

Graduate School

FACULTY OF SOCIAL SCIENCES

SIMP27

Gender, Class, Ethnicity and
Sexuality

Version 1.0 – January 2021

GRADUATE SCHOOL PROFILE COURSES

AUTUMN 2021



1. WELCOME

SIMP27
GENDER, CLASS,
ETHNICITY AND
SEXUALITY

Contact info

Graduate School

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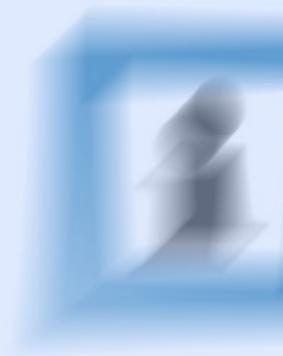
Student Union

Home page: samvetet.org

Lund University

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

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



Welcome to the Autumn term's course

Gender, Class, Ethnicity and Sexuality.

In this course, we treat some of the major trends and theoretical debates in Gender Studies and work together as a team of teachers and students from different backgrounds to explore common intellectual interests and feminist questions. The different backgrounds of the course participants provide a basis for cooperation and also for looking at issues from a variety of social science different perspectives, both in terms of locations and disciplines.

As a student you will be working with the core elements in current feminist theories in dialogue with established academic disciplines. A particular focus will be placed on understanding how gender intersects with other categories of differences and power such as class, ethnicity/race and sexuality. These intersections will be explored taking as a point of departure different scales of analysis: the global, the national/state and the personal/self. You will be introduced to and/or deepen your knowledge of theories ranging from poststructuralist, material feminist, postcolonial and queer theory, to theories in the field of masculinity. The course will also analyse the contributions of feminist research to social theory in the exploration and the understanding of the connections between (gendered) difference and social injustice. The question of how gender, class, ethnicity/race and sexuality intersect in the production of difference will be addressed.

The course will focus on such feminist questions as:

- gender, feminism and social theory
- difference, representations of “otherness” and intersectionality
- sexuality, masculinities and subjectivity
- belonging, citizenship, nation and welfare
- the post-colonial and globalisation
- labour

Teaching and Examination

The course is organized around several topics, each of which will be explored during one week. The work every week will consist in individual readings, lectures, group work and seminars. In the second part of the course, you will start to write your final paper. You will receive support to do this during supervision seminars. Also in addition, some workshops, library trainings, trainings in the academic writing and a writing retreat are in the schedule.

Assessment is based on:

- seminar assignments, 3 credits
- a written examination in the form of a final paper, 12 credits

Formal learning outcomes for the course

On completion of the course, the student shall:

Knowledge and understanding:

- situate, understand, and critically review gender theories and research within the interdisciplinary field of Social Studies of Gender using an intersectional approach;
- understand the usefulness of feminist and gender theoretical perspectives in different contexts when addressing different scales of studied social phenomena.

Competence and skills:

- analyse relevant social phenomena using given key concepts;
- formulate complex research questions on issues relevant to the field of gender studies;
- give informative oral and written presentations on issues relevant to the field of gender studies;
- work in groups to better understand and report on different theoretical frameworks;
- work in an interdisciplinary context.

Judgement and approach:

- identify and critically reflect on gender, class, ethnicity/race, and sexuality as major categories of social analysis;
- demonstrate insight in communicating scientific issues and follow the development of knowledge within the field of gender study.

Seminar Instructions and Supervision

Seminars

For each theme addressed during the course, you have two lectures and one seminar (you attend either the morning or the afternoon seminar, depending on which group you will be assigned to).

Seminar Instructions

During the first week of the course, you will be divided into small reading groups. In these groups, you work together with the literature and the topic of the week to prepare for the seminars.

Before the seminar: First, all the students prepare individually by reading the week's literature. Before the seminar, students meet in the small reading groups without the teacher. These meetings are aimed at discussing the course literature. You should produce some notes from these discussions (min. 1 page) for the seminar. All the members of the group should participate in the meetings and presentations.

All the seminars during the course follow the same format. The seminars are divided into two parts, 45 minutes each. Each seminar is dedicated to the topic of the week and has a clear point of departure in the week's course literature (with the books at the centre and articles complementing these).

The seminar's two parts:

I. Reading and Understanding the Course Literature

The aim with the first part of the seminar is to collectively explore the week's readings. Each reading group will focus on one of the reading instructions below (check the table at the end of this section to see with which way of reading that your group will be working in a given week). During the first 15 minutes of the seminar, the students will sit in cross-groups and shortly present the different readings of the literature. Bring the notes that you produced in your group and share them on CANVAS with your peers. After this we will discuss in class the readings, in order to collectively gain a better understanding of the assigned literature.

Three ways of reading the text:

- Focus on the main arguments and concepts
The first way of reading focuses on the main arguments and theoretical concepts used in the text. First, you should identify the main arguments of the text. Also look for some key concepts central to the texts. Second, you should find the definitions of the concepts that are being proposed in the text. Third, you should see how the concepts are being used in the text, how they connect to each other, how they contribute to the central arguments of the text and whether and in what ways they form larger analytical or theoretical frameworks. Remember to work very closely to the course literature, referring to the concrete places in the text in which you find the examples of the above.

- Situating the text
The second way of reading aims at situating the text, both in relation to the feminist field and in relation to different disciplines in social sciences (when applicable). What traditions does the text refer to? What kind of intervention or contestation does it make? And in what specific fields? With which other texts does it stay in dialogue? This reading should also situate the text in a particular context in which it was produced: where and when was it written? How does the author situate themselves? What kind of perspectives and locations does the represent and is informed by? Also, here the main source of your reading should be the text itself - take as the point of departure how the above issues are presented in the text and refer to the concrete places in the text. However you may at times need to complement this with other sources.
- Scholarly craft
The third way of reading focuses on the text as an example of knowledge production and aims at understanding diverse ways of practicing the scholarly craft. Here you should identify the genre of the text and make an analysis of its different components. What is the place of theory? Is the text using any empirical material? If yes, in what way? What methods have been used to collect the material and what are the analytical methods used? What are the knowledge claims and writing style? In other words, you should read the text so that to analyze the craft of doing research. Again, your reading should be close to the text.

