

Graduate School

FACULTY OF SOCIAL SCIENCES

# SIMP45

Introduction to  
Middle Eastern Studies

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Version 1.0 – March 2021

GRADUATE SCHOOL PROFILE COURSES

# AUTUMN 2021



# 1. WELCOME

## SIMP45 INTRODUCTION TO MIDDLE EASTERN STUDIES

### 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)

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#### Student Union

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

#### Lund University

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

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# Welcome to the Autumn term's course

## *Introduction to Middle Eastern Studies.*

This is an overview course which examines the political and social development of the Middle East from the early 20th century until today, and puts the region in comparative perspective. The course uses social scientific categories to examine the region using the current empirical and theoretical literatures on the Middle East. The goal of the course is to expose the student to the complexities of the region and help them understand the profound changes that are taking place. The student learns about the development of political and social structures, from a local, regional and global perspective. In doing so, the course will discuss the category of Middle East itself, and debate it as a construct.

The student will learn about issues such as the development of the state system, the reasons for the entrenchment of authoritarianism in the region, the causes of the Arab Spring, ideological struggles between Islamists and secularists, in addition to ethnic and sectarian divisions and conflicts as well as the role of the international community in the region.

## Teaching and Examination

The teaching consists of lectures and seminars. Students will be divided into groups of 3-5 students based on the size of the class. Each seminar, one group will be in charge of presenting the assigned readings and leading the discussion.

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

## Formal learning outcomes for the course

Upon completion of the course, the student shall:

### **Knowledge and understanding:**

- demonstrate knowledge of the current social, political and cultural relations in parts of the Middle East and place them in a historical context;
- demonstrate understanding of the different historical explanations to the emergence of the Middle East as a concept and as a geopolitical region.

### **Competence and skills:**

- demonstrate the skill to independently reflect on the Middle East's societies from different theoretical perspectives;
- demonstrate the skill to discuss important events in the Middle East within a current and relevant social sciences framework;
- demonstrate the ability to independently formulate research questions about the present-day Middle East.

### **Judgement and approach:**

- demonstrate the ability to assess a present-day event or process from different perspectives;
- demonstrate the ability to interrogate and judge the different narratives about social and political structures and change in the Middle East.

## Assessment

### **Overview**

The assessment for the course is based on three written take-home assignments.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

## Grades

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

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

The grade for the entire course is based on the following:

- Assignment 1 (outline and annotated bibliography): 30%
- Assignment 2 (literature review): 30%
- Assignment 3 (Final paper): 40%

Assignments should be emailed to the course coordinator (in a word document) and uploaded on Canvas (as a pdf). The documents should be saved as follows: Lastname\_assignment1\_SIMP45

The grade for the entire course consists of the average grade of all assessed assignments (A = 5, B = 4, C = 3, D = 2, E = 1) divided by the percentages awarded to each component. For a grade of Pass on the entire course, the student must have been awarded at least E on all assessments for which the grading scale A–E+Fail applies, and the grade of Pass on all assessments for which the grading scale Pass with Distinction Pass – Fail applies. The student must also have participated in all compulsory components.

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

## 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

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. A first re-examination 3 weeks after the deadline for handing in the final paper. The second re-examination is in mid-June 2022. 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!

# How to Write an Outline

## What is an Outline?

An outline is a formal system used to think about and organize your paper. For example, you can use it to see whether your ideas connect to each other, what order of ideas works best, or whether you have sufficient evidence to support each of your points. Outlines can be useful for any paper to help you see the overall picture.

There are two kinds of outlines: the topic outline and the sentence outline.

1. The topic outline consists of short phrases. It is particularly useful when you are dealing with a number of different issues that could be arranged in a variety of ways in your paper.
2. The sentence outline is done in full sentences. It is normally used when your paper focuses on complex details. The sentence outline is especially useful for this kind of paper because sentences themselves have many of the details in them. A sentence outline also allows you to include those details in the sentences instead of having to create an outline of many short phrases that goes on page after page.

Both topic and sentence outlines follow rigid formats, using Roman and Arabic numerals along with capital and small letters of the alphabet. This helps both you and anyone who reads your outline to follow your organization easily. This is the kind of outline most commonly used for classroom papers and speeches (see the example at the end of this paper). There is no rule for which type of outline is best. Choose the one that you think works best for your paper.

## Write the Outline

1. Identify the topic. The topic of your paper is important. Try to sum up the point of your paper in one sentence or phrase. This will help your paper stay focused on the main point.
2. Identify the main categories. What main points will you cover? The introduction usually introduces all of your main points, then the rest of paper can be spent developing those points.
3. Create the first category. What is the first point you want to cover? If the paper centers around a complicated term, a definition is often a good place to start. For a paper about a particular theory, giving the general background on the theory can be a good place to begin.
4. Create subcategories. After you have the main point, create points under it that provide support for the main point. The number of categories that you use depends on the amount of information that you are going to cover; there is no right or wrong number to use.

By convention, each category consists of a minimum of two entries. If your first category is Roman numeral I, your outline must also have a category labeled roman numeral II; if you have a capital letter A under category I, you must also have a capital letter B. Whether you then go on to have capital letters C, D, E, etc., is up to you, depending on the amount of material you are going to cover. You are required to have only two of each numbered or lettered category.

## Keep Your Outline Flexible

Although the format of an outline is rigid, it shouldn't make you inflexible about how to write your paper. Often when you start writing, especially about a subject that you don't know well, the paper takes new directions. If your paper changes direction or you add new sections, then feel free to change the outline--just as you would make corrections on a crude map as you become more familiar with the terrain you are exploring. Major reorganizations are not uncommon; your outline will help you stay organized and focused.

However, when your paper diverges from your outline, it can also mean that you have lost your focus, and hence the structure of your paper. How do you know whether to change the paper to fit the outline or change the outline to fit the paper? A good way to check is to use the paper to recreate the outline. This is extremely useful for checking the organization of the paper. If the resulting outline says what you want it to say in an order that is easy to follow, the organization of your paper has been successful. If you discover that it's difficult to create an outline from what you have written, then you need to revise the paper. Your outline can help you with this, because the problems in the outline will show you where the paper has become disorganized.

# Annotated Bibliographies

## Definitions

A bibliography is a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "references" or "works cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An annotation is a summary and/or evaluation.

Therefore, an annotated bibliography includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following:

- **Summarize:** Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.
- **Assess:** After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source?
- **Reflect:** Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

Your annotated bibliography may include some of these, all of these, or even others. If you're doing this for a class, you should get specific guidelines from your instructor.

