



LUND  
UNIVERSITY

Graduate School

FACULTY OF SOCIAL SCIENCES

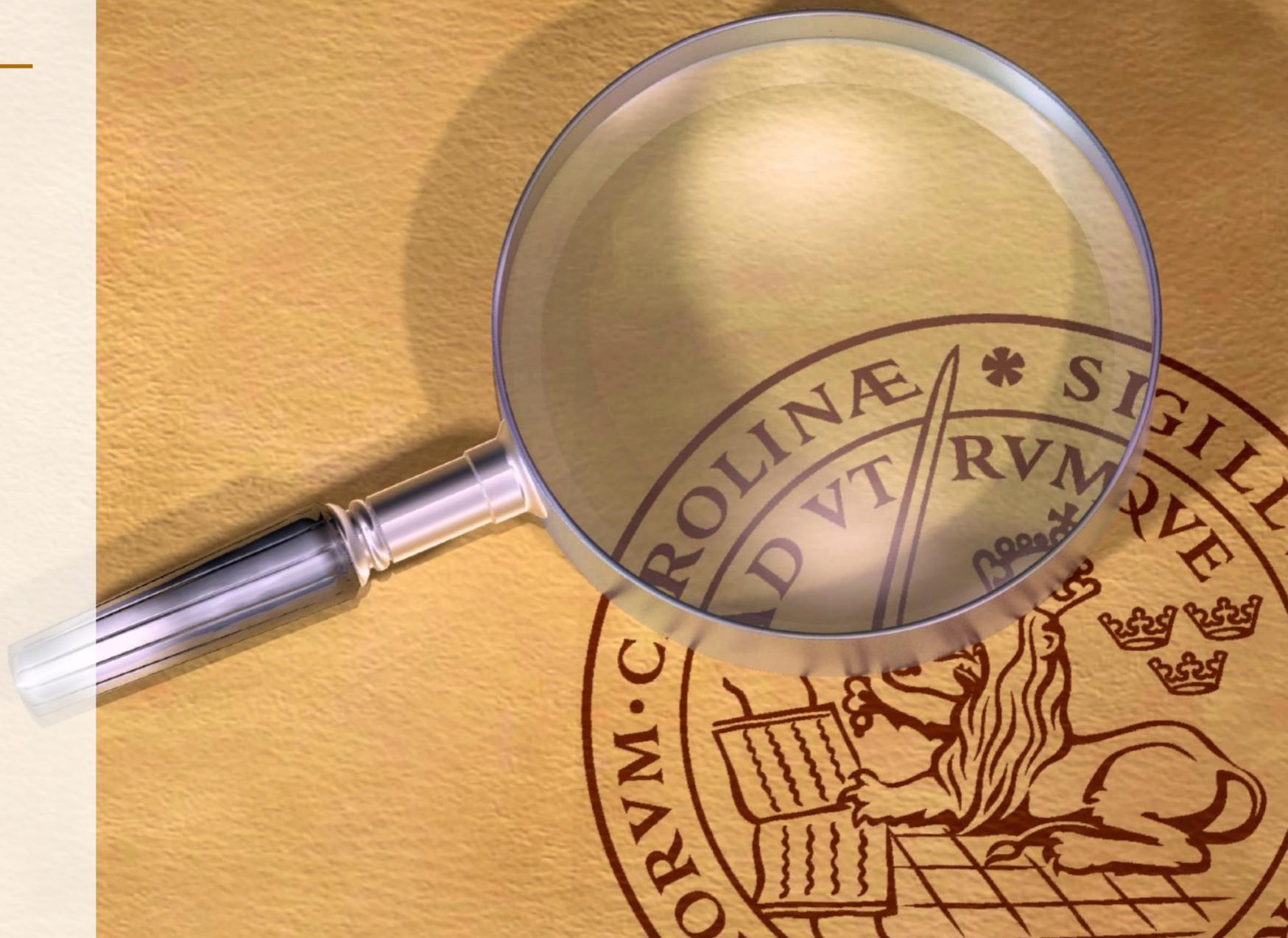
# SIMP55

The Process of  
Social Research

Version 1.0 – August 2021

GRADUATE SCHOOL PROFILE COURSES

AUTUMN 2021



# 1. WELCOME

## Contact info

### Graduate School

e-mail: [master@sam.lu.se](mailto:master@sam.lu.se)

Home page: [graduateschool.sam.lu.se](http://graduateschool.sam.lu.se)

Facebook: [tinyurl.com/LUgradschoolFB](http://tinyurl.com/LUgradschoolFB)

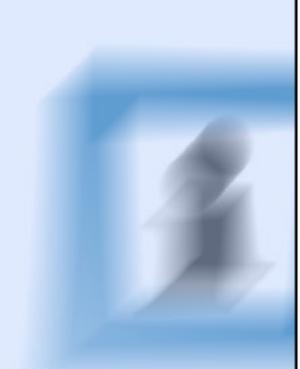
### Student Union

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

### Lund University

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

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



# Welcome to the Autumn term's course

## *The Process of Social Research*

Students will learn about the overall research process and social scientific research design. At the start, students will learn a common research language and terminology and the key concepts that are used in social scientific research. The students then learn about the logic of research itself, including theory, data, methodology, applied theory of science, research designs (including mixed-methods designs), and gain practice in designing contrasting research proposals. Students also learn about research management, publication and communication, peer review, and ethics.

## Teaching and Examination

The teaching consists of lectures, seminars, and workshops. The course is teaching-intensive and requires a high degree of participation. Unless there are valid reasons to the contrary, compulsory participation is required. 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.

In weeks 2 and 3, there will be an optional and ungraded ‘basic statistics crash course’ running in parallel with these weeks’ main content. The crash course will happen in the mornings over one and a half weeks. It will involve little work outside of class and is highly recommended for students who feel they have a weak background in basic statistics.

## Formal learning outcomes for the course

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

### **Knowledge and understanding:**

- demonstrate knowledge and understanding of the steps of the social scientific research process and how they are integrated;
- demonstrate knowledge and understanding of the definitions of key concepts within social scientific research, to especially include: theory, methods, and methodology;
- demonstrate knowledge and understanding of the connection between theory and empirical data, in particular the concepts of induction, deduction, abduction, and retrodiction;
- demonstrate knowledge and understanding of the roles of publication and communication of research results;

- demonstrate knowledge and understanding of how research projects are applied for, budgeted, and practically managed in academic and non-academic settings.

### **Competence and skills:**

- independently and with proficiency, demonstrate the ability to operationalise diverse theoretical concepts;
- independently and with proficiency, demonstrate the ability to design a variety of social scientific research projects;
- both independently and as part of a group, demonstrate the ability to write a convincing social scientific research proposal;
- independently and with proficiency, demonstrate the ability to provide constructive critique to other students’ social scientific research proposals through peer review;
- demonstrate the ability to design a convincing mixed-methods research project;
- independently and with proficiency, demonstrate the ability to be able to conceptualise and plan how to locate, obtain, or gather relevant data in relation to a given research problem.

### **Judgement and approach:**

- independently and critically reflect on methodological debates about research paradigms;
- independently and critically reflect on and respond to the ethical issues involved in a given research project;
- independently and critically apply knowledge about diverse social scientific paradigms in order to enhance understanding of and planning of scientific research.

## Assessment

### **Overview**

The assessment of the course consists of written assignments in the form of three research proposals (one qualitative, one quantitative, and one mixed methods proposals) as well as critiques of other students’ research proposals.

### **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 consists of the average grade of all assessed assignments. 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 – Fail applies.

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

Lectures and seminars are important. They serve to create space for debate and knowledge sharing and for opportunities to prepare and participate both individually and collectively – in triplets, quartets or other teams and constellations. Please note that seminars are obligatory. If you miss one – you will have to do a ‘make-up-assignment’ according to the seminar instructions. You may also have to make an extra task.

## Re-examination opportunities

If you fail to submit a paper or if you get a failing grade on a submitted paper, there will be opportunities for re-examination (spelled out in the detailed course overview later in this document). The re-examination assignments will generally be the same as the original assignments. The re-examination papers are to be uploaded at the relevant folders at the course Canvas page.

## Plagiarism

All final papers will be automatically checked by software and by the examiners to detect plagiarism of any sort. Plagiarism constitutes a severe offence in academia, as it means using another person’s ideas without giving proper credit. Note that there is also self-plagiarism (e.g. you replicate 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. Severe cases may lead to exclusion from the course/program and suspension from the university through the University Disciplinary Board.