2. Analysis of Cases

The group that is working with the reading that focuses on the main arguments and concepts is also responsible for organising the second part of the seminar in the given week. The group is to find a case, taking as a point of departure (an) analytical concept(s) from the week's reading. It can be a case from media or other sources available to you and you should propose an analysis of the case using the concept. The groups decide what kind of presentation format they want to use. But you all should use your case to open up some questions that relate to the topic of the week and that can be discussed in the class. The presentation should not be longer than 15 minutes. During the remaining time the group will moderate a discussion in class (the group decides on the format of the discussion). **NOTE!** During the first seminar none of the groups will be responsible for this part of the seminar; the case(s) will be provided by the teacher who will moderate the discussions.

Seminars	Groups 1:1 and 2:1	Groups 1:2 and 2:2	Groups 1:3 and 2:3
1, 2, 5	Reading – focus on the concepts	Reading – situating the text	Reading – scholarly craft
3, 6	Reading – situating the text	Reading – scholarly craft	Reading – focus on the concepts
4, 7	Reading – scholarly craft	Reading – focus on the concepts	Reading – situating the text

Final Paper and Supervision Seminars

In the last chapter of this guide, you will find instructions on how to write your final paper. There you will also find information on grading and on the final seminar.

During the course, you will be offered two supervision seminars during which you will have an opportunity to discuss your ideas for the final paper.

Workshops and Supplemental Instruction Sessions

During the course, two workshops will be organised. Using some tools inspired by feminist and critical pedagogies, the workshops will invite students to engage in exploration of the feminist classroom as a site of collective knowledge sharing.

Throughout the course, the students will be offered an opportunity to continue discussions during Supplementary Instruction Sessions organised by a mentor student from the second year. These sessions are only for students and give you additional space for peer-learning.

Grades

The course is graded based on (1) the two group presentations of the cases during the seminars (3 credits) and the individual final paper (12 credits). When evaluating the final papers we will focus on the following criteria:

- Ability to critically use the literature. (To passively summarise the texts is not sufficient. You must reflect on them or show that you are able to use the theoretical tools they provide, hence demonstrating a deeper understanding.)
- Knowledge and use of a substantial part of the course literature and other relevant texts in an adequate manner.
- Ability to work with concepts and theories in an active and autonomous way.
- Clarity and originality in choosing a topic that is relevant to the course, formulating research questions/problems, and carrying through an analytical discussion.
- The paper's form and the referencing.

To avoid different grading scales and problem with individual bias, course teachers will synchronise grading.

Please remember that students must fulfil all requirements to be graded (participation in seminars and the final paper).

We use a scale from A to F (A-E is passed, A is the highest grade, E the lowest, F is failed).

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 beginning 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 seminar.

Re-examination opportunities

Re-examination is offered after the end of the course. If necessary, a second re-examination is arranged at a later date.

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

Marta Kolankiewicz (course coordinator) is an Associate Senior Lecturer at the Department of Gender Studies. Her main areas of teaching and research include social justice and law, sociology of race and racism, feminist theories and postcolonial theories.



Marta Kolankiewicz
(course coordinator)

marta.kolankiewicz@genus.lu.se

esethu monakali is a PhD student at the Department of Gender Studies. Their work focuses on trans masculinities, trans, queer and feminist geographies. They completed BA and MA degrees in Sociology at Stellenbosch University, South Africa.



esethu monakali

esethu.monakali@genus.lu.se

Sara Kauko is a cultural anthropologist and a postdoctoral researcher at the Department of Gender Studies. Her research interests include gender and entrepreneurship and theories of crisis. She has conducted ethnographic research in South America and Europe.



Sara Kauko

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Riya Raphael is a lecturer at the Department of Gender Studies. Her doctoral thesis focused on informal traders in India and theorises the concept of value. Riya's research interests include feminist political economy, critical sociology, queer and postcolonial theories.



Riya Raphael

riya.raaphael@genus.lu.se

Your teachers

Maja Sager is an Associate Senior Lecturer at the Department of Gender Studies. Her research interests are citizenship, nation, globalisation, migration and asylum rights from an intersectional feminist perspective.



Maja Sager
maja.sager@genus.lu.se

Maja Carlson is a librarian at the Social Sciences Faculty Library. She teaches and gives support regarding searching for and evaluating literature and reference management.



Maja Carlson
maja.carlson@sambib.lu.se

Irina Schmitt is a Senior Lecturer at the Department of Gender Studies. The focus of Irina's work is the analysis of power relations and experiences in the intersections of gender, sex and sexuality with understandings of national ascriptions and belongings.



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Hanna Glad is a writing and study specialist, who offers a range of services for students developing their writing, speaking, and study skills. She teaches sessions on academic reading and writing.



Hanna Glad
hanna.glad@ehl.lu.se

Your teachers

Sefika Özer (SI-mentor) is studying for a master's degree on the Social Studies of Gender program. Her areas of interest include, but are not limited to, feminist movements, sociology of religion, and anti-gender politics.

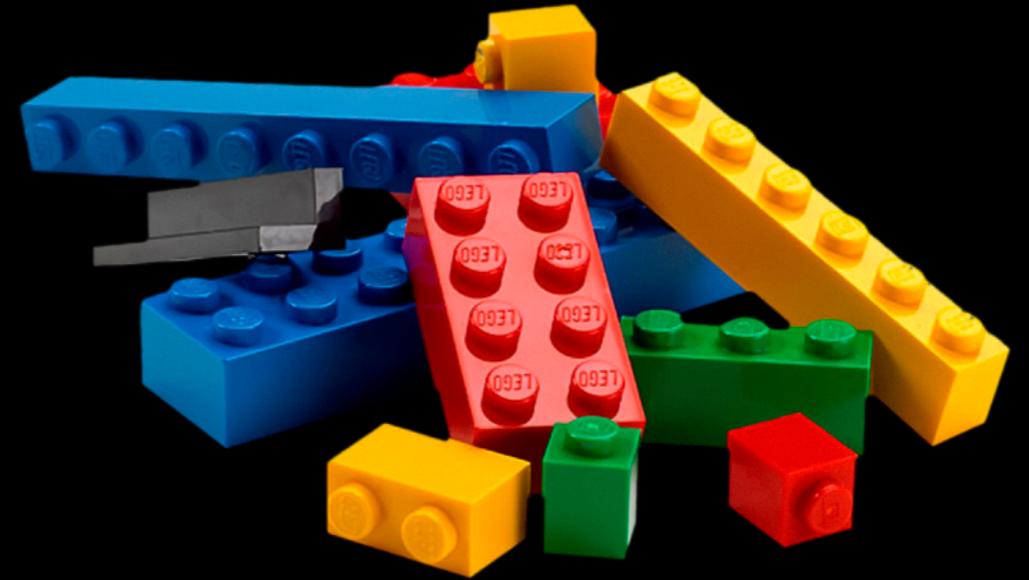


Sefika Özer

COURSE RESOURCES

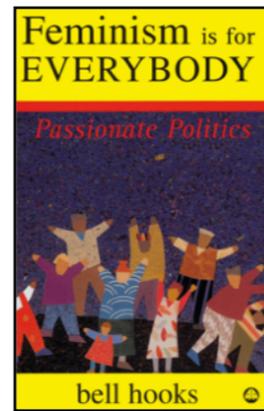
In this section we present the course literature and other course resources. This section is to help you to orient yourself in different types of readings and their functions in the course.