## Why should I write an annotated bibliography?

To learn about your topic: Writing an annotated bibliography is excellent preparation for a research project. Just collecting sources for a bibliography is useful, but when you have to write annotations for each source, you're forced to read each source more carefully. You begin to read more critically instead of just collecting information. At the professional level, annotated bibliographies allow you to see what has been done in the literature and where your own research or scholarship can fit. To help you formulate a thesis: Every good research paper is an argument. The purpose of research is to state and support a thesis. So a very important part of research is developing a thesis that is debatable, interesting, and current. Writing an annotated bibliography can help you gain a good perspective on what is being said about your topic. By reading and responding to a variety of sources on a topic, you'll start to see what the issues are, what people are arguing about, and you'll then be able to develop your own point of view.

To help other researchers: Extensive and scholarly annotated bibliographies are sometimes published. They provide a comprehensive overview of everything important that has been and is being said about that topic. You may not ever get your annotated bibliography published, but as a researcher, you might want to look for one that has been published about your topic.

## Format

The format of an annotated bibliography can vary, so if you're doing one for a class, it's important to ask for specific guidelines.

**The bibliographic information:** Generally, though, the bibliographic information of the source (the title, author, publisher, date, etc.) is written in either MLA or APA format.

**The annotations:** The annotations for each source are written in paragraph form. The lengths of the annotations can vary significantly from a couple of sentences to a couple of pages. The length will depend on the purpose. If you're just writing summaries of your sources, the annotations may not be very long. However, if you are writing an extensive analysis of each source, you'll need more space.

You can focus your annotations for your own needs. A few sentences of general summary followed by several sentences of how you can fit the work into your larger paper or project can serve you well when you go to draft.

# The Literature Review

A literature review is a survey of scholarly sources on a specific topic. It provides an overview of current knowledge, allowing you to identify relevant theories, methods, and gaps in the existing research.

Conducting a literature review involves collecting, evaluating and analyzing publications (such as books and journal articles) that relate to your research question. There are five main steps in the process of writing a literature review:

1. *Search* for relevant literature
2. *Evaluate* sources
3. *Identify* themes, debates and gaps
4. *Outline* the structure
5. *Write* your literature review

A good literature review doesn't just summarize sources – it analyzes, synthesizes, and critically evaluates to give a clear picture of the state of knowledge on the subject.

## The Outline of the Literature Review

There are various approaches to organizing the body of a literature review. You should have a rough idea of your strategy before you start writing.

Depending on the length of your literature review, you can combine several of these strategies (for example, your overall structure might be thematic, but each theme is discussed chronologically).

The most commonly used approach in our field is the *thematic*.

### *Chronological*

The simplest approach is to trace the development of the topic over time. However, if you choose this strategy, be careful to avoid simply listing and summarizing sources in order. Try to analyze patterns, turning points and key debates that have shaped the direction of the field. Give your interpretation of how and why certain developments occurred.

### *Thematic*

If you have found some recurring central themes, you can organize your literature review into subsections that address different aspects of the topic.

### *Methodological*

If you draw your sources from different disciplines or fields that use a variety of research methods, you might want to compare the results and conclusions that emerge from different approaches. For example:

- Look at what results have emerged in qualitative versus quantitative research
- Discuss how the topic has been approached by empirical versus theoretical scholarship
- Divide the literature into sociological, historical, and cultural sources

### *Theoretical*

A literature review is often the foundation for a theoretical framework. You can use it to discuss various theories, models, and definitions of key concepts.

You might argue for the relevance of a specific theoretical approach, or combine various theoretical concepts to create a framework for your research.

## The Structure of the Literature Review

The literature review should be structured like any other essay: it should have an introduction, a middle or main body, and a conclusion.

### *Introduction*

The introduction should:

- define your topic and provide an appropriate context for reviewing the literature;
- establish your reasons – i.e. point of view – for reviewing the literature;
- explain the organization – i.e. sequence – of the review;
- state the scope of the review – i.e. what is included and what isn't included.

### *Main body*

The middle or main body should:

- organize the literature according to common themes;
- provide insight into the relationship between your chosen topic and the wider subject area
- move from a general, wider view of the literature being reviewed to the specific focus of your research.

### *Conclusion*

The conclusion should:

- summarize the important aspects of the existing body of literature;
- evaluate the current state of the literature reviewed;
- identify significant flaws or gaps in existing knowledge;
- outline areas for future study;
- link your research to existing knowledge.

# Your teachers

**Rola El-Husseini (course coordinator)** holds a PhD in Sociology from the Ecole des Hautes Etudes en Sciences Sociales in Paris, France. She has taught at several universities in the US and is committed to fostering the intellectual growth of her students while facilitating fair but challenging courses. She firmly believes in the benefits of being grounded in the scholarly literature and thinks it is imperative for students to be able to intellectually engage with the material, synthesize it, and explain it in a cogent, nuanced manner. Her research interests include civil wars and ethnic conflict, democratization, and gender.



**Rola El-Husseini**  
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**Dalia Abdelhady** has a PhD in Sociology from the State University of New York and a BA in Economics from the American University in Cairo. Her research and teaching interests focus on migration, gender, culture and globalization – all from within a comparative perspective. With twenty years of teaching experience, Dalia is passionate about working with students to develop their critical skills, strengthen their writing, and find their academic voice. In the classroom, Dalia encourages students to take an active part in their learning process, and look beyond their worldviews and personal experiences to gain a better understanding of the world around them.



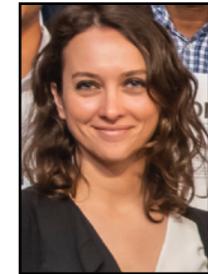
**Dalia Abdelhady**  
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**Fanny Christou** studied political sciences at Sciences Po Toulouse. She also defended a Master in Geopolitics and International Relations (University of Toulouse) and another one in International Cultural Strategies (University of Albi) that led her to begin a PhD on the Palestinian diaspora, which she defended in December 2017. Before her stay at CMES, she was a visiting researcher at MRI and RSC, Oxford University. She obtained twice a scholarship from the French IHEDN to conduct field research in Sweden, where she has been visiting researcher and Junior Fellowship holder at CMES, Lund University. She also obtained a doctoral scholarship from the Foundation of the University of Poitiers.



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fanny.christou@LUCSUS.lu.se

**Pınar Dinç** holds a Ph.D. in Political Science from the Department of Government at the London School of Economics. She has been a postdoctoral researcher at Lund University as a Swedish Institute fellow between 2017 and 2018 and a Marie-Sklodowska Curie fellow between 2018 and 2020. Her research interests lie in the areas of nationalism, ethnicity, social movements, memory, diaspora, and the conflict and environment nexus in the Middle East and beyond. Since 2020, Pınar is leading the Turkey Beyond Borders: Critical Voices, New Perspectives project at Lund University. From 2021 onwards, she will be working as a researcher at the Department of Physical Geography and Ecosystem Science at Lund University.