*Also see appendix on these matters.*

## 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

**Chris Swader's** (Sociology) work focuses on the connection between intimacy and normative order, and he has published on themes close to family sociology, anomie, the commodification of sex, post-socialism, and the life course. His current main research endeavor is a multi-method investigation of loneliness in cities. His main research and teaching areas include: Individualization and Intimacy, Modernization, Social Theory, Economic Sociology, Urban Sociology, Research Design, Mixed and Multiple Methods, Philosophy of Science, Anomie, Loneliness, Computational Social Sciences.



**Chris Swader**  
(course coordinator)  
[christopher.swader@soc.lu.se](mailto:christopher.swader@soc.lu.se)

**Sara Eldén's** (Sociology) research interests are feminist theory, sociology of family and personal life, and childhood sociology. She is currently researching narratives of care by grandparents, their adult children, and grandchildren, in the research project "Intergenerational care in Sweden. A study of relationships, commitments, and practices of care in everyday family life" (VR 2018-01053, with Terese Anving). She has also researched the emerging market for private care (nannies and au pairs) in Sweden, and the effects this has on the "doing" of families (in "Care for Children in an Era of Private Sector Services: A Study of Nannies, Children and Parents" (RJ P13-0603:1)). Her other research interests are care from the perspective of children, and care relationships outside the 'nuclear family', popular therapy and couple's discourses, and qualitative methods. She teaches different courses, and she supervises on all levels.



**Sara Eldén**  
[sara.elden@soc.lu.se](mailto:sara.elden@soc.lu.se)

**Gabriella Scaramuzzino** (Social Work) has a PhD in social work and works as a researcher at School of Social Work. Her general research interests are in the areas of prostitution, civil society and digitalization. Her research is about how citizens interact, mobilize and organise on the internet and social media. She has been involved in several research projects about the internet, social media and civil society and written about sex workers/sex service providers' and sex clients' mobilization and organization at local, national and international level. Her dissertation entitled "Collective Action by Sex Service Providers and Sex Clients on the Internet" (2014) shows how, despite it being illegal to purchase sexual services in Sweden, sex clients and sex service providers meet on forums, to pursue joint interests and negotiate "collective contracts" concerning the rules that should apply on the prostitution market. Internet has offered new ways to interact and has enabled individuals to act collectively and pursue common interests outside formal organizations. New organizational forms have also emerged. Her postdoc-project (financed by Forte) is called "Internet's transformative potential: Trade unions organizing under new circumstances" and aims to further explore what transformative role the Internet has on mobilization and organization. To achieve this aim she will conduct a cross-case analysis. Three groups have been selected, to include workers that are more and less formally organized and make claims and advocate both inside and outside the organized civil society.



**Gabriella Scaramuzzino**  
[gabriella.scaramuzzino@soch.lu.se](mailto:gabriella.scaramuzzino@soch.lu.se)

# Your teachers

**Joost van de Weijer** (Centre for Languages and Literature, Humanities Lab) works as Humanities Lab's methodologist. As part of this employment, he assists students and researchers in planning and implementing experiments and analyzing the results. He teaches an introductory and a follow-up course in the statistical analysis of experimental data. He is also an expert in R (software for quantitative data analysis).



**Joost van de Weijer**

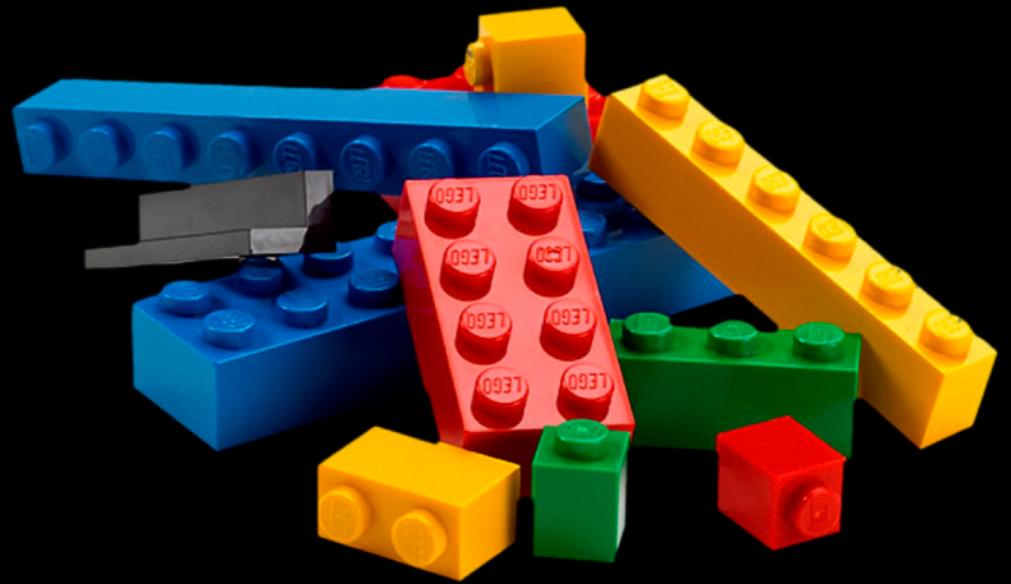
[joost.van\\_de\\_weijer@humlab.lu.se](mailto:joost.van_de_weijer@humlab.lu.se)

# COURSE RESOURCES

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

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

However, there is one important book that you will have to purchase yourself (for slightly over 300 Swedish kronor). The Gerring book (Applied Social Science Methodology) is unfortunately not sold by the publisher directly to libraries. However, its comprehensiveness justifies its inclusion within the main course literature. When you buy it, be sure to get the correct version: 2017.

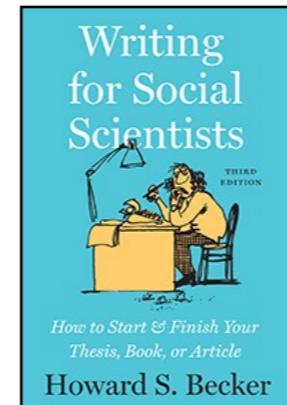


Becker, H. S. (2020). *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*: Third Edition. University of Chicago Press. 200 pages.

**From the blurb:** For more than thirty years, *Writing for Social Scientists* has been a lifeboat for writers in all fields, from beginning students to published authors. It starts with a powerful reassurance: Academic writing is stressful, and even accomplished scholars like sociologist Howard S. Becker struggle with it. And it provides a clear solution: In order to learn how to write, take a deep breath and then begin writing. Revise. Repeat.

Becker writes in the new preface, "Nothing prepared me for the steady stream of mail from readers who found the book helpful. Not just helpful. Several told me the book had saved their lives; less a testimony to the book as therapy than a reflection of the seriousness of the trouble writing failure could get people into." As academics are being called on to write more often, in more formats, the experienced, rational advice in *Writing for Social Scientists* will be an important resource for any writer's shelf.

This course uses this book as a primary text for the week on academic publication. It is one of the best book's written about managing the practical dimensions of starting and finishing an academic text. It is also fun and easy to read.



200 Pages

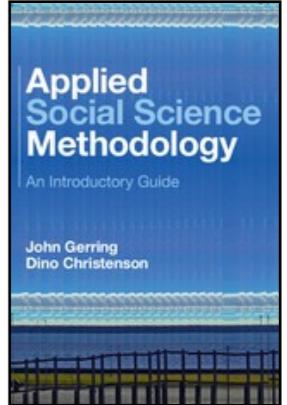
9780226644097

[Publisher info](#)

Gerring, J. & Christenson, Dino. (2017). *Applied social science methodology : an introductory guide*. Cambridge, United Kingdom: Cambridge University Press.

**From the blurb:** This textbook provides a clear, concise, and comprehensive introduction to methodological issues encountered by the various social science disciplines. It emphasizes applications, with detailed examples, so that readers can put these methods to work in their research. Within a unified framework, John Gerring and Dino Christenson integrate a variety of methods - descriptive and causal, observational and experimental, qualitative and quantitative. The text covers a wide range of topics including research design, data-gathering techniques, statistics, theoretical frameworks, and social science writing. It is designed both for those attempting to make sense of social science, as well as those aiming to conduct original research. The text is accompanied by online practice questions, exercises, examples, and additional resources, including related readings and websites. An essential resource for undergraduate and postgraduate programs in communications, criminal justice, economics, business, finance, management, education, environmental policy, international development, law, political science, public health, public policy, social work, sociology, and urban planning.