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



hooks, bell (2015). *Feminism is for Everybody: Passionate Politics*. New York: Routledge.

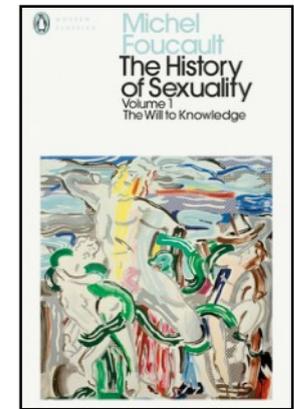
From the blurb: 'Simply put, feminism is a movement to end sexism, sexist exploitation, and oppression.' So begins *Feminism is for Everybody*, a short, accessible introduction to feminist theory by one of its most influential practitioners. Designed to be read by all genders, this book provides both a primer to the question 'what is feminism?' and an argument for the enduring importance of the feminist movement today. Beginning with a broad survey of feminism's most important themes and concerns, bell hooks demystifies contentious concepts and turns apparent ideology into common sense. Providing a critical evaluation of the successes and failures of contemporary feminism, she looks at a wide variety of topics including reproductive rights, sexual violence, race, class and work. hooks encourages us to demand alternatives to patriarchal, racist and homophobic culture and thereby to seek out a different future.



123 Pages
ISBN 978-1-1388-2162-0
[Publisher info](#)

Foucault, Michel (1990) *The History of Sexuality. Vol 1 The will to knowledge*. Harmondsworth: Penguin.

From the blurb: We talk about sex more and more, but are we more liberated? The first part of Michel Foucault's landmark account of our evolving attitudes in the west shows how the nineteenth century, far from suppressing sexuality, led to an explosion of discussion about sex as a separate sphere of life for study and examination. As a result, he argues, we are making a science of sex which is devoted to the analysis of desire rather than the increase of pleasure.

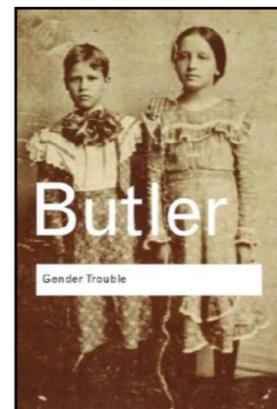


176 Pages
ISBN 978-0-2413-8598-2
[Publisher info](#)

Butler, Judith (1990). *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.

From the blurb: One of the most talked-about scholarly works of the past fifty years, Judith Butler's *Gender Trouble* is as celebrated as it is controversial. Arguing that traditional feminism is wrong to look to a natural, 'essential' notion of the female, or indeed of sex or gender, Butler starts by questioning the category 'woman' and continues in this vein with examinations of 'the masculine' and 'the feminine'. Best known however, but also most often misinterpreted, is Butler's concept of gender as a reiterated social performance rather than the expression of a prior reality.

Thrilling and provocative, few other academic works have roused passions to the same extent.

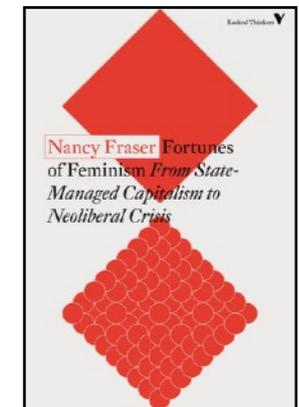


172 Pages
ISBN 0-415-90042-5
[Publisher info](#)

Fraser, Nancy (2013). *Fortunes of Feminism: From State-managed Capitalism to Neoliberal Crisis*. London: Verso.

From the blurb: Nancy Fraser's major new book traces the feminist movement's evolution since the 1970s and anticipates a new—radical and egalitarian—phase of feminist thought and action.

During the ferment of the New Left, "Second Wave" feminism emerged as a struggle for women's liberation and took its place alongside other radical movements that were questioning core features of capitalist society. But feminism's subsequent immersion in identity politics coincided with a decline in its utopian energies and the rise of neoliberalism. Now, foreseeing a revival in the movement, Fraser argues for a reinvigorated feminist radicalism able to address the global economic crisis. Feminism can be a force working in concert with other egalitarian movements in the struggle to bring the economy under democratic control, while building on the visionary potential of the earlier waves of women's liberation. This powerful new account is set to become a landmark of feminist thought.

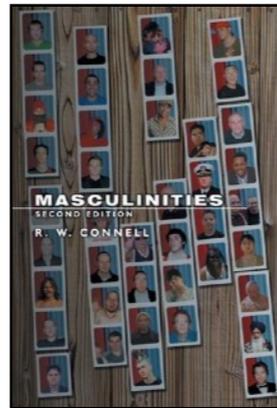


352 Pages
ISBN 978-1-7887-3857-6
[Publisher info](#)

Connell, Raewyn. (2005). *Masculinities*. Cambridge: Polity Press.

From the blurb: This is an exciting new edition of R.W. Connell's groundbreaking text, which has become a classic work on the nature and construction of masculine identity. In its first edition, *Masculinities* provided one of the most important voices in feminist scholarship by men. Connell argued that there is no such thing as a single concept of masculinity, but, rather, that many different masculinities exist, each associated with different positions of power.

In the new edition's substantial new introduction and conclusion, Connell discusses the development of masculinity studies in the ten years since the book's initial publication.



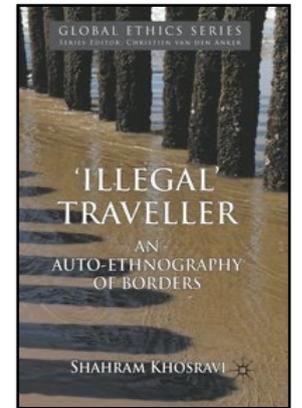
324 Pages

ISBN 978-0-7456-3427-2

[Publisher info](#)

Khosravi, S. (2010). *'Illegal' Traveller: an auto-ethnography of borders*. London: Palgrave Macmillan.

