not forget a title of the paper. Grading will be made according to the general quality of the paper; a good choice of problem is appreciated as well as originality and creativity.

The course papers are presented at the final seminar in which the student discuss another student's course paper (see below).

#### What happens if you fail the course paper?

Explanatory text here

### Individual Supervision

Early in the process, each student is offered a meeting with one of the teachers (assigned by the course coordinator) for individual supervision regarding their course paper idea. On this occasion, the students gets feedback on their idea, tips on additional reading, advice on how to structure their paper, or other support that is relevant for the paper.

#### What happens if you fail to attend the supervision meeting?

Students who fail to attend this meeting miss the opportunity to get individual feedback on their course paper idea.

## Final Seminar

(seminar)

At the final seminar, students are divided into smaller groups and discuss each other's course papers within this group. All the students in the group are expected to give comments on all the other papers in the same group. In addition, each student is assigned a special responsibility to comment on one of the other course papers. The seminar preferably takes the form of a dialogue, and the participants are encouraged to give their comments in a constructive manner.

#### What happens if you fail to attend the supervision meeting?

Students who fail to attend the final seminar will not be graded and will have to submit their course paper at the re-examination occasion (see the schedule).

# 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.

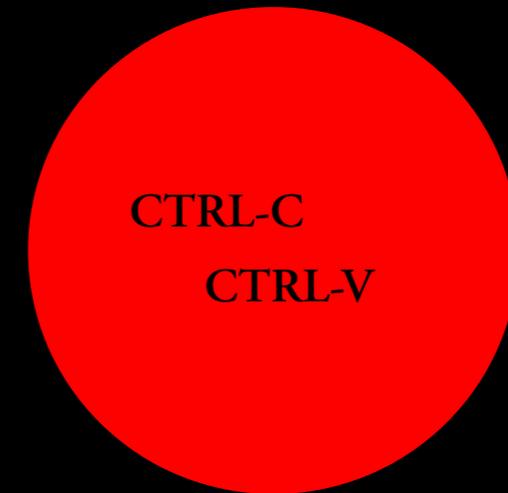
## Plagiarism – and how to avoid it

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:

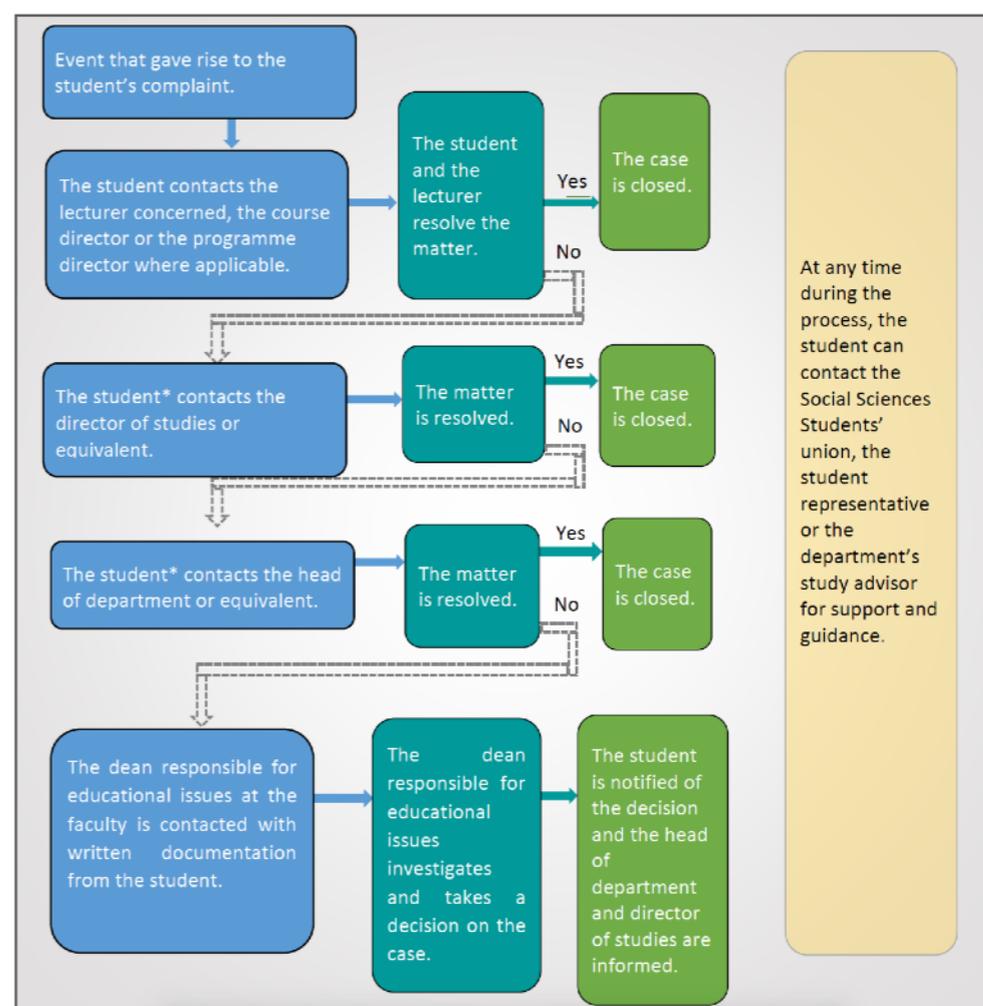
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment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

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

## 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.