This book covers in rare integrated depth the entire research process and integrating discussions as well on causality, statistics, ethics, and writing. However, it should be noted that it covers these issues from a mainly quantitative perspective. It is one of the two main books of the course (and indeed the entire master programme). You are expected to read the entire thing. Unfortunately, you have to buy it yourself as the publisher will not sell it directly to libraries in a normal way; however it is not expensive.



442 Pages

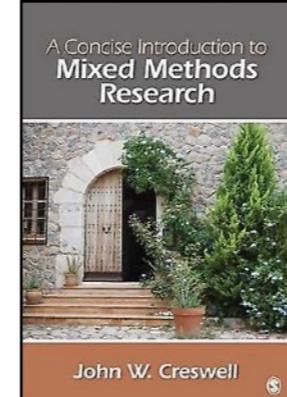
ISBN 9781107775558

[Publisher info](#)

Creswell, J. W. (2015). *A Concise Introduction to Mixed Methods Research*. Los Angeles: SAGE.

**From the blurb:** This a brief overview of mixed methods research that takes readers through the essential steps in planning and designing a study. Rather than offering an extensive treatment of mixed methods, this concise book offers individuals in the social, behavioral, and health sciences a foundation for understanding mixed methods methodology. Practical for use in workshops, seminars, global webinars, and as a supplementary text in undergraduate and graduate classes, Creswell's book is ideal for the beginner or the more advanced researcher looking for a quick primer in mixed methods, by an authoritative mixed methods scholar.

This short book is the authoritative text on mixed methods designs in the social sciences. Creswell describes qualitative and quantitative paradigms in a nutshell and shows how to combine them within mixed methods designs.



152 Pages

9781483359038

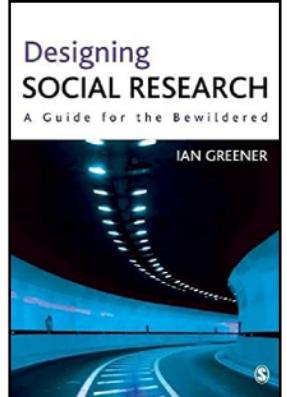
[Publisher info](#)

Greener, I. (2011). *Designing social research [electronic resource]: a guide for the bewildered*. Los Angeles: SAGE.

**From the blurb:** Using everyday jargon-free language, *Designing Social Research* guides you through the jungle of setting up a research study. Ian Greener provides guidance on how to practically plan your research and helps you to understand the underpinning methodological principles that should inform your decisions about the methods you plan to use. It will help you to assess the appropriateness of a range of methods and to understand the strengths and limitations of different approaches to research.

Greener highlights key debates in the field, both philosophical and practical, and presents them in such a way that they remain constantly relevant to research practice. Coverage includes framing an effective research question/problem; examining the jargon of social research; the links between theory, methodology and method; the role of literature reviewing in research design; managing and planning the research process; sampling; qualitative designs; quantitative designs; mixed methods designs and data analysis.

This text is the complement to Gerring. You are expected to also read this one in its entirety for this course (and it will also help you throughout the master programme). Like Gerring, it is a comprehensive review of the research process, but its perspective is reflects a wider methodological paradigm.



224 Pages

ISBN 9781446287934

[Publisher info](#)

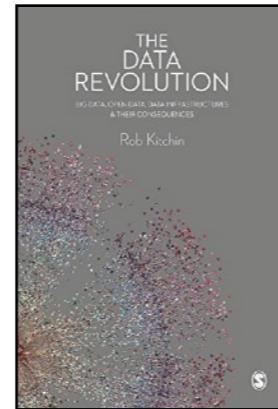
Kitchin, R. (2014). *The data revolution: big data, open data, data infrastructures and their consequences*. Los Angeles: SAGE.

**From the blurb:** Traditionally, data has been a scarce commodity which, given its value, has been either jealously guarded or expensively traded. In recent years, technological developments and political lobbying have turned this position on its head. Data now flow as a deep and wide torrent, are low in cost and supported by robust infrastructures, and are increasingly open and accessible.

A data revolution is underway, one that is already reshaping how knowledge is produced, business conducted, and governance enacted, as well as raising many questions concerning surveillance, privacy, security, profiling, social sorting, and intellectual property rights.

In contrast to the hype and hubris of much media and business coverage, *The Data Revolution* provides a synoptic and critical analysis of the emerging data landscape. Accessible in style, the book provides (a) A synoptic overview of big data, open data and data infrastructures, (b) An introduction to thinking conceptually about data, data infrastructures, data analytics and data markets, (c) A critical discussion of the technical shortcomings and the social, political and ethical consequences of the data revolution, and (d) An analysis of the implications of the data revolution to academic, business and government practice.

We will read this book within the week on ‘data’ in order to tune ourselves in to newer conceptions of data and their consequences.



240 Pages

ISBN 9781473909472

[Publisher info](#)

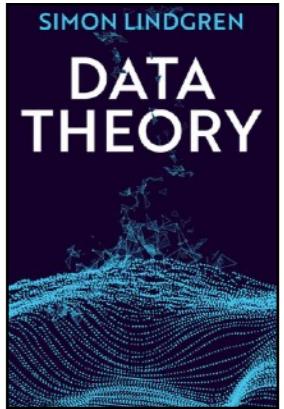
Lindgren, S. (2020). *Data Theory: Interpretive Sociology and Computational Methods*. John Wiley & Sons.

**From the blurb:** The datafication of our world offers huge challenges and opportunities for social science. The ‘data-drivenness’ of computational research can occur at the expense of theoretical reflection and interpretation. Additionally, it can be difficult to reconcile the ‘quantitative’ dimensions of big data with the ‘qualitative’ sensibilities needed for its understanding. At the same time, this opens up possibilities for reimagining key principles of social inquiry.

In this experimental and provocative book, Simon Lindgren argues that a hybrid approach to data and theory must be developed in order to make sense of today’s ambivalent, turbulent, and media-saturated political landscape. He pushes for the development of a critical science of data, joining the interpretive theoretical and ethical sensibilities of social science with the predictive and prognostic powers of data science and computational methods. In order for theories and research methods to be more useful and relevant, they must be dismantled and put together in new, alternative, and unexpected ways.

*Data Theory* is essential reading for social scientists and data scientists, as well as students taking courses in social theory and data, digital methods, big data, and data and society.

We will read this book during the week on theory in order to understand ways to work with ‘big data’ that are still theoretically relevant and creative.



208 Pages

ISBN 978-1-509-53929-1

[Publisher info](#)

# Course Resources – Articles & Book Chapters

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

1. Aho, A. V., & Ullman, J. D. (1992). Chapter 12 "Propositional logic", pp. 643 to 653 in *A Propositional Logic in Foundations of computer science*. Computer Science Press.  
[Download here](#)
2. Atkinson, Paul (2009) Ethics and ethnography, *Twenty-First Century Society*, 4:1, 17-30. (13 pages)  
[Download here](#)
3. Becker, Howard (1998). *Tricks of the Trade: how to think about your research while you're doing it.* Chicago: University of Chicago Press. Chapter 5 "Logic"  
Available on Canvas
4. Efron, S. E., & Ravid, R. (2019). "What is a Literature overview?" In: *Writing the Literature Review: A Practical Guide*. New York: The Guilford Press. (chapter in an e-book) (21 pages)  
[Download here](#)
5. Guillemin, M., & Gillam, L. (2004). Ethics, Reflexivity, and "Ethically Important Moments" in *Research Qualitative Inquiry*, 10 (2), 261–280. (19 pages)  
[Download here](#)
6. Haraway, Donna. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist studies* 14 (3), 575-599.  
[Download here](#)
7. Israel, M. (2015). *Research ethics and integrity for social scientists: Beyond regulatory compliance*. London:SAGE Publications Ltd. Selection of chapters: 1, 2, 5, 6, 7 and 9. (106 pages)  
[Download here](#)
8. Jackson, Patrick T. (2010) *The conduct of inquiry in international relations: philosophy of science and its implications for the study of world politics*. New York, Routledge. Chapter 3 on "Neopositivism" I.viii King, Keohane, and Verba (1994). Chapter 1 of "The Science in Social science".  
[Download here](#)
9. Luckmann, Thomas. (2008). On social interaction and the communicative construction of personal identity, knowledge and reality. *Organization Studies* 29:277-290.  
[Download here](#)
10. Mann, Michael (1981) "SOCIO-LOGIC", *Sociology*, Vol. 15, No. 4, Special Issue: The Teaching of Research Methodology, pp. 544-550  
[Download here](#)
11. Meyer, Samantha B. and Belinda Lunnay (2013) The Application of Abductive and Retractive Inference for the Design and Analysis of Theory-Driven Sociological Research. *Sociological Research Online*, 18 (1) 12.  
[Download here](#)
12. Mills, C-W (1959), Chapter 1 of *The Sociological Imagination: "The Promise"*  
[Download here](#)
13. Polksby, N. W. (1998). Social science and scientific change: A note on Thomas S. Kuhn's contribution. *Annu. Rev. Polit. Sci.*, 1:199–210.  
[Download here](#)
14. Russell, Denise (1983). "Anything Goes", *Social Studies of Science* , Vol. 13, No. 3, pp. 437-464  
[Download here](#)
15. *The SAGE Encyclopedia of Social Science Research Methods*  
[Download here](#)
16. Sayer, Andrew. (2000). *Realism and social science*. Chapter 1 "Key Features of Critical Realism in Practice: A Brief Outline"  
[Download here](#)
17. Scott, Joan Wallach (2005). Against Eclecticism, *differences* (2005) 16 (3): 114–137.  
[Download here](#)
18. Swedish Research Council (VR) Research Project Grant Guidelines 2021.  
[Download here](#)