**Pınar Dinç**  
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**Torsten Janson** has his background in Islamic Studies and completed his PhD thesis within the Lund school of Islamology. He subsequently taught on all academic levels in several universities, until he was recruited to set up the current MA program in ME studies at the CMES in 2010. Islamology engages in the study of Middle Eastern societies and human imaginations from critical, anthropological and discourse analytical perspectives. In Torsten's classes, students therefore will explore how religious and political imaginations are constructed, represented and employed in words, images and behavior – whether in everyday life, protest movements, religious mobilization or state authoritarianism.



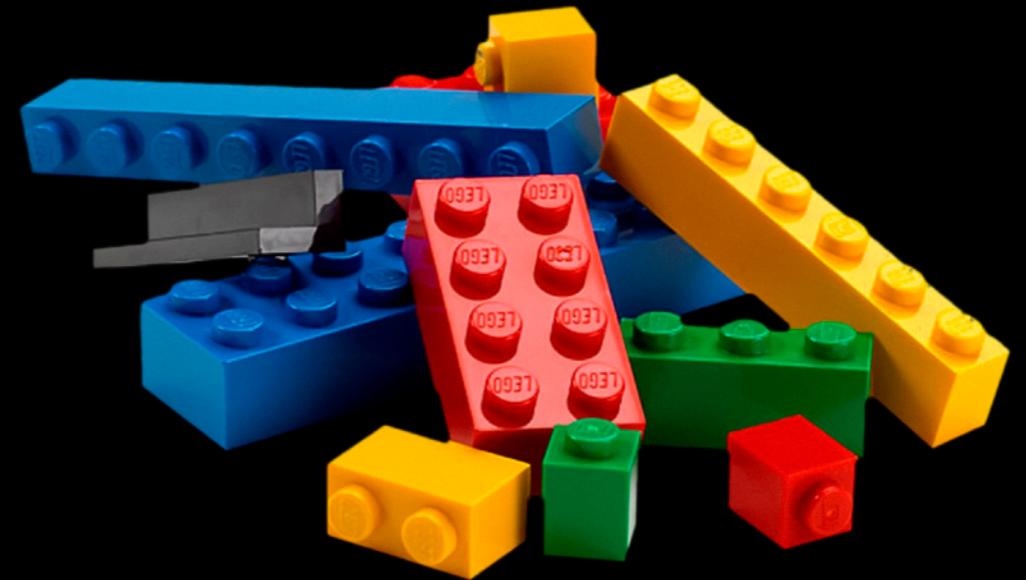
**Torsten Janson**

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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



# Course Resources – Book Chapters

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

1. Ahmed, Leila. 1992. *Women and Gender in Islam*. New Haven, CT: Yale U Press. pp. 144-168. Available in library
2. Arjomand, Said. 2009. *After Khomeini*. Oxford: Oxford U press, pp. 3-35 and pp. 72-89 and pp.172-191. Available in library
3. Ayoob, Mohammed. 2008. *The Many Faces of Political Islam*. U of Michigan Press, pp. 1-41 and pp. 64-89 and pp. 131-170 Available in library
4. Ayubi, Nazih N. 1995. *Overstating the Arab State: Politics and Society in the Middle East*. New York: I.B. Tauris. pp. 86-163 and pp. 196-255. Available on Canvas
5. Bozarslan, Hamit. 2008. "Kurds and the Turkish State". In R. Kasaba (Ed.), *The Cambridge History of Turkey* (Cambridge History of Turkey, pp. 333-356). Cambridge: Cambridge University Press. Available on Canvas
6. Dawisha, Adeed. 2009. *Arab Nationalism in the Twentieth Century: from triumph to despair*. Princeton University Press, pp. 1-13 and pp. 252-332. Download here
7. Dhillon & Youssef, (eds.) 2009. *Generation in Waiting*. Washington, DC: Brooking Institution Press, pp. 11-38 and pp. 67-94, pp.142-165 & pp. 240-252. Download here
8. El-Husseini, Rola. 2012. *Pax Syriana: Elite Politics in Postwar Lebanon*. Syracuse, NY: Syracuse U Press, pp. 1-22 and 38-85. Download here
9. Handel, Ariel. 2009 "Chronology of the Occupation Regime, 1967-2007", in Ophir, Adi; Givoni, Michal & Hanafi, Sari (eds.), *The power of Inclusive Exclusion*, New-York: Zone Books, pp. 603-634 Available on Canvas
10. Hanf, Theodor. 2015. *Coexistence in Wartime Lebanon: Decline of a State and Rise of a Nation*. New York, NY: IB Tauris, pp. 141-178 Available in library
11. Herb, Michael. 1999. *All in the Family: Absolutism, Revolution, and Democracy in the Middle Eastern Monarchies*. Albany, NY: State University of New York Press, pp. 1-50 and pp. 235-268. Download here
12. Kasaba, Resat (Ed.), *The Cambridge History of Turkey* (Cambridge History of Turkey, pp. 1-8). Cambridge: Cambridge University Press. (Introduction, chapters 12 and 13) Available on Canvas
13. Khalidi, Rashid. 2006. *The Iron Cage*. Boston, MA: Beacon Press, pp. 105-218. Download here
14. Khalidi, Rashid. 2013. *Brokers of Deceit*. Boston, MA: Beacon Press, pp. 29-120. Available in library
15. Kizilkan Kisacik, Zelal B. 2013. "The impact of the the EU on minority rights, The Kurds as a case". In *The Kurdish Question in Turkey: New Perspectives on Violence, Representation and Reconciliation*, edited by Cengiz Gunes, and Welat Zeydanlioglu, Taylor & Francis Group. Available on Canvas
16. Le More, Anne. 2008. *International Assistance to the Palestinians after Oslo: Political guilt, wasted money*, Abingdon: Routledge, pp. 84-111 Available on Canvas
17. Makdisi, Ussama. 2000. *The Culture of Sectarianism*. Berkeley: UC Press. pp.1-14 Available in library
18. Morris, Benny. 2009. *One State, Two States: Resolving the Israel/Palestine Conflict*, Yale University Press, pp. 161-202 Available in library
19. Owen, Roger. 2004. *State, Power and Politics in the Making of the Modern Middle East*. New York: Routledge, pp. 1-22 and pp. 56-72. Download here
20. Richards, Alan & John Waterbury. *A Political Economy of the Middle East: State, Class and Economic Development*. San Francisco: Westview Press, 1990. pp. 289-324 and pp. 353-373. Available in library
21. Sassoon, Joseph. 2016. *Anatomy of Authoritarianism in the Arab Republics*. New York, NY: Cambridge U Press, pp. 73-155 and pp. 185-269. Download here
22. Shlaim, Avi. 2000. *The Iron Wall*, London: Penguin, pp. 461-596 Available in library
23. Zürcher, Eric Jan. 2004. "Introduction: Periodization, Theory, and Methodology." Pp 1-6 in *Turkey: A Modern History*. London: I.B. Tauris. Available on Canvas