From the blurb: Based on fieldwork among undocumented immigrants and asylum seekers *Illegal Traveller* offers a narrative of the polysemic nature of borders, border politics, and rituals and performances of border-crossing. Interjecting personal experiences into ethnographic writing it is a form of self-narrative that places the self within a social context'.



150 Pages

ISBN 0-230-23079-2

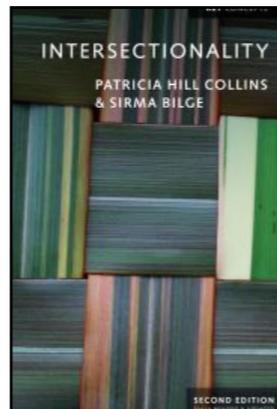
[Publisher info](#)

Hill Collins, Patricia & Sirma Bilge (2016) *Intersectionality*. London: Polity Press. (second edition).

From the blurb: The concept of intersectionality has become a hot topic in academic and activist circles alike. But what exactly does it mean, and why has it emerged as such a vital lens through which to explore how social inequalities of race, class, gender, sexuality, age, ability and ethnicity shape one another?

In this new book Patricia Hill Collins and Sirma Bilge provide a much-needed, introduction to the field of intersectional knowledge and praxis. They analyze the emergence, growth and contours of the concept and show how intersectional frameworks speak to topics as diverse as human rights, neoliberalism, identity politics, immigration, hip hop, global social protest, diversity, digital media, Black feminism in Brazil, violence and World Cup soccer. Accessibly written and drawing on a plethora of lively examples to illustrate its arguments, the book highlights intersectionality's potential for understanding inequality and bringing about social justice oriented change.

Intersectionality will be an invaluable resource for anyone grappling with the main ideas, debates and new directions in this field.



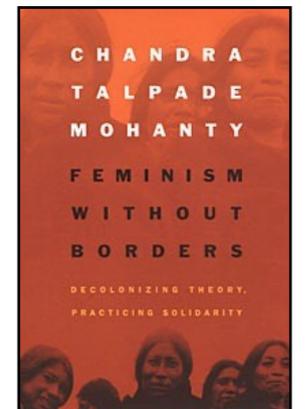
304 Pages

ISBN 978-1-5095-3968-0

[Publisher info](#)

Mohanty, Chandra Talpade (2003) *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Durham: Duke University Press.

From the blurb: Bringing together classic and new writings of the trailblazing feminist theorist Chandra Talpade Mohanty, *Feminism without Borders* addresses some of the most pressing and complex issues facing contemporary feminism. Forging vital links between daily life and collective action and between theory and pedagogy, Mohanty has been at the vanguard of Third World and international feminist thought and activism for nearly two decades. This collection highlights the concerns running throughout her pioneering work: the politics of difference and solidarity, decolonizing and democratizing feminist practice, the crossing of borders, and the relation of feminist knowledge and scholarship to organizing and social movements. Mohanty offers here a sustained critique of globalization and urges a reorientation of transnational feminist practice toward anticapitalist struggles.



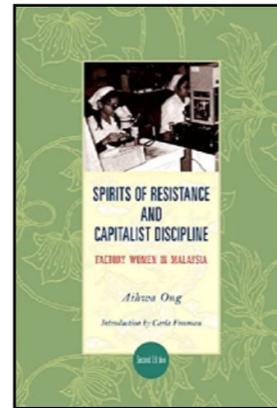
300 Pages

ISBN 0-8223-3010-5

[Publisher info](#)

Ong, Aihwa (2010) (2nd ed.). *Spirits of Resistance and Capitalist Discipline: Factory Women in Malaysia*. (Suny Series in the Anthropology of Work)
Albany: State University of New York Press.

From the blurb: In the two decades since its original publication, *Spirits of Resistance and Capitalist Discipline* has become a classic in the fields of anthropology, labor, gender and globalization studies. Based on intensive fieldwork, the book captures a moment of profound transformation for rural Muslim women even as their labor helped launch Malaysia's rise as a tiger economy. Aihwa Ong's analysis of the disruptions, conflicts, and ambivalences that roiled the lives of working women has inspired later generations of feminist ethnographers in their study of power, resistance, religious upheavals, and subject formation in the industrial periphery. With a critical introduction by anthropologist Carla Freeman, this new edition upholds an exemplary model of anthropological inquiry into cultural modes of resistance to the ideology, discipline, and workings of global capitalism.



270 Pages

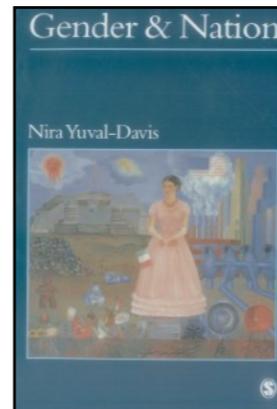
ISBN 1-4384-3355-7

[Publisher info](#)

Yuval-Davis, Nira, (1997, 2003) *Gender & Nation*. London: Sage Publications.

From the blurb: Nira Yuval-Davis provides an authoritative overview and critique of writings on gender and nationhood, presenting an original analysis of the ways gender relations affect and are affected by national projects and processes. In *Gender and Nation* Yuval-Davis argues that the construction of nationhood involves specific notions of both 'manhood' and 'womanhood'. She examines the contribution of gender relations to key dimensions of nationalist projects – the nation's reproduction, its culture and citizenship – as well as to national conflicts and wars, exploring the contesting relations between feminism and nationalism.

Gender and Nation is an important contribution to the debates on citizenship, gender and nationhood. It will be essential reading for academics and students of women's studies, race and ethnic studies, sociology and political science.



270 Pages

ISBN 978-0-8039-8664-0

[Publisher info](#)

Course Resources – Articles & Book Chapters

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

1. Butler, Judith (2015) “Judith Butler on gender and the trans experience”, interview on VersoBooks.com [Download link](#)
2. Dhamoon, Rita (2015) “A Feminist Approach to Decolonizing Anti-Racism: Rethinking Transnationalism, Intersectionality, and Settler Colonialism”, *Feral Feminisms*, 4 [Download link](#)
3. Waling, Andrea. "Rethinking masculinity studies: Feminism, masculinity, and poststructural accounts of agency and emotional reflexivity." *The journal of men's studies* 27, no. 1 (2019): 89-107. [Download link](#)

Students then select additional reading in association with their course papers.

