



LUND
UNIVERSITY

Graduate School

FACULTY OF SOCIAL SCIENCES

SIMR50

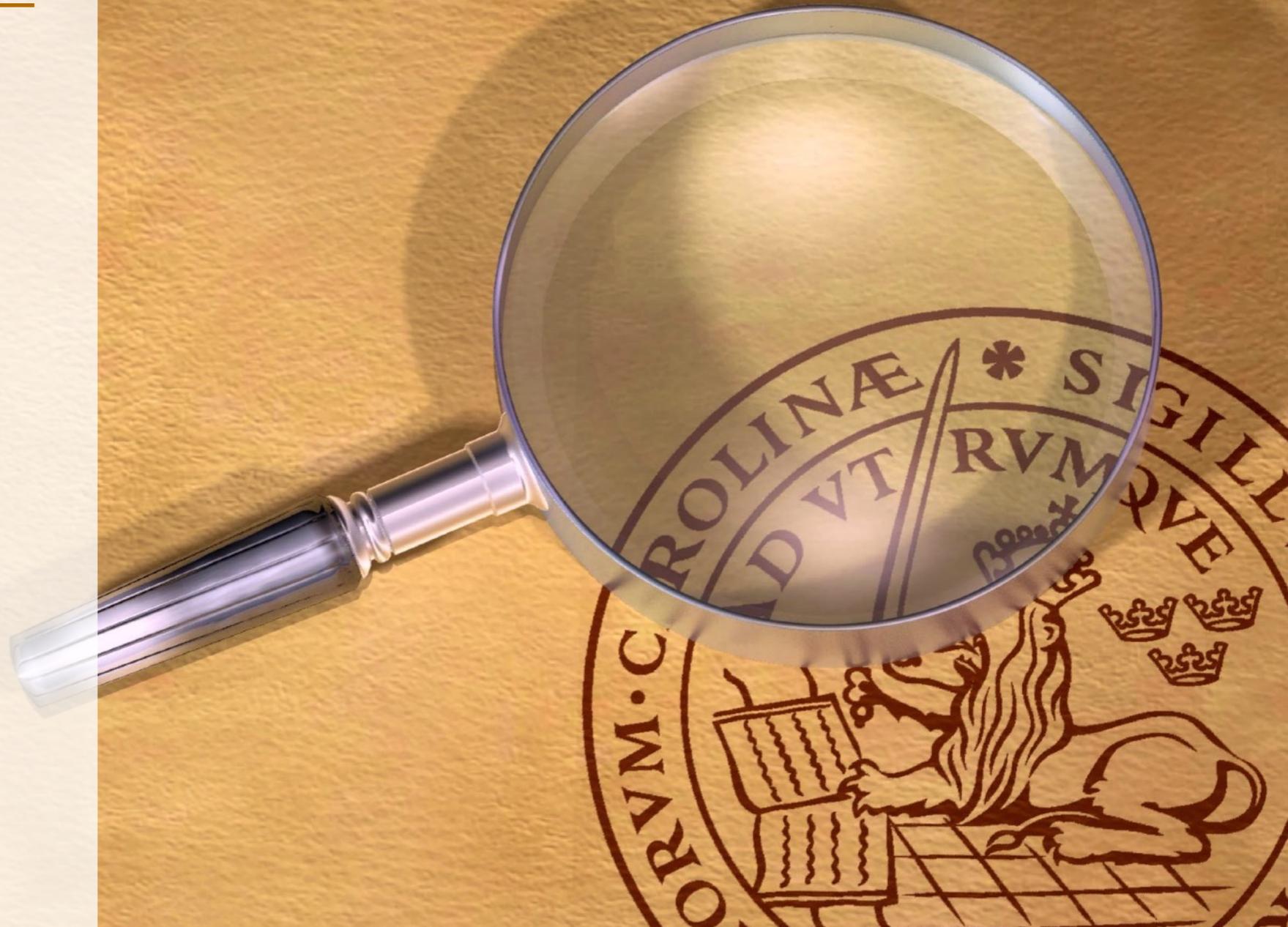
Fieldwork



Version 1.0 – March 2021

GRADUATE SCHOOL FIELD COURSES

AUTUMN 2021



1. WELCOME

Contact info

Graduate School

e-mail: master@sam.lu.se

Home page: graduateschool.sam.lu.se

Facebook: [tinyurl.com/LUgradschoolFB](https://www.facebook.com/LUgradschoolFB)

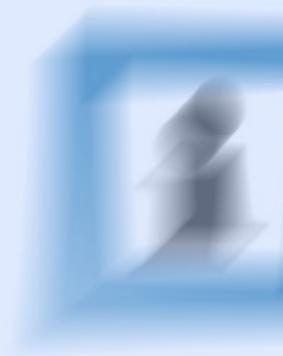
Student Union

Home page: samvetet.org

Lund University

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

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



Welcome to the Autumn term's course *Fieldwork.*

Introduction – Why do Fieldwork?