# Course Resources – Articles

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

1. Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving?" *American Anthropologist*, 104:3, pp.783-790.  
Download here
2. Abrahamian, Ervand. 2009. "Why the Islamic Republic has Survived." *Middle East Report* 250  
Download here
3. Ajami, Fouad. 1978. "The End of Pan-Arabism." *Foreign Affairs*, 57:2, pp. 355-373.  
Download here
4. Akkoyunlu, Karabekir & Öktem, Kerem, 2016. Existential insecurity and the making of a weak authoritarian regime in Turkey. *Journal of southeast European and Black Sea studies*, 16(4), pp.505–527.  
Download here
5. Al-Anani, Khalil. 2015. "Upended Path: The Rise and Fall of Egypt's Muslim Brotherhood" *The Middle East Journal*, 69:4, pp. 527-543.  
Download here
6. Al-Anani, Khalil. 2012 "Islamist Parties Post-Arab Spring", *Mediterranean Politics*, 17:3, pp. 466-472.  
Download here
7. Anderson, Lisa. 1987. "The State in the Middle East and North Africa." *Comparative Politics* 20:1, pp. 1-18.  
Download here
8. Aras, Bulent and Falk, Richard. 2015. Authoritarian 'geopolitics' of survival in the Arab Spring *Third World Quarterly* 36:2, pp 322-336  
Download here
9. Arjomand, Said. 2002. "The Reform Movement and the Debate on Modernity and Tradition in Contemporary Iran," *International Journal of Middle East Studies*, 34:4, pp. 719-731.  
Download here
10. Ayubi, Nazih N. 1992. "Withered socialism or whether socialism? The radical Arab states as populist-corporatist regimes." *Third World Quarterly* 13: 1, pp. 89-105.  
Download here
11. Backberg, L & Jochen Tholen 2018. The frustrated generation youth exclusion in Arab Mediterranean societies, *Journal of Youth Studies* 21: 4 pp. 513-532  
Download here
12. Badran, Margot. 1987. "Islam, Patriarchy, and Feminism in the Middle East". *Trends in History* 4: 1, pp. 49-71.  
Available as pdf on Canvas
13. Barany, Zoltan. 2011. "The Role of the Military," *Journal of Democracy*, 22:4, pp. 24-35.  
Download here
14. Bayat, Asef (2007). A Women's Non-Movement: What it Means to be a Woman Activist in an Islamic State. *Comparative Studies of South Asia, Africa and the Middle East*, 27 (1): 160-172 (12 pages).  
Download here
15. Beblawi, Hazem. 1987. "The rentier state in the Arab world". *Arab Studies Quarterly* 9:4, pp. 383-398.  
Available as pdf on Canvas
16. Beinun, Joel. "The Israeli-Palestinian Conflict and the Arab Awakening," *Middle East Report Online*, 2011.  
Download here
17. Beinun, Joel & Lisa Hajjar. 2014. "Palestine, Israel and the Arab-Israeli Conflict: A primer" MERIP  
Download here
18. Bellin, Eva. 2004. "The Robustness of Authoritarianism in the Middle East: Exceptionalism in Comparative Perspective." *Comparative Politics*, 36:2, pp. 139-157.  
Download here
19. Bellin, Eva. 2004. "The Iraqi Intervention and Democracy in Comparative Historical Perspective" *Political Science Quarterly* 119:4, pp. 595-608.  
Download here
20. Bellin, Eva, 2012. "Reconsidering the Robustness of Authoritarianism in the Middle East: Lessons from the Arab Spring." *Comparative Politics*, 44:2, pp. 127-149.  
Download here
21. Bellin, Eva, 2018. The Puzzle of Democratic Divergence in the Arab World: Theory Confronts Experience in Egypt and Tunisia *Political Science Quarterly* 133:3, pp. 435-474  
Download here
22. Byman, Daniel. 2014. "Sectarianism Afflicts the New Middle East" *Survival*, 56:1, pp. 79-100.  
Download here
23. Charrad, Mounira & Amina Zarrugh. 2014. "Equal or complementary? Women in the new Tunisian Constitution after the Arab Spring" *The Journal of North African Studies* Volume 19: 2, pp. 230-243.  
Download here

24. Charrad, Mounira. 2011. "Gender in the Middle East: Islam, state, agency." *Annual Review of Sociology* 37, pp.417-437  
Download here
25. Clark, Janine. 2004. "Social Movement Theory and Patron-Clientelism: Islamic Social Institutions and the Middle Class in Egypt, Jordan, and Yemen". *Comparative Political Studies* 37:8, pp. 941-968.  
Download here
26. Darwich, May & Tamirace, Fakhoury. 2016. Casting the Other as an existential threat: The securitisation of sectarianism in the international relations of the Syria crisis *Global Discourse* 6:4 pp. 712-732  
Download here
27. Dawisha, Adeed. 2008. "The Unravelling of Iraq: Ethnosectarian Preferences and State Performance in Historical Perspective," *Middle East Journal*, 62:2, pp. 219-230.  
Download here
28. Denoeux, Guilain. 2002. "The Forgotten Swamp: Navigating Political Islam." *Middle East Policy*, 9:2, pp. 56-81.  
Download here
29. Devlin, John F. 1991. "The Baath Party: rise and metamorphosis." *The American Historical Review* 96:5, pp. 1396-1407.  
Download here
30. Dodge, T. 2014. Can Iraq be saved? *Survival* 56:5, pp. 7-20  
Download here
31. El-Ghobashy, Mona. 2005. "The Metamorphosis of the Egyptian Muslim Brotherhood" *International Journal of Middle East Studies* 37:3, pp. 373-395.  
Download here
32. El-Husseini, Rola. 2010. "Hezbollah and the Axis of Refusal" *Third World Quarterly* 31:5.  
Download here
33. Enterline, Andrew and J. Michael Greig, 2008. "The History of Imposed Democracy and the Future of Iraq and Afghanistan" *Foreign Policy Analysis* 4:4, pp. 321-347.  
Download here
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# 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>   Rola El-Husseini
	<b>Lecture/Seminar 1</b>   Rola El-Husseini State-Building and the End of Empire
Week 2	<b>Lecture/Seminar 2</b>   Rola El-Husseini Varieties of States
	<b>Lecture/Seminar 3</b>   Rola El-Husseini Arab Nationalism and Pan-Arabism
	<b>Workshop</b>   Maja Carlson Introduction to Library resources
Week 3	<b>Lecture/Seminar 4</b>   Fanny Christou The Arab Israeli Conflict
	<b>Lecture/Seminar 5</b>   Fanny Christou The Arab-Israeli Conflict II
Week 4	<b>Lecture/Seminar 6</b>   Pınar Dinç The Turkish Republic
	<b>Workshop</b>   Hanna Glad Reading strategies
	<b>Lecture/Seminar 7</b>   Pınar Dinç The Turkish Republic II
Week 5	<b>Lecture/Seminar 8</b>   Rola El-Husseini The Lebanese Civil War
	<b>Workshop</b>   Maja Carlson Referencing - tools and shortcuts. RSVP required - see Canvas
	<b>Lecture/Seminar 9</b>   Rola El-Husseini The Robustness of Authoritarianism
Week 6	<b>Lecture/Seminar 10</b>   Rola El-Husseini Political Islam
	<b>Lecture/Seminar 11</b>   Rola El-Husseini Arab Youth and Unemployment
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