Course Resources – Other

Reference literature

Connell, Reawyn (2009 or later edition) *Gender. Polity Short Introductions*. London: Polity Press. 180 pages.

COURSE OVERVIEW

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



Your course at a glance

TIME	COURSE ACTIVITY
Week 1	Lecture 1 Marta Kolankiewicz Introduction to course & Gender, feminism and social theory
	Lecture 2 Maja Sager Intersectionality Workshop 1 Marta Kolankiewicz
	Seminar 1 Maja Sager
Week 2	Lecture 3 Riya Raphael Post-colonial perspectives I
	Lecture 4 Riya Raphael Post-colonial perspectives II
	Workshop Maja Carlson Introduction to Library resources
	Seminar 2 Riya Raphael
Week 3	Lecture 5 Riya Raphael Gender and 'culture' in capitalist production
	Lecture 6 Riya Raphael Gender and 'culture' in capitalist production II
	Seminar 3 Riya Raphael
Week 4	Lecture 7 Marta Kolankiewicz Nation/state and gender
	Lecture 8 Marta Kolankiewicz Nation/state, gender and migration
	Workshop Hanna Glad Reading Strategies
	Seminar 4 Marta Kolankiewicz
Week 5	Lecture 9 Sara Kauko Fraser's Critique of Habermas
	Lecture 10 Sara Kauko Defining, politicizing and addressing (reproductive) needs
	Workshop 2 Marta Kolankiewicz
	Seminar 5 Sara Kauko
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

TIME	COURSE ACTIVITY
Week 6	Lecture 11 esethu monakali Masculinities I Deadline: Paper proposal
	Lecture 12 esethu monakali Masculinities II
	Workshop Maja Carlson Referencing - tools and shortcuts. RSVP required - see Canvas
	Supervision Marta Kolankiewicz, Riya Raphael, Maja Sager
	Seminar 6 esethu monakali
Week 7	Lecture 13 Irina Schmitt Gender Trouble I
	Lecture 14 Irina Schmitt Gender Trouble II
	Seminar 7 Irina Schmitt
Week 8	Writing retreat
	Deadline First draft of the Final Paper
	Workshop Hanna Glad Sharpen your argument
	Supervision Marta Kolankiewicz, Riya Raphael
Week 9	Deadline Final Paper
	Final seminar Riya Raphael & Marta Kolankiewicz
Week 12	Results/feedback seminar Marta Kolankiewicz
	Deadline Re-examination Final Paper
	Retake seminar Marta Kolankiewicz
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

Course details

Week 1 Gender, Feminism and Intersectionality

Primary reading

Hill Collins, Patricia & Sirma Bilge (2015)

hooks, bell (2015)

Secondary reading

Connell, Raewyn (2009 or later edition)

Introduction to the Course

Teacher: Marta Kolankiewicz

During this lecture the course will be introduced.

Lecture 1 – Gender, Feminism and Social Theory

(lecture) | *Teacher:* Marta Kolankiewicz

This lecture will help us to situate our paths to gender studies in different contexts, in relation to different local, regional and global developments as well as in relation to personal experiences. It will present ways of thinking about gender that the course is structured around. We will talk about gender studies as an academic field, in which different theories have been developed and rethought, and about different transformations, contestations and struggles that the field has undergone; about gender studies' relations to and dialogue with different social sciences (and humanities) and, last but not least, its relations to different social movements.

Lecture 2: Intersectionality

(lecture) | *Teacher:* Maja Sager

This lecture will introduce one of the central concepts of this course - 'intersectionality'. Different definitions of the concept will be presented and its genealogy described, stressing its relation to different social movements. The lecture will also address debates around and conflicts about the concept and give some examples of its use.

Workshop 1

(workshop) | *Teacher:* Marta Kolankiewicz

During the workshop students get to know each other through a discussion on why they chose to take up gender studies. The workshop helps us to start thinking about the relations between the political and the personal in the context of knowledge production.

What happens if you fail to attend this workshop?

The workshop is not mandatory and you do not need to make any make-up assignment if you do not attend it. However, your attendance is important to get to know other students and to reflect on your own and others' positionality and sources of interests in gender studies and feminism.

Seminar 1

(seminar) | *Teacher:* Maja Sager

See the seminar instructions on pages 4-5.

What happens if you fail to attend this seminar?

You should read the seminar instructions on pages 4-5 and write a 2-3 page paper following the instructions. If you have participated in the group work before the seminar, you can base your paper on this work, but you are supposed to write it by yourself. Upload your paper in the folder "Make-up assignments" before the end of the course.

Week 2 The Global: Post-Colonial Perspectives

Primary reading

Mohanty, Chandra Talpade (2003)

Dhamoon, Rita (2015)

Lecture 3 – Post-Colonial Perspectives I

(lecture) | *Teacher:* Riya Raphael

This lecture will introduce postcolonial feminist knowledge production and introduce some central concepts of post-colonial feminist theories.

Lecture 4 – Post-Colonial Perspectives II

(lecture) | *Teacher:* Riya Raphael

This lecture will discuss the conceptualisation of resistance from a post-colonial perspective and present some analytical and material strategies.

Introduction to Library resources

(workshop) | *Teacher:* Maja Carlson, Social Sciences Faculty Library

This session introduces the Social Sciences Faculty Library and its resources. Learn about the library services and support available at Lund University – loans, e-resources, study environments and the online subject guide for your program. Online session, in Zoom.

Seminar 2

(seminar) | *Teacher:* Riya Raphael

See the seminar instructions on pages 4-5.

What happens if you fail to attend this seminar?

You should read the seminar instructions on pages 4-5 and write a 2-3 page paper following the instructions. If you have participated in the group work before the seminar, you can base your paper on this work, but you are supposed to write it by yourself. Upload your paper in the folder "Make-up assignments" before the end of the course.

Week 3 The Global: Labor

Primary reading

Ong, Aihwa (2010, 2nd ed)

Lecture 5 – Gender and ‘Culture’ in Capitalist Production

(lecture) | *Teacher:* Riya Raphael

This lecture focuses on the early days of industrial outsourcing to Southeast Asia and the gendering of the labor force. Drawing on the course literature, the lecture discusses the stereotypical ways in which women are construed as flexible, deft, and detail oriented and therefore understood as being particularly suitable for working on the assembly line.

Lecture 6 – Gender and ‘Culture’ in Capitalist Production II

(lecture) | *Teacher:* Riya Raphael

In this lecture, contemporary processes of globalization and industrialization are explored to highlight their impact on the lives of women in local Southeast Asian communities. The lecture considers the ambiguities imbued in industrial labor in terms of simultaneously providing a source of empowerment and subordination for women.