The Fieldwork course gives students an opportunity to spend eight to ten weeks “in the field” and gather data locally, nationally, or internationally (e.g. inside an organisation, within a community, or in a foreign country) in order to answer a research question of interest.

The choice of the field is relevant for and guided by the programme of studies (i.e., Global Studies, Development Studies, Middle Eastern Studies or Social Studies of Gender). During the course, the student is “immersed” in the field, continuously engaging in research activities related to the chosen research topic and question(s).

The primary objective of the course is to give an opportunity for the student to collect primary and/or secondary data for a research project, which cannot be otherwise accessed by doing desk research. It is therefore an experiential course, where the student does not acquire knowledge through lectures and seminars, but uses the knowledge acquired in previous courses in the “real” world, and gains new knowledge through this practical experience. The processes of data collection can include:

- Participation observation
- Semi-structured interviews
- Structured interview (e.g. survey)
- Focus-groups
- Work in archives
- Access to publicly unavailable material
- Multi-sited data collection, etc.

Fieldwork can take place locally (e.g., Lund or Malmö), nationally (e.g., Kiruna), or internationally (e.g., anywhere, except where the Foreign Office recommends abstaining from travelling due to e.g., political or health concerns). Data collection can take place at a public or private organisation (e.g., a national or local archive, an academic department, a research centre or institute, a think-tank, an editorial office, school, a social incubator or start-up, hospital, a shelter, a camp, an asylum reception centre, an NGO, an embassy, a company, a business, a foundation, etc.) and/or in a particular community or several communities simultaneously (e.g., among indigenous people, refugees, aid workers, diplomats, business people, teachers, doctors or nurses, public officials, etc.) in Sweden or abroad.

As part of the course, the student will receive regular guidance from the course convener on how to design, develop, execute and report the findings of an independent fieldwork study.

Advice from Graduate School Students

Fieldwork experience: Methodology classes in Iran

I conducted my third semester's fieldwork in Tehran, Iran. It consisted of me participating in and observing two different methodology classes at two different universities in Tehran as well as semi-structured interviews with the classes' female students. Before entering the field I had planned to do an ethnographic study, but after I had attended a couple of classes, I decided to do a phenomenological study instead as it was more suited to find out what I wanted to know. The most important thing I thought about before conducting my fieldwork was access. When that was established in the field, I then learned the next important thing, which was to follow the field in relation to my research focus, thereby changing my research design to phenomenology. This resulted in my research gaining a clearer focus, and becoming more interesting and relevant.



Formal eligibility requirements

In order to be eligible to do the fieldwork course you need to have passed all the mandatory courses during your first year as a programme student. This means you must have one year (60 credits) of coursework within your master programme, including the two profile courses for the programme amounting to 30 credits and 30 credits of courses in research methods and/or theory of science. If you feel unsure about your eligibility, please contact Graduate School's academic advisor.

Finding fieldwork

The idea to do fieldwork comes from students' own research interests and is developed and organized by students independently. Some students might have already had a field experience by taking courses on fieldwork (e.g., SIMM25 at Graduate School). Others might know someone from their programme of studies who did fieldwork and can give good advice. The first step is to ask people around students' programme of studies. As doing fieldwork is a costly experience – and students must secure funding themselves – there are a few places to start searching for a financial support:

- (1) The MFS scheme known as Minor Field Studies and open to the Swedish nationals or permanent residents in Sweden (www.lunduniversity.lu.se/current-students/study-abroad-opportunities/grants-scholarships/minor-field-studies);
- (2) The Crafoord scheme known as Travel Grant and open to everybody regardless their nationality or residence status in Sweden (lunduniversity.lu.se/current-students/study-abroad-opportunities/grants-scholarships/crafoord-foundation-travel-grant). Students are advised to check application deadlines and eligibility requirements, as they might vary from funder to funder.

The academic component of the Graduate School fieldwork courses

The Fieldwork course consists of three parts: (1) preparing for fieldwork; (2) doing fieldwork; (3) reporting the findings.