TIME	COURSE ACTIVITY
Week 7	<b>Lecture/Seminar 12</b>   Rola El-Husseini Rentierism and the Regional Economy
	<b>Lecture/Seminar 13</b>   Torsten Janson Iran and the Islamic Revolution
	<b>Workshop</b>   Hanna Glad Strategies for Getting Started on Your Final Paper
Week 8	<b>Lecture/Seminar 14</b>   Torsten Janson Iran and the Islamic Revolution II
	<b>Lecture/Seminar 15</b>   Dalia Abdelhady Gender in the Middle East
Week 9	<b>Lecture/Seminar 16</b>   Rola El-Husseini The US Invasion of Iraq
	<b>Lecture/Seminar 17</b>   Rola El-Husseini The Arab Uprisings
	<b>Lecture/Seminar 18</b>   Rola El-Husseini The Syrian War and Sectarianism
	<b>Deadline: Hand in</b>
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

# Course details

## Introduction to the Course

*Teacher:* Rola El-Husseini

This lecture will explain the origins of the concept of “Middle East” and will introduce the students to the Middle East as an ethnically and religiously heterogeneous region. The different ethnic and religious groups that inhabit the region will be briefly discussed.

## Lecture/seminar 1 – State-Building and the End of Empire

(lecture/seminar combo) | *Teacher:* Rola El-Husseini

The lecture will discuss the dismantlement of the Ottoman Empire and the emergence of new states in the region under British and French mandates.

### Primary reading

Owen, Roger. 2004. pp. 1-22 and pp. 56-72.

Anderson, Lisa. 1987.

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

What to hand in: a reading response to the assigned articles/book chapters in a word document

How to hand in: by email to the course coordinator

When to hand in: within a week of the missed class

## Lecture/seminar 2 – Varieties of States

(lecture/seminar combo) | *Teacher:* Rola El-Husseini

The lecture will discuss the types of states that have emerged in the Middle East after colonialism, the types and origins of their political legitimacy.

### Primary reading

Alan Richards, and John Waterbury. 1990. pp. 289-324 and pp. 353-373.

Herb, Michael. 1999. pp. 1-50 and pp. 235-268.

Ayubi, Nazih N. 1995. pp. 86-163 and pp. 196-255.

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

What to hand in: a reading response to the assigned articles/book chapters in a word document

How to hand in: by email to the course coordinator

When to hand in: within a week of the missed class

## Lecture/seminar 3 – Arab Nationalism and Pan-Arabism

(lecture/seminar combo) | *Teacher:* Rola El-Husseini

The lecture will discuss the significant nationalist currents in the Arab world, and will explain what Arab nationalism is and how it emerged in Egypt, Iraq and Syria. It will also discuss the failure of these movements and how they failed to unite the Arab world.

### Primary reading

Devlin, John F. 1991.

Dawisha, Adeed. 2009. pp. 1-13 and pp. 252-332.

Khalidi, Rashid. 1991.

Ayubi, Nazih N. 1992.

Ajami, Fouad. 1978.

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

What to hand in: a reading response to the assigned articles/book chapters in a word document

How to hand in: by email to the course coordinator

When to hand in: within a week of the missed class

## 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.

## Lecture/seminar 4 – The Arab-Israeli Conflict I

(lecture/seminar combo) | *Teacher:* Fanny Christou

The lecture will look at the controversies surrounding the creation of the state of Israel, the impact Arab defeats by Israel had on these states' legitimacy and will examine the long term ideological and political effects of these wars on the region.

### Primary reading

Handel, Ariel. 2009.

Shlaim, Avi. 2000.

Pappé, Ilan. 2006.

Khalidi, Rashid. 2006.

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

What to hand in: a reading response to the assigned articles/book chapters in a word document

How to hand in: by email to the course coordinator

When to hand in: within a week of the missed class

## Lecture/seminar 5 – The Arab-Israeli Conflict II

(lecture/seminar combo) | *Teacher:* Fanny Christou

The lecture will examine the peace process that was started in the early 1990s between the Israelis and the Palestinians and will discuss the reasons for its failures. The lecture will also ponder the way forward and possibilities for the future (two-state vs. binational state solutions) that have been debated by Israeli and Palestinian activists and academics.

### Primary reading

Morris, Benny. 2009.

Farsakh, Leila. 2011.

Randa Farah, 2006,

Le More, Anne. 2008.

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

What to hand in: a reading response to the assigned articles/book chapters in a word document

How to hand in: by email to the course coordinator

When to hand in: within a week of the missed class

## Lecture/seminar 6 – The Turkish Republic

(lecture/seminar combo) | *Teacher:* Pınar Dinç

Turkey has gone through drastic processes of transformation during the past century. Founded as a secular republic in 1923, the young nation formulated a modernist, national identity of Kemalism as a break with its Ottoman/Islamic past. Since the 1990s, however, state politics in Turkey has gradually reevaluated its Ottoman/Islamic legacy, and particularly so under the auspices of the current AKP government. In this class, we will look closer at the shifts and continuities between the Kemalist era and the new period under the AKP.

### Primary reading

Kasaba, R. (2008). "Introduction". In R. Kasaba (Ed.)

White, Jenny. 2008. "Islam and politics in contemporary Turkey". In R. Kasaba (Ed.)

Akkoyunlu, Karabekir & Öktem, Kerem, 2016.

Gülsah Çapan, Zeynep & Zarakol, Ayşe, 2019.

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

What to hand in: a reading response to the assigned articles/book chapters in a word document

How to hand in: by email to the course coordinator

When to hand in: within a week of the missed class

## 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.

## Lecture/seminar 7 – The Turkish Republic II

(lecture/seminar combo) | *Teacher:* Pınar Dinç

In our study of the Turkish republic, we will not only focus on formal state politics in the Republican period, but also trace the long history and changing dynamics of Turkey's Kurdish question.

### Primary reading

Bozarslan, Hamit. 2008. "Kurds and the Turkish State". In R. Kasaba (Ed.)