Seminar 3

(seminar) | *Teacher:* Riya Raphael

See the seminar instructions on pages 4-5.

What happens if you fail to attend this seminar?

You should read the seminar instructions on pages 4-5 and write a 2-3 page paper following the instructions. If you have participated in the group work before the seminar, you can base your paper on this work, but you are supposed to write it by yourself. Upload your paper in the folder "Make-up assignments" before the end of the course.

Week 4 The National: Nation/State, Gender and Migration

Primary reading

Khosravi, Shahram (2010)

Yuval-Davies, Nira ([1997]2003)

Lecture 7 – Nation/State and Gender

(lecture) | *Teacher:* Marta Kolankiewicz

This lecture will be an introduction to the field of social theories of nationalism. Different conceptualisations of nationalism and definitions of nations will be presented and discussed on several examples.

Lecture 8 – Nation/state, Gender and Migration

(lecture) | *Teacher:* Marta Kolankiewicz

During this lecture, Yuval-Davis's intervention into the field of theories of nationalism will be presented and it will be showed how a gendered understanding of nationalism expands these theories. Moreover, nation, nationalism and gender will be discussed in relations to the issue of migration.

Reading Strategies

(workshop) | *Teacher:* Hanna Glad, Language teaching expert, LUSEM

Effective reading strategies to help you better understand and remember what you read, including advice for tackling long reading lists and for taking better notes. This is a joint session for all programmes at Graduate School. Online, in Zoom.

Seminar 4

(seminar) | *Teacher:* Marta Kolankiewicz

See the seminar instructions on pages 4-5.

What happens if you fail to attend this seminar?

You should read the seminar instructions on pages 4-5 and write a 2-3 page paper following the instructions. If you have participated in the group work before the seminar, you can base your paper on this work, but you are supposed to write it by yourself. Upload your paper in the folder "Make-up assignments" before the end of the course.

Week 5 The National: Nation/State and Welfare

Primary reading

Fraser, Nancy (2013): chapters 1, 2, 9, and 10.

Lecture 9 – Fraser’s Critique of Habermas and the Struggle over Needs

(lecture) | *Teacher:* Sara Kauko

This lecture addresses Fraser’s work in which she breaks down the gendered dichotomies in Habermas’s theory of social roles and spheres and lays out an innovative framework for how to use discourse to build reform coalitions.

Lecture 10 – How feminists bought into neoliberalism, or why social reproduction deserves our attention (again)

(lecture) | *Teacher:* Sara Kauko

This lecture delves into Fraser’s analysis of how feminism was coopted by neoliberalism and her recommendations for how to better realize emancipation.

Workshop 2 – Classroom as a Critical Learning Space: Towards Concrete Strategies for Anti-Oppressive Education

(workshop) | *Teachers:* Marta Kolankiewicz

During this workshop we will explore the idea of classroom as a critical learning space. The workshop starts with a short introduction to feminist and critical pedagogies, after which we will work in small groups around a couple of cases in order to together develop strategies for creating and maintaining a critical learning space in our classroom.

What happens if you fail to attend this workshop?

The workshop is not mandatory and you do not need to make any make-up assignment if you do not attend it. However, you will miss a great opportunity to get to know more about feminist pedagogies and to explore together ideas about classroom as a critical learning space.

Seminar 5

(seminar) | *Teacher:* Sara Kauko

See the seminar instructions on pages 4-5.

What happens if you fail to attend this seminar?

You should read the seminar instructions on pages 4-5 and write a 2-3 page paper following the instructions. If you have participated in the group work before the seminar, you can base your paper on this work, but you are supposed to write it by yourself. Upload your paper in the folder "Make-up assignments" before the end of the course.

Week 6 The Personal: Masculinities

Primary reading

Connell (2005)

Waling, Andrea (2019)

What happens if you fail to attend this seminar?

You should read the seminar instructions on pages 4-5 and write a 2-3 page paper following the instructions. If you have participated in the group work before the seminar, you can base your paper on this work, but you are supposed to write it by yourself. Upload your paper in the folder "Make-up assignments" before the end of the course.

Lecture 11 – Masculinities I

(lecture) | *Teacher:* esethu monakali

This lecture will introduce central concepts and debates in the field of masculinity studies.

Lecture 12 – Masculinities II

(lecture) | *Teacher:* esethu monakali

During this lecture, some examples will be given of how theoretical and conceptual tools in the field of masculinity studies can be applied in analysis.

Referencing - tools and shortcuts

(workshop) | *Teacher:* Maja Carlson, Social Sciences Faculty Library

This workshop supports you in the process of writing a paper or other similar assignment. The starting point of the session will be referencing and the shortcuts and tools you can use to help you manage your references. You can also ask questions related to database searching or finding literature for your paper. Online, in zoom. RSVP required - see Canvas.

Supervision

(supervision) | *Teachers:* Marta Kolankiewicz, Riya Raphael, Maja Sager

Seminar 6

(seminar) | *Teacher:* esethu monakali

See the seminar instructions on pages 4-5.

Week 7 Gender, sex and sexualities

Primary reading

Butler, Judith (1990)

Butler, Judith (2015)

Foucault, Michel (1990): pages 1-13, 19-49, 53-73, 135-159.

Lecture 13 – Gender Trouble I

(lecture) | *Teacher:* Irina Schmitt

In this lecture, we will situate Judith Butler's Gender Trouble within the feminist canon, paying particular attention to Butler's critique of essentialism, structuralism and psychoanalysis.

Lecture 14 – Gender Trouble II

(lecture) | *Teacher:* Irina Schmitt

In this lecture, we will take a closer look at Gender Trouble's central concepts. What is performativity? How is subversion understood? What is the import of a post-structuralist, non-essentialist view of gender?

Seminar 7

(seminar) | *Teacher:* Irina Schmitt

See the seminar instructions on pages 4-5.

What happens if you fail to attend this seminar?

You should read the seminar instructions on pages 4-5 and write a 2-3 page paper following the instructions. If you have participated in the group work before the seminar, you can base your paper on this work, but you are supposed to write it by yourself. Upload your paper in the folder "Make-up assignments" before the end of the course.

Week 8 & 9 Writing your final paper

Writing retreat

(workshop) | *Teacher:* Marta Kolankiewicz

This is an opportunity for you to participate in an organised day of writing. You will be working on your papers individually, but by sharing space and time schedule with other students you will have a chance to develop some writing techniques that might be useful in future studies. The writing retreat is also a way of making writing into a less lonely activity!