# COURSE OVERVIEW

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

# Your course at a glance

TIME	COURSE ACTIVITY
Week 1	<p><b>Introduction</b>   Chris Swader Programme Welcome</p> <p><b>Introduction</b>   Chris Swader Course Introduction</p>
	<p><b>Lecture</b>   Chris Swader Doing Social Research</p>
	<p><b>Workshop</b>   Maja Carlson Introduction to library resources</p>
	<p><b>Seminar</b>   Chris Swader The research proposal, research design, and research questions</p>
Week 2	<p><b>Crash Course in Basic Statistics</b> Optional, running in the mornings in weeks 2 and 3</p>
	<p><b>Lecture</b>   Chris Swader Introduction to theory. Basic definitions and types of theory. What is 'good theory'?</p>
	<p><b>Lecture</b>   Chris Swader Theory and Data: induction, deduction, retrodiction, abduction. Theory and Big Data</p>
	<p><b>Seminar</b>   Ambassadors Discipline-specific themes and theories (Not in TimeEdit - will be scheduled by the Departments' Ambassadors)</p>
	<p><b>Seminar</b>   Chris Swader Theory and literature reviews</p>
Week 3	<p><b>Crash Course in Basic Statistics</b> Optional, running in the mornings in weeks 2 and 3</p>
	<p><b>Lecture</b>   Chris Swader Quantitative Data</p>
	<p><b>Seminar</b>   Ambassadors Discipline-specific data seminar (Not in TimeEdit - will be scheduled by the Departments' Ambassadors)</p>
	<p><b>Lecture</b>   Chris Swader Qualitative Data</p>
	<p><b>Seminar</b>   Chris Swader "Big Data"</p>
Week 4	<p><b>Lecture</b>   Chris Swader Intro to methodology</p>
	<p><b>Lecture</b>   Mike Farjam Propositional Logic</p>

TIME	COURSE ACTIVITY
Week 4 cont.	<p><b>Workshop</b>   Hanna Glad Reading strategies</p>
	<p><b>Seminar</b>   Chris Swader Mixed methods</p>
Week 5	<p><b>Lecture</b>   Chris Swader Research Design Structure</p>
	<p><b>Lecture</b>   Chris Swader The Logic of Appropriateness</p>
	<p><b>Seminar</b>   <b>Workshop</b>   Maja Carlson Referencing - tools and shortcuts. RSVP required - see Canvas</p>
	<p><b>Seminar</b>   Chris Swader Peer review of research proposals</p>
Week 6	<p><b>Lecture</b>   Sara Eldén Why should we reflect upon ethics in research</p>
	<p><b>Lecture</b>   Sara Eldén Ethics in practice in social science research</p>
	<p><b>Panel</b>   Sara Eldén and some Ambassadors from various departments Research ethics in different disciplines: Practices and dilemmas</p>
	<p><b>Seminar</b>   Sara Eldén Seminar/workshop: Identify potential ethical dilemmas emerging in a prospective research project.</p>
Week 7	<p><b>Lecture</b>   Gabriella Scaramuzzino How to make a research proposal: Understanding the criteria for success</p>
	<p><b>Lecture</b>   Gabriella Scaramuzzino Scientific novelty: The importance of being creative and innovative</p>
	<p><b>Lecture</b>   Gabriella Scaramuzzino How to run a research project</p>
	<p><b>Lecture</b>   Gabriella Scaramuzzino Managing the day-to-day aspects of a research project: Common pitfalls and potential solutions</p>
	<p><b>Seminar</b>   Gabriella Scaramuzzino Combining methods for scientific novelty</p>
Week 8	<p><b>Lecture</b>   Chris Swader Academic Writing. Genres and practice</p>
	<p><b>Lecture</b>   Chris Swader The peer-review process, journal articles and books</p>

TIME	COURSE ACTIVITY
Week 8 cont.	<b>Workshop</b>   Hanna Glad Sharpen Your Argument
	<b>Seminar</b>   Chris Swader Writing lab.. creative writing
Week 9	<b>Lecture</b>   Chris Swader Applied philosophy of science 1
	<b>Lecture</b>   Chris Swader Applied philosophy of science 2
	<b>Seminar</b>   Chris Swader Discussion and debate
	<b>Deadline: Three Assignments</b>
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

# Course details

## Week 1: An introduction to the social scientific research process

In this week, students learn about the goals of social scientific research, relevant key concepts and definitions, and the research process itself.

### Introduction: Programme welcome

(workshop) | *Teacher:* Chris Swader

In this session, students and instructors will get to know one another and talk about the structure of the master programme as a whole.

### Introduction: Course Introduction

(lecture) | *Teacher:* Chris Swader

In this session, this first profile course will be introduced in detail, including its structure, expectations, and assignments.

### Lecture: Doing Social Research

(lecture) | *Teacher:* Chris Swader

This lecture covers the aims of social research, definitions of key concepts involved in the process (e.g. theory, data, methods, methodology, design, theory and philosophy of science, paradigm), and details about the steps of the research process.

#### Reading

Chapter 1 of Gerring and Christenson (2017): "A Unified Framework"

Chapter 1 of Greener (2011): "Introduction to Social Research Design – or What Are You Talking About?"

Chapter 1 of King, Keohane, and Verba (1994): "The Science in Social science".

C-Wright Mills (1959), Chapter 1 of The Sociological Imagination: "The Promise"

### 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.

### The research proposal, research design, and research questions

(seminar) | *Teacher:* Chris Swader

Both research proposals and research designs are discussed. A proposal layout is discussed: (long VR version). The design aspects of the proposal are highlighted. Then we walk through the process with a focus on the research questions as integrating the parts.

#### Reading

VR Project Grant Guidelines 2021

Michael Mann, "SOCIO-LOGIC", Sociology, Vol. 15, No. 4, Special Issue: The Teaching of Research Methodology (November 1981), pp. 544-550 (7 pages)

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

Upload this make-up assignment on CANVAS within one week of the missed classroom session. In 500-1000 words, address the following:

Which 1-3 most important questions emerged for you about the format, writing, integration, or subsections of the VR long research proposal? How did you go about finding answers to these questions, and which answers did you find?

#### Assignments:

Students are given a set of wider themes for their various disciplines (and we will connect these to relevant data sets for the SIMM61 course as well). For next week, students form an initial topic and research questions.

# Weeks 2 & 3: Crash Course in Basic Statistics (Optional)

Students will be invited to take part in this crash course upon the start of the semester.

One aim of the social and the behavioural sciences is to give insight into characteristics in relatively large groups of individuals (usually called populations). These characteristics can be, for instance, opinions about issues, performance in particular situations, and so on. The individuals can be people in general, the inhabitants of a country, or members of a specific target group.

The predominant strategy within the sciences is to measure the characteristic of interest in a small subset (usually called a sample), on the basis of which inferences are made about the population from which the sample was drawn.