Ünlü, Baris. 2020.

Kizilkan Kisacik, Zelal B. 2013.

### Secondary reading

Zürcher, Eric Jan. 2004.

Ercan, Harun. 2019.

Savran, A., 2020.

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

What to hand in: a reading response to the assigned articles/book chapters in a word document

How to hand in: by email to the course coordinator

When to hand in: within a week of the missed class

## Lecture/seminar 8 – The Lebanese Civil War

(lecture/seminar combo) | *Teacher:* Rola El-Husseini

The lecture will discuss the Lebanese civil war and will explain how it was a precursor of other conflicts in the region. The lecture will attempt to draw lessons for the region from this war.

### Primary reading

Hanf, Theodor. 2015. , pp. 141-178.

Traboulsi, Fawwaz. 2011. Part III

Haugbølle, Sune. 2011

Makdisi, Ussama. 2017.

El-Husseini, Rola. 2012. pp. 1-22 and 38-85.

### Secondary reading

Makdisi, Ussama. 2000. pp.1-14

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

What to hand in: a reading response to the assigned articles/book chapters in a word document

How to hand in: by email to the course coordinator

When to hand in: within a week of the missed class

## 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

## Lecture/seminar 9 – The Robustness of Authoritarianism in the Arab World

(lecture/seminar combo) | *Teacher:* Rola El-Husseini

The lecture will explain what authoritarianism is, and how it functions in the Middle East. Then it will overview the different explanations for the prevalence of authoritarianism in the Arab world before attempting to describe why the legitimacy of some states began to break down by the beginning of this decade.

### Primary reading

Heydemann, Steven. 2007.

Bellin, Eva. 2004 & 2012.

King, Stephen J. 2007.

### Secondary reading

Hinnebusch, Raymond. 2006.

Posusney, Marsha Pripstein. 2004.

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

What to hand in: a reading response to the assigned articles/book chapters in a word document

How to hand in: by email to the course coordinator

When to hand in: within a week of the missed class

## Lecture/seminar 10 – Political Islam

(lecture/seminar combo) | *Teacher:* Rola El-Husseini

The emergence of “Muslim fundamentalism” (or the more scientifically correct “Political Islam” or Islamism) is the most important trend in the Islamic world during the 20th century. We will examine how Political Islam developed in the first half of the century, its connection to the phenomenon of Western colonialism, and why it gained so much support during the second half of the century. We then examine the various strategies state elites have taken toward Political Islam, from full incorporation to total exclusion. Finally, we will consider the regional and transnational manifestations and implications of Islamist movements, and question the resulting policy implications of these movements.

### Primary reading

Burgat, Francois. 2012.

El-Ghobashy, Mona. 2005.

Hirschkind, Charles. 1997.

Jillian Schwedler, 2007.

Masoud, Tarek. 2008.

Wickham, C. R. 2011.

### Secondary reading

Bayat, Asef, 2013.

Clark, Janine. 2004.

Sen, Mustafa. 2010.

El-Husseini, Rola. 2010.

Al-Anani, Khalil. 2012 & 2015.

Tamir, Moustafa. 2000.

Tuğal, Cihan Z. 2006.

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

What to hand in: a reading response to the assigned articles/book chapters in a word document

How to hand in: by email to the course coordinator

When to hand in: within a week of the missed class

## Lecture/seminar 11 – Arab Youth and Unemployment

(lecture/seminar combo) | *Teacher:* Rola El-Husseini

The lecture will discuss the “youth bulge” in the region, the low quality of education, the increasing unemployment rates in addition to migration to the Arab Gulf countries and to Europe. The lecture will then examine the social and political repercussions of this issue.

### Primary reading

Dhillon & Youssef (eds.) 2009. pp. 11-38; 67-94; 142-165; 240-252.

Thompson, Marc C. 2020.

Backberg, L & Jochen Tholen 2018.

Murphy, Emma. 2012.

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

What to hand in: a reading response to the assigned articles/book chapters in a word document

How to hand in: by email to the course coordinator

When to hand in: within a week of the missed class

## Lecture/seminar 12 – Rentierism and the Regional Economy

(lecture/seminar combo) | *Teacher:* Rola El-Husseini

The lecture will define rentierism and explain how oil has shaped Middle Eastern states' relations with their populations. It will examine the key weakness of their economies and the major obstacles to economic reform. It will also discuss the major link between economy and political legitimacy, and how the oil economy has affected the region.

### Primary reading

Beblawi, Hazem. 1987.

Yamada, Makio & Hertog, Steffen. 2020

Hertog. 2020.

Yamada. 2020.

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

What to hand in: a reading response to the assigned articles/book chapters in a word document

How to hand in: by email to the course coordinator

When to hand in: within a week of the missed class

## Lecture/seminar 13 – Iran and the Islamic Revolution

(lecture/seminar combo) | *Teacher:* Torsten Janson

The Islamic Revolution of Iran (1978-79) was a decisive moment in the political trajectories of the Middle East during the 20th century, with repercussions for international relations, geopolitics, security, as well as religious identity politics. This class will be devoted to understanding the dynamics (and contradictions) of the revolution and its rapid transformation into religious authoritarianism. What were the driving causes? How was religious imaginations and ritual formulae orchestrated politically? What were the effects for Iranian society (in various regions and among various segments of the population) of the establishment of the Islamic Republic? And what are some of the current trajectories?

### Primary reading

Roy, Olivier. 1999.

Arjomand, Said. 2002.

Abrahamian, Ervand. 2009.

### Secondary reading

Kurzman, Charles. 1996.

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

What to hand in: a reading response to the assigned articles/book chapters in a word document

How to hand in: by email to the course coordinator

When to hand in: within a week of the missed class

## Lecture/seminar 14 – Iran and the Islamic Revolution II

(lecture/seminar combo) | *Teacher:* Torsten Janson

The Islamic Revolution of Iran (1978-79) was a decisive moment in the political trajectories of the Middle East during the 20th century, with repercussions for international relations, geopolitics, security, as well as religious identity politics. This class will be devoted to understanding the dynamics (and contradictions) of the revolution and its rapid transformation into religious authoritarianism. What were the driving causes? How was religious imaginations and ritual formulae orchestrated politically? What were the effects for Iranian society (in various regions and among various segments of the population) of the establishment of the Islamic Republic? And what are some of the current trajectories?

### Primary reading

Arjomand, Said. 2009. pp. 3-35, pp. 72-89 & pp.172-191.

Parsa, Midagh. 2011.

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

What to hand in: a reading response to the assigned articles/book chapters in a word document

How to hand in: by email to the course coordinator

When to hand in: within a week of the missed class

## Strategies for Getting Started on Your Final Paper

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

Learn about the writing process, including strategies for getting words on the page and organizing your ideas and the literature. Online, in Zoom.