Sharpen Your Academic Argument - Workshop Your Final Course Paper with a Writing Specialist

(workshop) | *Teachers:* Hanna Glad, Language teaching expert, LUSEM

Bring your final paper draft, no matter what state it is in, to this workshop on elements of an academic argument and coherence. We will give you some concrete tools to help you target global coherence so that your readers will say "this text makes sense!" Online, in Zoom.

Supervision

(supervision) | *Teachers:* Riya Raphael, Maja Sager, Marta Kolankiewicz

Final papers (week 9)

Finalising and submitting the final paper. Reviewing and commenting on the assigned paper.

Final seminar

(seminar) | *Teachers:* Riya Raphael, Marta Kolankiewicz

During the final seminar, every student that has submitted a paper will be responsible for commenting on a paper of another student. The list of paper discussants and seminar groups will be published on L@L. You shall start by presenting the paper that you have been assigned: briefly summarise the paper, then give your feedback. Include comments and questions on the content, the argument, the relevance for the course and the form of the paper. Remember to be constructive in your feedback. Each discussant should also provide written comments (about 1 – 1.5 page) on the paper you have been assigned to comment on. Please bring two copies of your comments to the seminar (one for the author, another for the teacher).

On Giving and Receiving Feedback

The final seminar is an opportunity for a constructive dialogue and discussion of your work. The most important aim is to give comments and ask questions that are based on a serious engagement with the text and are formulated in a way that encourage mutual learning.

Remember: very often, students are as nervous giving comments on papers as they are getting them. For the teacher, there are two equally important students performing a dialogue and the aim is for both students to grow as scholars.

What happens if you fail to attend this event?

We strongly recommend all students to hand in the final paper on time, also because this will give you an opportunity to participate in the Final Seminar that is a valuable learning moment in itself.

If you do not manage to do this, you can hand in your paper on a later occasion (check Canvas for the exact date). If there are enough students who are late handing in, we usually try to organise a second seminar. If not, the teacher will send you a paper to comment on and you will send your comments to the teacher after no more than two days.

Course Paper Instructions

This course is examined through an individually written course paper. In this paper, you need to demonstrate your knowledge and understanding of the course literature and of the discussions in the classroom.

From among the issues and literature discussed in the course, identify and formulate a theoretical problem that you will explore in the paper. NOTE: do not come up with paper ideas that are not relevant for the course themes! The problem/question explored in the paper should be easily approached with the help of the course literature from at least two of the thematic course weeks. Of course, we welcome engagement with more parts of the course literature than that, but that is a minimum.

We suggest two types of course paper design:

1. An essay in which you elaborate on a theoretical problem/s, an argument or a concept that you have identified in the course literature and in relation to the themes of the course.
2. A paper that combines a theoretical discussion with an 'empirical' study of some kind of material (due to the time limits, we recommend analyses of already existing material not involving extensive fieldwork. You could work with for example newspapers, pictures, interview material presented in other studies, art projects, legislation, political debate, etc.).

While you are free to compose your paper as you wish, it has to include the following:

- a clearly formulated question or problem
- extensive presentation of this question/problem in relation to literature, theories and discussions covered by the course
- your own discussion of the question/problem, positioning yourself in relation to the theories discussed in the course with a clear voice (this voice can be one of a theoretical argument or of an analytical engagement with the selected empirical material)

The paper should follow academic standards when it comes to notes and references, etc. It should be written and referenced using a system of referencing such as Harvard, Chicago, Oxford or APA. For information on referencing systems please see the academic writing section of the library guides at the Social Science Faculty Library website: www.sambib.lu.se/en/write-and-publish.

Do not forget to edit and proofread the paper, before handing it in.

Note that all the papers are run through a plagiarism software at submission.

The paper should have between 3,500 and 4,500 words, *including* the reference list (roughly 8-12 pages).

Use Times New Roman, 12 p., 1,5 space.

Writing the final paper

You shall begin the work on the paper already during the course. The individual writing will be supported by two group supervision seminars.

Paper proposal and first supervision

You begin by submitting a paper proposal on Canvas. This should include:

- a description of your question or problem and a justification how the topic is relevant for the course

In case you have an empirical part:

- a preliminary reflection about your theoretical perspective and material,
- a paragraph presenting which course literature you will be engaging with.

In all, this assignment is between one and two pages. Please consider it a working document or a plan that is aimed at enabling a discussion about your idea for the paper.

After you have submitted your proposal, the class will be divided into supervision groups. Information about the groups will be posted on Canvas together with details on locations. Please make sure to read all the papers in your assigned group before the supervision session and be prepared to give a feedback to your classmates!

During the first supervision you will receive and give comments on the paper proposals. You will also receive supervision from a teacher. The focus will be on the relevance of the paper to the course and on the proposed use of the course literature.

Second supervision

Once you have received feedback on your paper proposal, you should continue working on your paper. Next time you submit the text, it should give us a sense of what and how you want to explore so that the group can help you with possible ways to go. It may be the first draft of the paper or a part of it.

During the second supervision you will get feedback on this new text. Before the supervision session read all the papers in your group and prepare a comment.

Finalising the paper

After the second supervision you will work on your final paper. At this stage, you will be offered an opportunity to participate in a writing retreat.

Once you have finished your paper, please make sure to publish it on Canvas in the folder "Final course paper". Please, observe the deadline for the hand-in that is specified on Canvas.