Statistical analysis is the tool for making this strategy possible. One aspect of this analysis is to give a concise description of the findings within the sample. The second aspect is to aid the researcher to generalize these findings to the population. In this subsidiary course, I will illustrate these processes using one or more concrete examples, and explain the terminology that is most commonly used within the analysis.

Details for this optional crash course will be provided to students that sign up.

## Week 2: Theory

During this week, students will learn about the central role of theory within social research, including definitions of theory, how theory is linked with data, and how a theoretical perspective can be developed within the writing of the theory and literature review sections of a research design.

**Lecture: Introduction to theory. Basic definitions and types of theory. What is ‘good theory?’**

(lecture) | Teacher: Chris Swader

This lecture will introduce the notion of social theory, including definitions, types, and some criteria for ‘good theory.’

### Reading

Chapters 2, 3, 5, and 12 of Gerring and Christenson (2017): “Arguments”, “Concepts and Measures”, “Causal Frameworks”, and “Brainstorming”

**Lecture: Theory and Data: induction, deduction, retrodiction, abduction.**

**Theory and Big Data**

(lecture) | Teacher: Chris Swader

This lecture covers the crucial link between theory and empirics (data), including concepts such as induction, deduction, analytic induction, retrodiction, and abduction. It also explores how this link may be impacted by the emergence of ‘Big Data’ within the social science.

### Reading

Lindgren: Chapters 1, 2, 3, 7, and 8 of Data Theory.

Read entries on induction, deduction, analytic induction, retrodiction, abduction from "<https://methods.sagepub.com/Reference/the-sage-encyclopedia-of-social-science-research-methods>" *The SAGE Encyclopedia of Social Science Research Methods*

Samantha B. Meyer and Belinda Lunnay (2013) The Application of Abductive and Retroductive Inference for the Design and Analysis of Theory-Driven Sociological Research.

## Seminar: Discipline-specific themes and theories

(seminar) | *Teachers:* Ambassadors

These seminars with the ambassadors will cover the dominant theoretical schools as well as the theoretical boundaries of students' individual disciplines.

## Seminar: Theory and literature reviews

(seminar) | *Teacher:* Chris Swader

This seminar will introduce the theory and literature sections of research proposals. Students will analyze and critique some literature/theory sections.

### Reading

Chapter 11 of Gerring and Christenson (2017): “Reading and Reviewing”

Chapters 2 and 11 of Greener (2011): “Reviewing What Other People Have Said – or How Can I Tell If Others' Research Is Any Good?” and “Writing Up Reviews and Putting Together Proposals – or Can You Provide Some Examples of All of This?”

Efron, S. E., & Ravid, R. (2019). “What is a Literature overview?”

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

Upload this make-up assignment on CANVAS within one week of the missed classroom session. In 500-1000 words, address the following:

Which 1-3 most important questions emerged for you about the readings for the seminar?

How did you go about finding answers to these questions, and which answers did you find?

## Assignments:

Initial topic and research questions are due. Students are given the assignment to work on the literature reviews for their first proposal.

# Week 3: Data

In this week, students learn about different forms of data, structures of data, data gathering and data management, and types and examples of data often used within their discipline. They will also learn about the ‘data revolution’ and its relevance for both research and society.

## Lecture: Quantitative Data

(lecture) | Teacher: Chris Swader

This lecture will introduce quantitative data and quantitative data structures.

### Reading

Chapter 13 and 17 of Gerring and Christenson (2017): “Data Gathering” and “Data Management”

Chapter 3 of Greener (2011): “Surveys and Questionnaires – or How Can I Conduct Research with People at a Distance?”

## Seminar: Big Data

(seminar) | Teacher: Chris Swader

In this seminar, students will discuss the methodological, theoretical, and social implications of ‘big data’.

### Reading

read Kitchin, R. (2014). *The data revolution*

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

Upload this make-up assignment on CANVAS within one week of the missed classroom session. In 500-1000 words, address the following:

Which 1-3 most important questions emerged for you about the book, The Data Revolution?  
How did you go about finding answers to these questions, and which answers did you find?

## Assignments:

A draft of Research Proposal #1 is due. Details can be found in a later section of this course guide.  
Students will get feedback on this for developing it later.

## Seminar: Discipline-specific data seminar

(seminar) | Teacher: Ambassadors

In this seminar, students will be introduced to discipline-specific takes on ‘data’, including common data sources and specific data sources linked to discipline-specific themes used in the course.

## Lecture: Qualitative Data

(lecture) | Teacher: Chris Swader

This lecture will introduce qualitative data and its different forms.

### Reading

Chapter 5 of Greener (2011): “Ethnography as a Research Approach – or What Do I Gain from Watching People and Talking to Them?”

# Week 4: Introduction to Methodology

In this week, students learn about various understandings of methodology, to include methodology as wide research paradigms, methodology as research designs that link research questions to appropriate methods, and other methodological issues such as causality conceptions and case selection.

## Lecture: Intro to methodology

(lecture) | *Teacher:* Chris Swader

In this lecture, students will learn about methodology in its abstract and concrete forms. It will cover paradigms and the problems with paradigmatic thinking in methodology, the logic of appropriateness and arguing for methodological choices. It will also address causality from different perspectives.

### Reading

Chapters 7 of Greener (2011): “Causality in Your Research – or How Deep Should Ontology Go?”

Chapters 6 and 7 of Gerring and Christenson (2017): “Causal Hypotheses and Analyses” and “Experimental Designs”

Becker Tricks of the Trade, Chapter 5 “Logic”

## Lecture: Propositional Logic

(lecture) | *Teacher:* Mike Farjam

Students will learn about propositional logic, Boolean logic, and truth tables.

### Reading

Aho, A. V., & Ullman, J. D. (1992). Chapter 12 “Propositional logic”

## 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: Mixed methods

(seminar) | *Teacher:* Chris Swader

This seminar will discuss mixed methods advantages and research designs.

### Reading

Read Creswell’s short book on mixed methods

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

Upload this make-up assignment on CANVAS within one week of the missed classroom session. In 500-1000 words, address the following:

Which 1-3 most important questions emerged for you about Creswell’s book on Mixed Methods? How did you go about finding answers to these questions, and which answers did you find?

## Assignments:

Start drafting Research Proposal #2.

# Week 5: Research Design

In this week, students work with the crafting and structure of research designs, highlighting the integration between the parts of the design as well as the ‘logic of appropriateness’ linking the research question to both theory and methods.

## Lecture: Research Design Structure

(lecture) | *Teacher:* Chris Swader

This lecture will introduce some core structures of research designs from both quantitative and qualitative traditions.

### Reading

Chapters 8, 9, and 10 of Gerring and Christenson (2017): “Large-N Observational Designs”, “Case Study Designs”, and “Diverse Tools of Causal Inference”

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

## Seminar: Peer review of research proposals

(seminar) | *Teacher:* Chris Swader

Students will peer review and work on their research proposals with a focus on the integration between the research questions, theory, and methods.

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

Upload this make-up assignment on CANVAS within one week of the missed classroom session. In 500-1000 words, address the following:

Which 1-3 most important questions emerged for you about the readings assigned for the lecture on the structure of research designs? How did you go about finding answers to these questions, and which answers did you find?

## Assignments:

Still working on Research Proposal #2, drafting the initial ethics part so that it is ready to be discussed next week.

## Lecture: The Logic of Appropriateness

(lecture) | *Teacher:* Chris Swader

This lecture addresses the crucial ‘matching’ of research questions to methods of data gathering and analysis.

### Reading

Chapters 4, 6, and 8 of Greener (2011): “Elements of Quantitative Design: Sampling and Statistics – or What Can I Do with Numbers?”, “Dealing with Qualitative Data – or What Should I Do with All These Words”, and “Dealing with Time and Control – or What Time Period Suits My Research, and How Do I Stop the World from Interfering in It?”

## 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

# Week 6: Research Ethics

This week covers the topic of research ethics, include the aims, procedures, and problematic aspects of applying research ethics norms in practice.

## Lecture: Why should we reflect upon ethics in research?

(lecture) | Teacher: Sara Eldén

This lecture introduces the historical roots of research ethics regulation, as well as codexes, rules and laws regulating researcher activities in Sweden today. Critical tensions of disciplinary differences are highlighted, and today's biomedical norm in ethics regulation are discussed in relation to its consequences for social science research. Key words: codexes and laws, ethics reviews, disciplinary differences, 'sensitive data', 'studentundantaget', GDPR.