The first part of the course (preparing for fieldwork) takes place before the actual fieldwork begins. Through a lecture, the student will be introduced to the course requirements and literature, and will be offered guidance on how to develop a fieldwork project plan. A fieldwork project plan addresses questions such as:

- A short introduction to the research
- The aim of the research
- Preliminary research question(s)
- Why fieldwork for this research?
- Theory
- Methods
- Ethical considerations
- Safety and risks

The student will be asked to submit a fieldwork project plan two to three weeks after the lecture. Once the fieldwork project plan is approved by the course convener, it is then formalised in a written agreement between the student and Graduate School. The fieldwork project plan is thoroughly followed by the student and continuously reflected upon as the fieldwork is carried out.

The second part of the course (doing fieldwork) runs in parallel to the fieldwork itself. It aims to encourage the student to constantly reflect on the synergies between the knowledge acquired in earlier parts of their programme of studies and their experiences in the field. During this period, the student works on four reflection papers on the fieldwork process, to which the course coordinator provides feedback:

- Reflection Paper 1: First impressions on “the field”
- Reflection Paper 2: Practicing fieldwork methods
- Reflection Paper 3: Research ethics in fieldwork
- Reflection Paper 4: Self-assessment of fieldwork

The final part of the course (reporting the findings) takes place upon return from fieldwork in the form of an oral presentation at a face-to-face research seminar. The final presentation addresses the research question(s) raised in the fieldwork project plan and builds on the reflection papers. The student will also draw on academic literature of their choice, addressing theory, fieldwork methods and research findings.

The student is to complete 320 hours/8 weeks of research in the field (e.g. contacting informants, conducting interviews, visiting archives etc.). The remaining 80 hours/2 weeks are to be used to complete the course assignments.

Unless there are valid reasons to the contrary, compulsory participation is required in the research seminar in which a 15-minute oral presentation will take place. 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.

Advice from Graduate School Students

Fieldwork experience: Syrians' integration experiences in Mexico

During my fieldwork, I did interviews and participant observations, engaging in different events and activities organized by the NGO sponsoring the Syrian students in Mexico. Because my participants have a refugee background, fieldwork allowed me to face and put into practice several ethical considerations taught in the migration and methodology courses. I experienced some delays concerning the approval of the NGO, scheduling the visits and interviews according to the participants' availability. However, this taught me that timing and planning might change and how to deal with unexpected challenges in the field. My best experience was the opportunity of staying at the participants' student house for three weeks; it made me understand their references and daily lives better, which are very useful for my current thesis.



The fieldwork project plan and Graduate School's formal agreement form

Once you have decided on a fieldwork project and your project plan has been approved by the course coordinator, you need to also have your planned fieldwork approved by Graduate School. The formal agreement form can be found [here](#). It should be filled out carefully and signed. Once you have signed the agreement form, you submit it to the Graduate School by emailing a scanned copy to counselling@sam.lu.se. The scanned copy must be of high quality. The academic advisor will discuss the fieldwork agreement with the Director of Studies. The Director of Studies will approve the fieldwork or reject it due to incomplete description or other issues. You will receive confirmation by email. The agreement form is to be archived at the university but you will receive a copy.

Preparations before you go

If you are doing fieldwork abroad, it is your responsibility to check all details regarding travelling, VISA, accommodation, vaccinations etc. Remember to check the validity of your passport and make sure to bring the personalised medical insurance card (MIC) provided by the Graduate School academic advisor. You will be required to post course assignments on Canvas, which means you will need an internet connection on location.

	Agreement on Fieldwork Graduate School, Faculty of Social Sciences 15 higher education credits
Student's Personal Data	
Name:	
Personal Id Number: (yyymmdd-xxxx)	
Programme and Major:	
Personal email:	
Contact in Case of Emergency:	
Fieldwork Information	
Fieldwork organisation /location: (no abbreviations)	
Full address:	
Country:	
Fieldwork duration: (specify dates)	
Description of fieldwork: The student is to complete 320 hours/8 weeks of work duties in the field. The remaining 80 hours/2 weeks are to be used to complete the course assignments and examinations.	
<small>Graduate School Faculty of Social Sciences Lund University Postal address: P.O. Box 117, S-221 00 Lund, Sweden Visiting address: Sandgatan 13A, Lund, Sweden Phone: + 46 46-2220000 Fax: + 46 46 222 44 11 E-mail: master@sam.lu.se Web: graduateschool.sam.lu.se</small>	

Teaching and Examination

The student's course work is assessed through various written assignments:

- a fieldwork project plan (during the preparation for fieldwork, 2-pages, max 1,200 words);
- four reflection papers (during the fieldwork, 1-2-pages, max 1,000 words each);

Two further re-submission opportunities are offered within a year of the end of the course. After this, further reexamination opportunities are offered but in accordance with the current course syllabus.

If a student is unable to show satisfactory progress with research activities during fieldwork, the entire fieldwork period must be re-done and it is the student's own responsibility to organise it anew.