APPENDIX I

ACADEMIC WRITING AND PLAGIARISM

Academic honesty

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

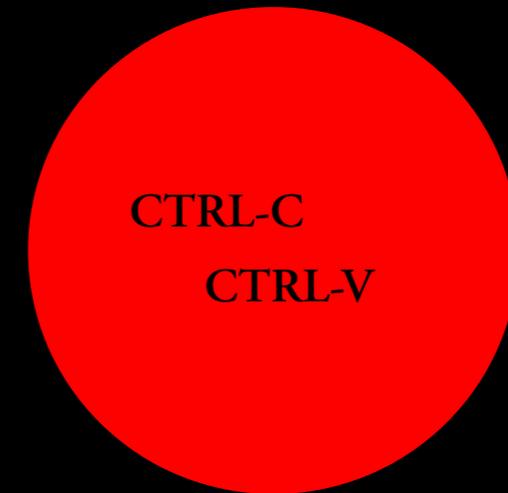
Plagiarism – and how to avoid it

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

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

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

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



Tech system note

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

APPENDIX II

PROCESSING

STUDENT

COMPLAINTS

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



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

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

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

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

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

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

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

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

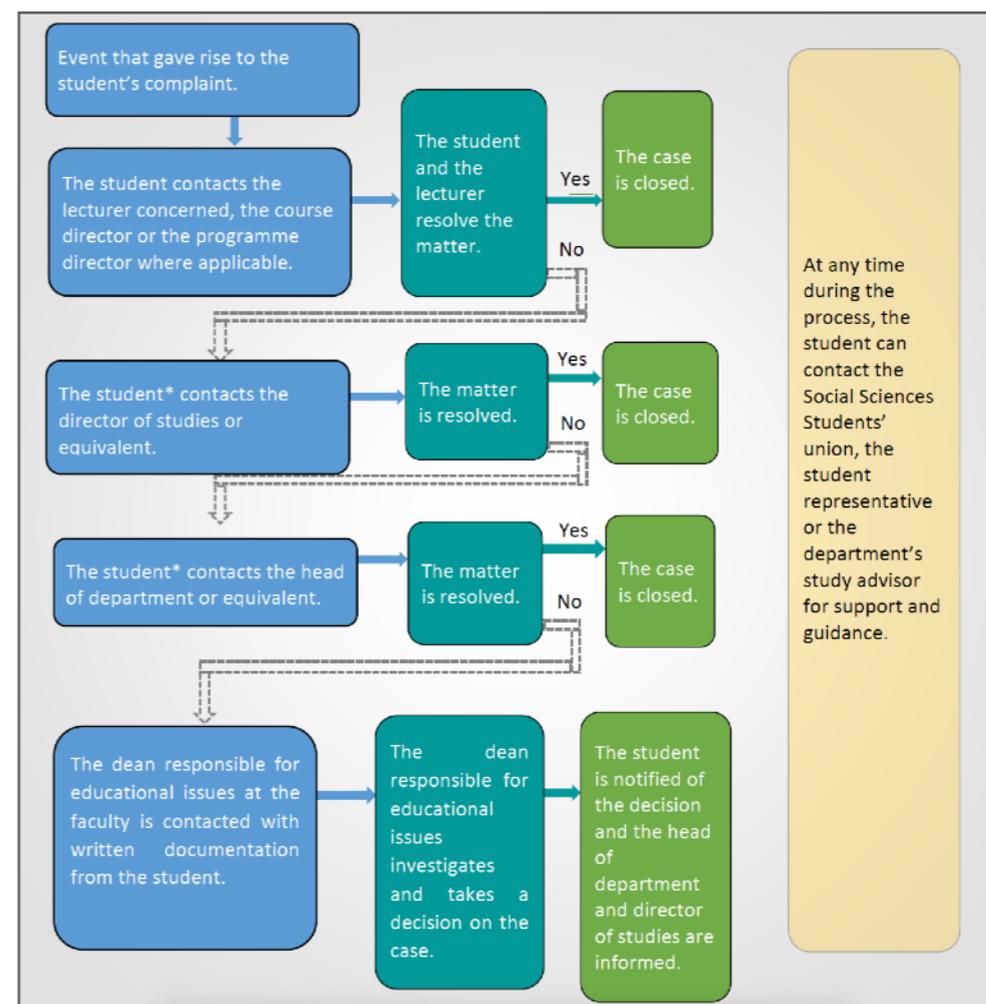
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment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

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

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

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

Processing of students' complaints at the Faculty of Social Sciences



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

Relevant links

List of rights for students at Lund University

www.lunduniversity.lu.se/sites/www.lunduniversity.lu.se/files/list-of-rights-lund-university.pdf

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

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

How to process cases of discrimination or harassment

www.staff.lu.se/employment/work-environment-and-health/health-and-wellness/victimisation-and-harassment

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

sam.lu.se/internt/sites/sam.lu.se.internt/files/information_om_andring_av_betyg_-_2015-12-02.pdf

APPENDIX III

GRADUATE SCHOOL: A BRIEF HISTORY

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



A brief history

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

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

Developing Interdisciplinarity

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

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

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

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

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

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

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

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

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

Finding (and Creating) a Physical Home

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

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

A Maturing Organisation

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

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

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

A New Growth Period

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

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

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

Graduate School – Our House!

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

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

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

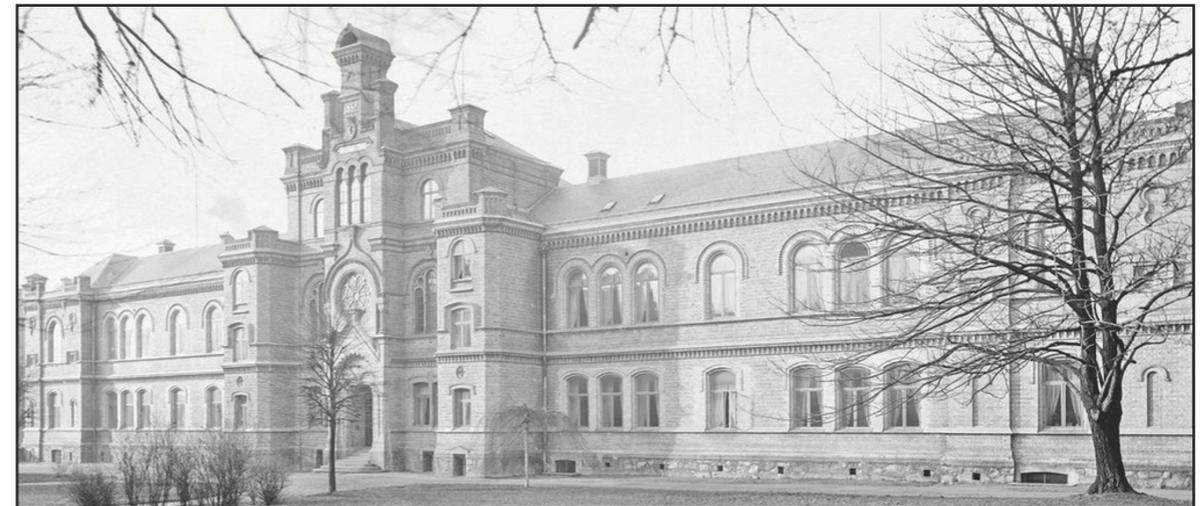
When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive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



Helgo Zettervall (1831–1907)

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

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



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