## Lecture/seminar 15 – Gender in the Middle East

(lecture/seminar combo) | *Teacher:* Dalia Abdelhady

The class introduces some concepts key in the analysis of gender in society in general and discusses their relevance to understanding social dynamics in the Middle East. We will pay special attention to the role of gender in understanding social and political change in the Middle East by discussing concepts such as bargaining, rights, and non-movement. We will also discuss some of the pitfalls of studying gender in the Middle East and the role of social science research in the process.

### Primary reading

Kandiyoti, Deniz (1988).  
Hatem, Mervat (2005).  
Bayat, Asef (2007).  
Lughod, Lila Abu (2010).  
Le Renard, Amelie (2013).  
Abouelnaga, Shereen (2015).

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

What to hand in: a reading response to the assigned articles/book chapters in a word document  
How to hand in: by email to the course coordinator  
When to hand in: within a week of the missed class

## Lecture/seminar 16 – The US Invasion of Iraq

(lecture/seminar combo) | *Teacher:* Rola El-Husseini

The lecture will discuss the legality of the US invasion of Iraq and the mistakes committed by the American forces. The lecture will examine the repercussions of the war on Iraq and the region, especially the rise of sectarianism and the appearance of the Islamic State in Iraq and Syria (ISIS).

### Primary reading

Bellin, Eva. 2004.  
Dawisha, Aheed. 2008.  
Romano, David. 2014.  
Enterline, Andrew and J. Michael Greig, 2008.  
Hinnebusch, R. 2007.  
Dodge, T. 2014.

### Secondary reading

Sassoon, Joseph. 2016. pp. 73-155 and pp. 185-269.  
Rasul al-Sheikh, Safa & Emma Sky. 2011.

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

What to hand in: a reading response to the assigned articles/book chapters in a word document  
How to hand in: by email to the course coordinator  
When to hand in: within a week of the missed class

## Lecture/seminar 17 – The Arab Uprisings

(lecture/seminar combo) | *Teacher:* Rola El-Husseini

The lecture will examine the nature of these popular uprisings, their causes, the groups driving the change and the types of governments that emerged afterward. The lecture will also discuss why the revolutions took place in some countries while other seemed immune to protests, and why some revolutions were met with violence while others were not.

### Primary reading

Heydemann, Steven. 2016.

Yom, Sean & F. Gregory Gause. 2012.

Schwedler, Jillian. 2013.

Bellin, Eva. 2018.

Aras, Bulent and Falk, Richard. 2015.

Hinnebusch, Raymond 2020.

### Secondary reading

Reynolds, Andrew et al. 2013.

Masoud, Tarek. 2011.

Barany, Zoltan. 2011.

Roy, Olivier. 2012.

Salloukh, Bassel. 2013.

Stepan & Linz. 2013.

## Lecture/seminar 18 – The Syrian War and Sectarianism

(lecture/seminar combo) | *Teacher:* Rola El-Husseini

The lecture will attempt to define the concept of sectarianism and discuss how the instrumentalization of sectarianism has shaped the civil war and generated more sectarian exclusivist governance in both regime and opposition controlled areas.

### Primary reading

Phillips, Christopher. 2015.

Phillips, C and Valbjorn, M 2018.

Darwich, May & Tamirace, Fakhoury. 2016.

Hinnebusch, R. 2020b.

### Secondary reading

Byman, Daniel. 2014.

Gause, F. Gregory. 2014.

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

What to hand in: a reading response to the assigned articles/book chapters in a word document

How to hand in: by email to the course coordinator

When to hand in: within a week of the missed class

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

What to hand in: a reading response to the assigned articles/book chapters in a word document

How to hand in: by email to the course coordinator

When to hand in: within a week of the missed class

## Hand in (final paper)

*Guidelines: Summary of Research Paper Writing Guide*

### Research: What it is.

A research paper is the culmination and final product of an involved process of research, critical thinking, source evaluation, organization, and composition. It is, perhaps, helpful to think of the research paper as a living thing, which grows and changes as the student explores, interprets, and evaluates sources related to a specific topic. Primary and secondary sources are the heart of a research paper, and provide its nourishment; without the support of and interaction with these sources, the research paper would morph into a different genre of writing (e.g., an encyclopedic article). The research paper serves not only to further the field in which it is written, but also to provide the student with an exceptional opportunity to increase her knowledge in that field. It is also possible to identify a research paper by what it is not.

### Research: What it is not.

A research paper is not simply an informed summary of a topic by means of primary and secondary sources. It is neither a book report nor an opinion piece nor an expository essay consisting solely of one's interpretation of a text nor an overview of a particular topic. Instead, it is a genre that requires one to spend time investigating and evaluating sources with the intent to offer interpretations of the texts, and not unconscious regurgitations of those sources. The goal of a research paper is not to inform the reader what others have to say about a topic, but to draw on what others have to say about a topic and engage the sources in order to thoughtfully offer a unique perspective on the issue at hand.

This is accomplished through two major types of research papers: the argumentative and the analytical research papers.

### Argumentative research paper

The argumentative research paper consists of an introduction in which the writer clearly introduces the topic and informs his audience exactly which stance he intends to take; this stance is often identified as the thesis statement. An important goal of the argumentative research paper is persuasion, which means the topic chosen should be debatable or controversial. The student would support his/her thesis throughout her paper by means of both primary and secondary sources, with the intent to persuade her audience that his/her particular interpretation of the situation is viable.

Please check the Purdue Writing Lab for information on the argumentative paper:

[https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/argument\\_papers/index.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/argument_papers/index.html)

### Analytical research paper

The analytical research paper often begins with the student asking a question (a.k.a. a research question) on which s/he has taken no stance. Such a paper is often an exercise in exploration and evaluation.

Though the topic may be debatable and controversial, it is not the student's intent to persuade the audience that his/her ideas are right while those of others are wrong. Instead, his/her goal is to offer a critical interpretation of primary and secondary sources throughout the paper--sources that should, ultimately, buttress his particular analysis of the topic.

It is typically not until the student has begun the writing process that his/her thesis statement begins to take solid form. In fact, the thesis statement in an analytical paper is often more fluid than the thesis in an argumentative paper. Such is one of the benefits of approaching the topic without a predetermined stance.

For information on how to write an analytical research paper please check the following link:

[https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/argument\\_papers/index.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/argument_papers/index.html)

The paper should be 5000 words (+ or – 10% including references.)