### Reading

Israel, M. (2015). Selection of chapters: 1, 2, 5, 6, 7 and 9.  
Codexes and laws (Swedish Ethics law, VR, ALLEA, BSA, AoIR)

## Lecture: Ethics in practice in social science research

(lecture) | Teacher: Sara Eldén

This lecture follows the steps of a typical research project – from formulation to research problem, to fieldwork, to the reporting of results – highlighting the ethical dilemmas that can emerge in research practice. Key words: reflexivity and positionality, 'informed consent', ethics and methods (surveys, interviews, ethnography, online data), confidentiality.

### Reading

Israel, M. (2015). Selection of chapters: 1, 2, 5, 6, 7 and 9.  
Atkinson, Paul (2009).  
Guillemin, M., & Gillam, L. (2004).

**Panel: Research ethics in different disciplines: Practices and dilemmas**  
**Seminar/workshop: Identify potential ethical dilemmas emerging in a prospective research project.**

(seminar) | Teacher: Sara Eldén and some Ambassadors from various departments

Discussion about practices of research ethics in relation to different disciplines. What are the common dilemmas of your discipline? Practices of ethics review – in research as well as in student work?

## Seminar: Research Ethics

(seminar) | Teacher: Sara Eldén

Prepare individually beforehand for the seminar by, based on the readings, identifying key ethical issues in your prospective research project (or in a previous project you have carried out). Reflect upon this both in relation to laws, rules and codexes, and in relation to ethical dilemmas that might occur in practice, when you start pursuing the study. Reflect upon this in relation to all steps in the process: from formulation of research question, to publishing your results. Write down your reflections – if you want to in bullet points – and prepare a presentation for class. Hand in your notes to the teacher before the seminar.

At the seminar, you present your reflections to each other, in groups of four. After that, the group summarizes the main issues/dilemmas identified and prepare to present these to the whole class. Suggested schedule: 1,5 hour group work and Half an hour presentation in class.

No additional readings.

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

Upload this make-up assignment on CANVAS within one week of the missed classroom session. In 500-1000 words, address the following:

Which 1-3 most important questions emerged for you about the readings assigned for the second lecture of this week on "ethics in practice"? How did you go about finding answers to these questions, and which answers did you find?

## Assignments:

A draft of Research Proposal #2 is due (the mixed methods project).

# Week 7: Research Management

This week covers the topic of research management, including what makes a good proposal, scientific creativity, as well as the practical aspects of the day-to-day management of research projects.

## Reading Day 1:

Greener, I. (2011). (Chapter 11 – Writing up reviews and putting together proposals – or can you provide some examples of all of this?)  
Polsby, N. W. (1998).

## Lecture 1, Day 1: How to make a research proposal: Understanding the criteria for success

(lecture) | Teacher: Gabriella Scaramuzzino

We will discuss:

- What types of funding are there?
- What knowledge will your proposed research project add to the existing knowledge?
- How to write a rigorous research design
- Mixed-methods: A potential strength?
- Realistic budget?
- Can the proposed research project be executed?
- Do the research team have the right expertise and skills (In other words: Why are you the best person to conduct this research project?)?
- How are research proposals evaluated?
- How to balance selling on/pitching a project without selling yourself out?

## Lecture 2, Day 1: Scientific novelty: The importance of being creative and innovative

(lecture) | Teacher: Gabriella Scaramuzzino

This lecture will specifically focus on scientific novelty.

Preparation: Read chapter 11 (Writing up reviews and putting together proposals – or can you provide some examples of all of this?) in Greener's (2011) book *Designing social research: A guide for the bewildered* and Polsby's (1998) article about Social Science and scientific change in relation to Kuhn's scientific revolutions. Think about what "creative and innovative research" means and "why do you think it is important when applying for research grants?"

## Lecture 3, Day 2: How to run a research project

(lecture) | Teacher: Gabriella Scaramuzzino

This lecture will focus on how research projects are practically managed in both academic and non-academic settings.

## Lecture 4, Day 2: Managing the day-to-day aspects of a research project: Common pitfalls and potential solutions

(lecture) | Teacher: Gabriella Scaramuzzino

During the lecture we will discuss:

- Monitoring the research project and time management: Sticking to the plan?
- How to know if you are on time, if you are delivering and according to whom?
- Working within a research team: Collaboration, collaboration, collaboration...

As preparation, watch the short video that Gabriella has posted on CANVAS and prepare one question about collaborating.

## Seminar: Combining methods for scientific novelty

(seminar) | Teacher: Gabriella Scaramuzzino

At the seminar, we will discuss your group-based methods research proposals. You will be divided in small groups, and each group will make a presentation for the rest of the class of how to combine methods for scientific novelty.

Preparation: Prepare a presentation of your group's mixed methods proposal, focusing on novelty and the research timeline.

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

Upload this make-up assignment on CANVAS within one week of the missed classroom session. In 500-1000 words, address the following:

Which 1-3 most important questions emerged for you about the readings assigned for the lectures on day 1 of this week? How did you go about finding answers to these questions, and which answers did you find?

**Assignments:**

Students will start working on Research Proposal #3, see assignment guidelines on page 28.

# Week 8: Publication

In this week, students learn about genres of writing within the social sciences, practical aspects and challenges encountered with writing, and of the article- and book-review processes.

## Lecture: Academic Writing, Genres and practice

(lecture) | Teacher: Chris Swader

This lecture will introduce different goals, styles, audiences of scientific writing and cover practical aspects that emerge when learning to write articles and books.

### Main Reading

Howard Becker's book 'Writing for Social Scientists'

### Supplementary Reading

Chapters 10 of Greener (2011): "Writing Up Your Research – or What Can I Say I've Found?

Chapter 14 of Gerring and Christenson (2017): "Writing"

## Seminar: Writing lab.. creative writing

(seminar) | Teacher: Chris Swader

Writing lab: in this seminar, students will practice writing in another format than the scientific one and complete creative writing exercises.

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

Upload this make-up assignment on CANVAS within one week of the missed classroom session. In 500-1000 words, address the following:

Which 1-3 most important questions emerged for you about the book, 'Writing for Social Scientists'? How did you go about finding answers to these questions, and which answers did you find?

## Lecture: The peer-review process, Journal Articles and Books.

(lecture) | Teacher: Chris Swader

This lecture describes in depth the peer review process, including the journal submission and review process and the book proposal/book contract process.

## Assignments:

Students are working heavily on Research Proposal #3 and putting finishing touches on proposals #2 and #1.

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

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

Bring your advanced draft of your Research Proposal #2 (the mixed methods proposal you write in a group), 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.

# Week 9: Social Scientific Research Paradigms

This week will cover ‘applied philosophy of science,’ introducing major philosophy of science paradigms (neo-positivism, social constructivism, standpoint theory, and critical realism), highlighting debates about methodological pluralism, mixed methods, and eclecticism, and emphasizing the ways that philosophy of science knowledge can be used to enhance research creativity (instead of dogmatism).

## Lecture: Applied philosophy of science 1

(lecture) | Teacher: Chris Swader

This lecture involves an introduction to the paradigms of neo-positivism, social constructivism, and standpoint theory.

### Reading

Jackson, Patrick T. (2010) Chapter 3 on “Neopositivism”

Haraway, Donna. (1988).

Luckmann, Thomas. (2008).

## Seminar: Discussion and debate

(seminar) | Teacher: Chris Swader

Students will critically discuss research paradigms, pluralism, and eclecticism.

### Reading

Chapter 12 of Greener (2011): “Conclusion – or Getting on with Social Research”

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

Upload this make-up assignment on CANVAS within one week of the missed classroom session. In 500-1000 words, address the following:

Which 1-3 most important questions emerged for you about any of the readings assigned for this week? How did you go about finding answers to these questions, and which answers did you find?

### Assignments:

The final versions of all three assignments are due at the end of this week (end of the course).

## Lecture: Applied philosophy of science 2

(lecture) | Teacher: Chris Swader

Students are introduced to critical realism and will also learn about using philosophy of science in the research process, determinism vs. creative applications, pluralism, and eclecticism.

### Reading

Joan Wallach Scott, (2005) Against Eclecticism.

Russell, Denise (1983). “Anything Goes”

Sayer, Andrew. (2000). Realism and social science. Chapter 1 “Key Features of Critical Realism in Practice: A Brief Outline”

# Research Proposal Assignments for SIMP55

These assignment guidelines are adapted directly from the Swedish Research Council's 2021 guidelines for applying for a research project grant on the following website (click on the tab called "What must the application contain?" to explore the original formulation):

<https://www.vr.se/english/applying-for-funding/calls/2020-11-10-research-project-grant-within-humanities-and-social-sciences.html>

However, the key details that you should follow when writing your assignments are provided here. All three assignments are finally due on the last day of the term (31 October). However, preliminary drafts are requested at earlier dates for the first two assignments in order to help you to facilitate your progress.

## Research Proposal #1

(draft: 17 September; final draft: 31 October)

*Choose a research topic close to a theme authorized by the course instructor. You are to individually write a short version of a research proposal on a research question of your choosing close to this theme. This proposal should use either qualitative or quantitative methods but not both.*

Language: English

## Sections of the Proposal

This proposal includes the following sections:

- Descriptive information
- Research description

The information required under each section is described below:

## Descriptive information

### Abstract

In the abstract, please describe in brief the following:

- What is to be done: purpose and aims
- How the research will be carried out: project organisation, time plan and scientific methods

- What is important about the planned research

The abstract shall provide a summary picture of the purpose and implementation of the research. Please use wording to ensure persons with another subject specialisation can understand the information.

The description may cover a maximum of 1 500 characters including blank spaces. This is approximately one third of an A4 page in Arial, font size 11, single line spacing.

## Research description

### Research plan

The research plan shall be forward-looking and consist of a brief but complete description of the research task. It shall cover a **maximum of 5** page-numbered A4 pages in Arial, font size 11, single line spacing and 2.5 cm margins, including references and any images.

The research plan must include the following headings and information, listed in the following order:

- **Purpose and aims:** State the overall purpose and specific aims of the research project.
- **State-of-the-art:** Summarise briefly the current research frontier within the field or area covered by the project. State key references.
- **Significance and scientific novelty:** Describe briefly how the project relates to previous research within the area, and the impact the project may have in the short and long term. Describe also how the project moves forward or innovates the current research frontier.
- **Preliminary and previous results:** Describe briefly your own previous research and pilot studies within the research area that make it probable that the project will be feasible. If no preliminary results exist, please state this.
- **Project description:** Describe the project design under the following headings:
- **Theory and method:** Describe the underlying theory and the methods to be applied in order to reach the project goal.

## Research Proposal #2

(draft: 8 October; final draft: 31 October)

*Choose a research topic close to a theme authorized by the course instructor. In a group authorized by the instructor, you are to individually write a full version of a research proposal on a research question of your choosing close to this theme. This proposal should involve the use of 'mixed-methods' in order to answer its research question(s).*

Language: English

## Sections of the Proposal

This proposal includes the following sections:

- Descriptive information
- Research description
- Budget and research resources

The information required under each section is described below:

### Descriptive information

#### Abstract

In the abstract, please describe in brief the following:

- What is to be done: purpose and aims
- How the research will be carried out: project organisation, time plan and scientific methods
- What is important about the planned research

The abstract shall provide a summary picture of the purpose and implementation of the research.

Please use wording to ensure persons with another subject specialisation can understand the information.

The description may cover a maximum of 1 500 characters including blank spaces. This is approximately one third of an A4 page in Arial, font size 11, single line spacing.

### Popular science description

Describe the project in such a way that a person who is not familiar with the subject can understand it. Describe what is to be done, and why. Explain also in what way the new knowledge may be important.

The popular science description is an important tool when funding agencies make public which research that they fund. If they grant an application, they will use this description to communicate with the general public and with journalists.

The description may cover a maximum of 4 000 characters including blank spaces. This is approximately one A4 page in Arial, font size 11, single line spacing.

**Note:** The popular science description must also be written in English (although normally it would be in the language of the funding agency's home society).

### Research description

#### Ethical considerations

Describe the ethical issues raised by your project or corresponding. You must also describe how you plan to address ethical dilemmas that may arise. Please justify why the research should be carried out against the background of the ethical issues you have identified. How do your research questions and expected results measure up in relation to the ethical issues? Please also state whether the research involves any handling of personal data, or experiments on animals or human subjects. If no ethical issues are raised, please justify this.

The justification may cover a maximum of 4 000 characters including blank spaces. This is approximately one A4 page in Arial, font size 11, single line spacing.

#### Research plan

The research plan shall be forward-looking and consist of a brief but complete description of the research task. It shall cover a **maximum of 10** page-numbered A4 pages in Arial, font size 11, single line spacing and 2.5 cm margins, including references and any images.

The research plan must include the following headings and information, listed in the following order:

- **Purpose and aims:** State the overall purpose and specific aims of the research project.
- **State-of-the-art:** Summarise briefly the current research frontier within the field or area covered by the project. State key references.
- **Significance and scientific novelty:** Describe briefly how the project relates to previous research within the area, and the impact the project may have in the short and long term. Describe also how the project moves forward or innovates the current research frontier.
- **Preliminary and previous results:** Describe briefly your own previous research and pilot studies within the research area that make it probable that the project will be feasible. If no preliminary results exist, please state this.
- **Project description:** Describe the project design under the following headings:

- **Theory and method:** Describe the underlying theory and the methods to be applied in order to reach the project goal.
- **Time plan and implementation:** Describe summarily the time plan for the project during the grant period, and how the project will be implemented. If your project will take four years (instead of three), please justify this here.
- **Project organisation:** Clarify how you and any participating researchers will contribute to the implementation of the project. Describe and explain the competences and roles of the participating researchers in the project, and also any other researchers or equivalent who are important for the implementation of the project.

Provide the following information also. If a heading is not relevant to your application, please state this under the heading:

- **Equipment:** Describe the basic equipment you and your team have at your disposal for the project.
- **Need for research infrastructure:** Specify the project's need for international and national research infrastructure. In the first instance, you should use the research infrastructures supported by the Swedish Research Council, which are open to all. If you choose to use other infrastructure instead, please justify this need (also applies for local research infrastructure).
- **International and national collaboration:** Describe your own and the team's collaboration with foreign and Swedish researchers and research teams. State whether you contribute to or refer to international collaboration in your research.

## Budget and research resources

*Please provide a justification of the need for funding (but please do not calculate actual specific or total costs of any kind. I would like to see you think about the types of funds that are needed and justify them, but do not worry about adding up any figures).*

Justify briefly each cost applied for in your budget. The description may cover a maximum of 4 000 characters including blank spaces. This is approximately one A4 page in Arial, font size 11, single line spacing.

## Research Proposal #3

(final draft: 31 October)

*Choose the same research topic that you have written about in Research Proposal #1. Individually you are to write a full version of a research proposal on a research question of your choosing on this theme. However, this proposal should involve the use of a method 'different from' (in terms of qualitative and quantitative approaches) the method you have used in Research Proposal #1. Note that this can entail significant changes to the proposal, including, but not limited to, changes to the research questions, theoretical framing, literature review, and ethics. For example, if you wrote about cultural determinants of the gender wage gap in proposal 1 from a quantitative perspective, you should write about the same topic from a qualitative perspective, making full and convincing changes to the proposal to account for and justify this different approach.*

## Sections of the Proposal

This proposal includes the following sections:

- Descriptive information
- Research description
- Budget and research resources

The information required under each section is described below:

### Descriptive information

#### Abstract

In the abstract, please describe in brief the following:

- What is to be done: purpose and aims
- How the research will be carried out: project organisation, time plan and scientific methods
- What is important about the planned research

The abstract shall provide a summary picture of the purpose and implementation of the research. Please use wording to ensure persons with another subject specialisation can understand the information.

The description may cover a maximum of 1 500 characters including blank spaces. This is approximately one third of an A4 page in Arial, font size 11, single line spacing.

### Popular science description

Describe the project in such a way that a person who is not familiar with the subject can understand it. Describe what is to be done, and why. Explain also in what way the new knowledge may be important.

The popular science description is an important tool when funding agencies make public which research that they fund. If they grant an application, they will use this description to communicate with the general public and with journalists.

The description may cover a maximum of 4 000 characters including blank spaces. This is approximately one A4 page in Arial, font size 11, single line spacing.

**Note:** The popular science description must also be written in English (although normally it would be in the language of the funding agency's home society).