# APPENDIX I

# ACADEMIC WRITING AND PLAGIARISM

## Academic honesty

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

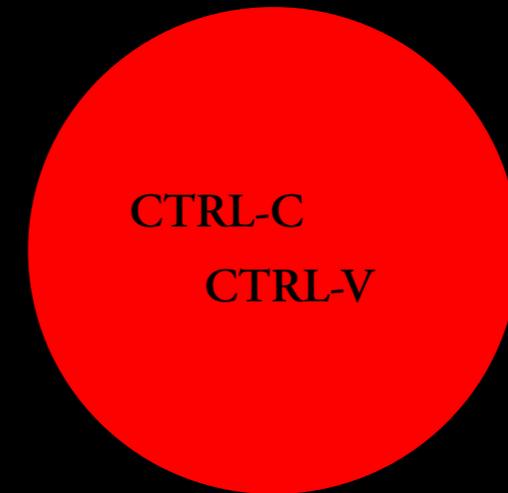
## Plagiarism – and how to avoid it

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

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

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

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



### Tech system note

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

# APPENDIX II

# PROCESSING

# STUDENT

# COMPLAINTS

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



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

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

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

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

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

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

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

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

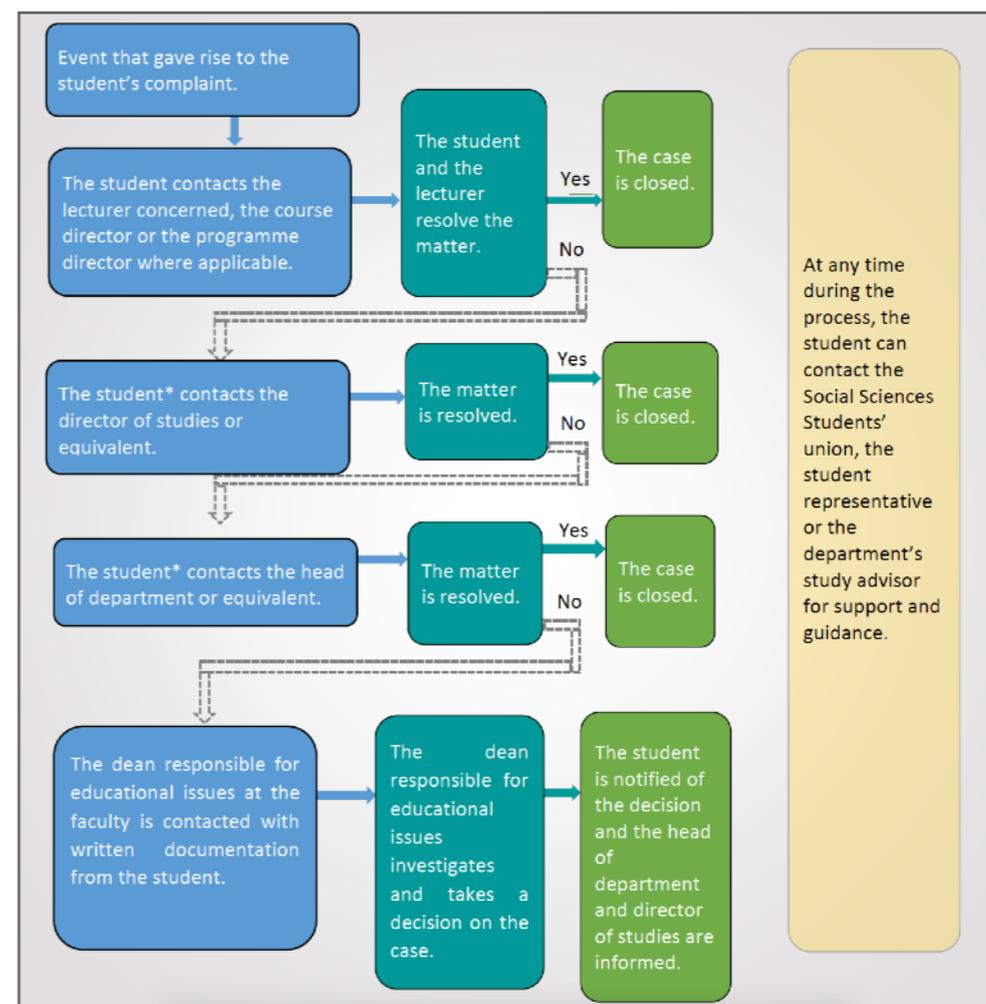
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment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

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

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

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

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



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

# Relevant links

List of rights for students at Lund University

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

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

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

How to process cases of discrimination or harassment

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

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

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

# APPENDIX III

# GRADUATE SCHOOL: A BRIEF HISTORY

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



# A brief history

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

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

## Developing Interdisciplinarity

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

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

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

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

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

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

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

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

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

## Finding (and Creating) a Physical Home

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

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

## A Maturing Organisation

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

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

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

## A New Growth Period

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

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

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

# Graduate School – Our House!

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

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

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

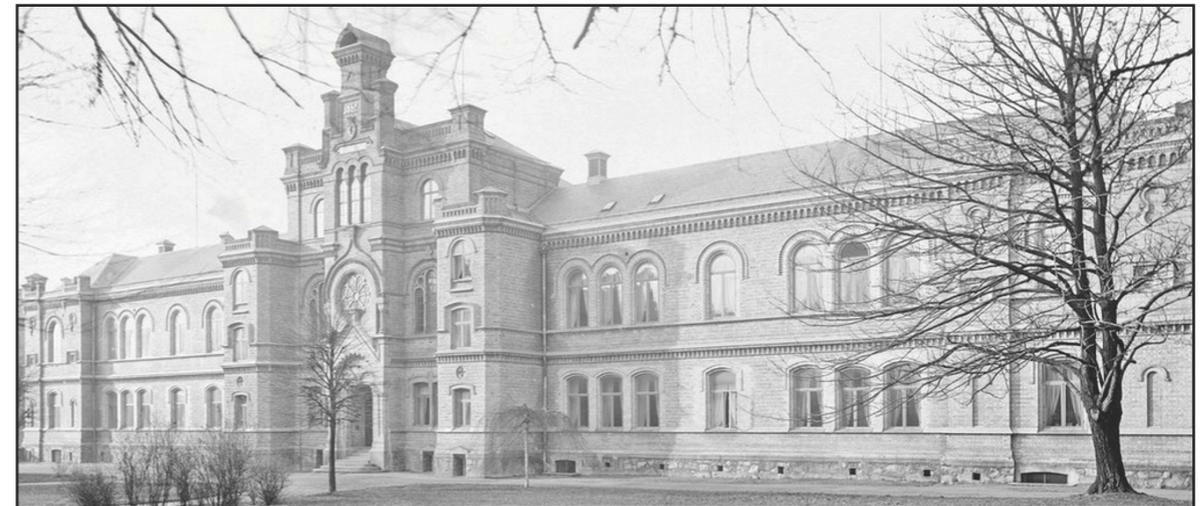
When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive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



Helgo Zettervall (1831–1907)

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

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



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