### Research description

#### Ethical considerations

Describe the ethical issues raised by your project or corresponding. You must also describe how you plan to address ethical dilemmas that may arise. Please justify why the research should be carried out against the background of the ethical issues you have identified. How do your research questions and expected results measure up in relation to the ethical issues? Please also state whether the research involves any handling of personal data, or experiments on animals or human subjects. If no ethical issues are raised, please justify this.

The justification may cover a maximum of 4 000 characters including blank spaces. This is approximately one A4 page in Arial, font size 11, single line spacing.

#### Research plan

The research plan shall be forward-looking and consist of a brief but complete description of the research task. It shall cover a maximum of 10 page-numbered A4 pages in Arial, font size 11, single line spacing and 2.5 cm margins, including references and any images.

The research plan must include the following headings and information, listed in the following order:

- **Purpose and aims:** State the overall purpose and specific aims of the research project.
- **State-of-the-art:** Summarise briefly the current research frontier within the field or area covered by the project. State key references.
- **Significance and scientific novelty:** Describe briefly how the project relates to previous research within the area, and the impact the project may have in the short and long term. Describe also how the project moves forward or innovates the current research frontier.

- **Preliminary and previous results:** Describe briefly your own previous research and pilot studies within the research area that make it probable that the project will be feasible. If no preliminary results exist, please state this.
- **Project description:** Describe the project design under the following headings:
- **Theory and method:** Describe the underlying theory and the methods to be applied in order to reach the project goal.
- **Time plan and implementation:** Describe summarily the time plan for the project during the grant period, and how the project will be implemented. If your project will take four years (instead of three), please justify this here.
- **Project organisation:** Clarify how you and any participating researchers will contribute to the implementation of the project. Describe and explain the competences and roles of the participating researchers in the project, and also any other researchers or equivalent who are important for the implementation of the project.

Provide the following information also. If a heading is not relevant to your application, please state this under the heading:

- **Equipment:** Describe the basic equipment you and your team have at your disposal for the project.
- **Need for research infrastructure:** Specify the project's need for international and national research infrastructure. In the first instance, you should use the research infrastructures supported by the Swedish Research Council, which are open to all. If you choose to use other infrastructure instead, please justify this need (also applies for local research infrastructure).
- **International and national collaboration:** Describe your own and the team's collaboration with foreign and Swedish researchers and research teams. State whether you contribute to or refer to international collaboration in your research.

## Budget and research resources

*Please provide a justification of the need for funding (but please do not calculate actual specific or total costs of any kind. I would like to see you think about the types of funds that are needed and justify them, but do not worry about adding up any figures).*

Justify briefly each cost applied for in your budget. The description may cover a maximum of 4 000 characters including blank spaces. This is approximately one A4 page in Arial, font size 11, single line spacing.

# 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:

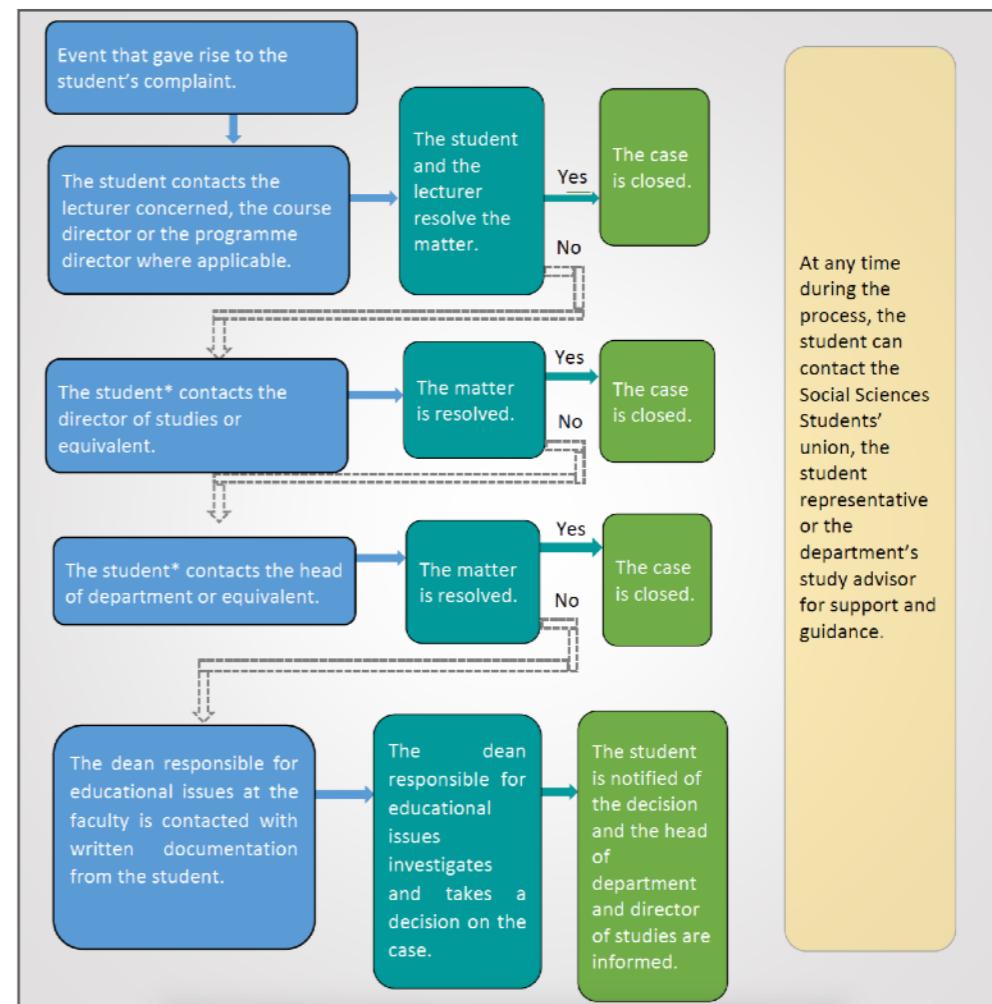
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment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

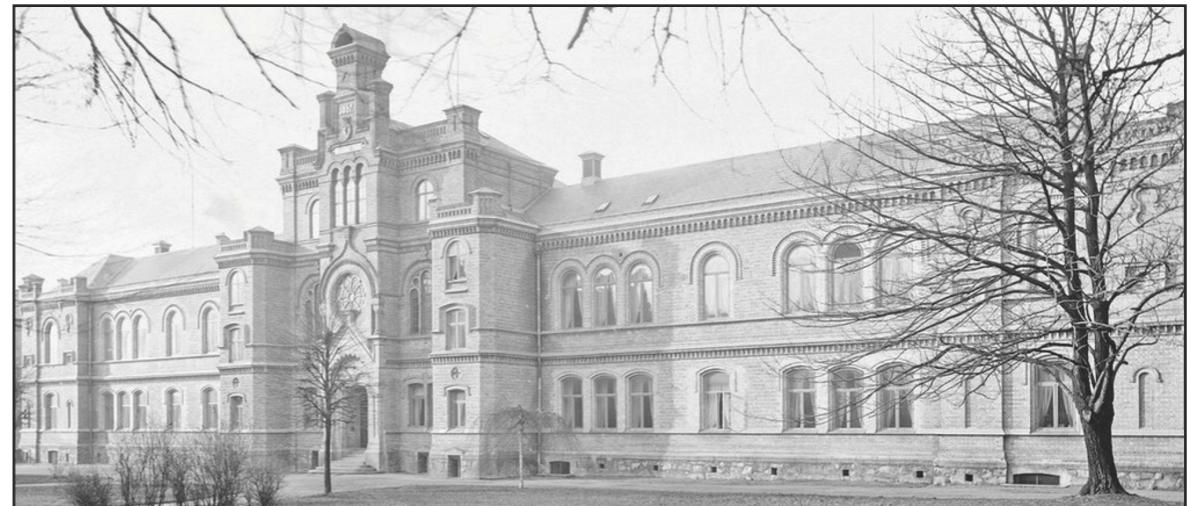
Inside, changes have been much more far-reaching. Among other things, what is now the stairwell in the third floor used to be the very heart of the building as it housed the central operation theatre.

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



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

## Important!

We ask all students to take note of the emergency exits (see below), and to be prepared to guide students to the assembly area at the *front* of the building in case of a fire or other hazard demanding evacuation.