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

Formal learning outcomes for the course

On completion of the course, students shall be able to:

Knowledge and understanding:

- Demonstrate the ability to identify theoretical, methodological, and empirical knowledge acquired in earlier parts of the student's programme of studies, and reflect on its application and/or advancement through fieldwork;
- Demonstrate a thorough knowledge of and account for the context where fieldwork takes place;
- Demonstrate an understanding and account for the student's positionality as a researcher and how this may enable and constraint fieldwork;
- Understand and provide an advanced and critical discussion of key approaches, processes and ethics of fieldwork as a method of data collection in the social sciences.

Competence and skills:

- Formulate a research topic and write a fieldwork project plan;
- Execute a clearly delimited fieldwork project;
- Demonstrate the ability to access, navigate, and leave the field, collect and compile field data with due consideration for research ethics;
- Discuss and analyse field experiences and findings.

Judgement and approach:

- Demonstrate a specialised ability to critically assess the applicability of existing theories, methods, and empirical knowledge to the data collected during fieldwork;
- Demonstrate awareness and ability to critically address the positionality of the researcher and ethical issues that might arise during the execution and after the completion of fieldwork;
- Demonstrate ability to reflect on how knowledge and experiences gained during the fieldwork may inform further academic research.

We know these learning outcomes sound dry, but remember that this is what we strive to assess!

Assignments, Reading, and Assessment

When writing course assignments, students are strongly encouraged to engage with the suggested literature from the Course Resources (where appropriate). When actively using this literature (or other literature from students' programme of studies), a recognized referencing system and bibliography should be provided (not included in a word count stated for compulsory written assignments).

On assignment visibility

For pedagogical reasons all of the assignments that you submit as part of the course are visible to the course coordinator and the whole class. This is so because the Graduate School places a strong emphasis on peer learning.

What are the implications of this? If you think that for political and/or ethical reasons your assignment should not be made available to everybody enrolled in the course, please get in touch with the course coordinator to discuss an alternative submission format.

Grades

Marking scale: Fail, Pass.

For the grade of Pass, the student must fulfil the learning outcomes specified for the course.

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

Non-attendance at lectures and seminars

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

If one of the four reflection papers is not submitted on time, students are required to re-submit it again and to additionally write a 2-page (max 1,000 words, excluding references) overview of two readings that they can choose from the Course Guide suggested for this specific reflection paper. Students should discuss how these readings are relevant (or not) for their fieldwork experience and explain why it is the case. Both assignments (reflection paper and readings overview) should be uploaded on Canvas by the final research seminar date – i.e. 28 October 2021.

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!

Re-examination opportunities

If students do not participate in the final research seminar, they are required to write a 3-4 page report (max 2,000 words, excluding references) on the basis of the content they would have used for their oral presentation (see the instructions for the oral presentation on p. 17) and upload it on Canvas by 30 November.

Plagiarism

All final papers will be automatically checked by software and by the graders to detect plagiarism of any sort. Plagiarism constitutes a severe offence in academia, as it means using another person's ideas without admitting to it. Note that there is also self-plagiarism (e.g. you take over parts of a paper that you have already written/submitted elsewhere) and translation-plagiarism (you translate from a non-English source and submit this as your own text). All cases of plagiarism will be handled by the Graduate School. Less severe cases will affect your grade negatively. More severe cases may lead to exclusion from the course/program and suspension from the university through the University Disciplinary Board.

See appendix 1 for more information.

Surveys and Survey Results

Surveys are an important part of course management, as we base future course discussions on the results. The Graduate School Board (including all student representatives) are able to see all survey reports and survey results will also be visible on the course Canvas page once published. But

Your teachers & coordinators

Ekatherina Zhukova is a researcher at the department of Political Science and your course coordinator for SIMR50. Her research interests include feminist foreign policy, humanitarianism and development, disaster and crisis, and qualitative research methodology. She is currently working on a research project on Sweden's feminist foreign policy. She has done research on humanitarian projects to disaster survivors, particularly children of the Chernobyl (1986) and Fukushima (2011) nuclear disasters. She is a founding member of the Anthropology of Humanitarianism Network at the European Association of Social Anthropologists. She has a PhD in Political Science from Aarhus University in Denmark. She has taught courses on qualitative research methodology at Aarhus University, University of Southern Denmark, and University of Vienna. She has previously held research positions at Aarhus University, University of Copenhagen, Lund University, and Yale University.



Ekatherina Zhukova
(course coordinator)
ekatherina.zhukova@svet.lu.se

Lucie Larssonova is a programme coordinator at Graduate School and deals with your administrative questions.



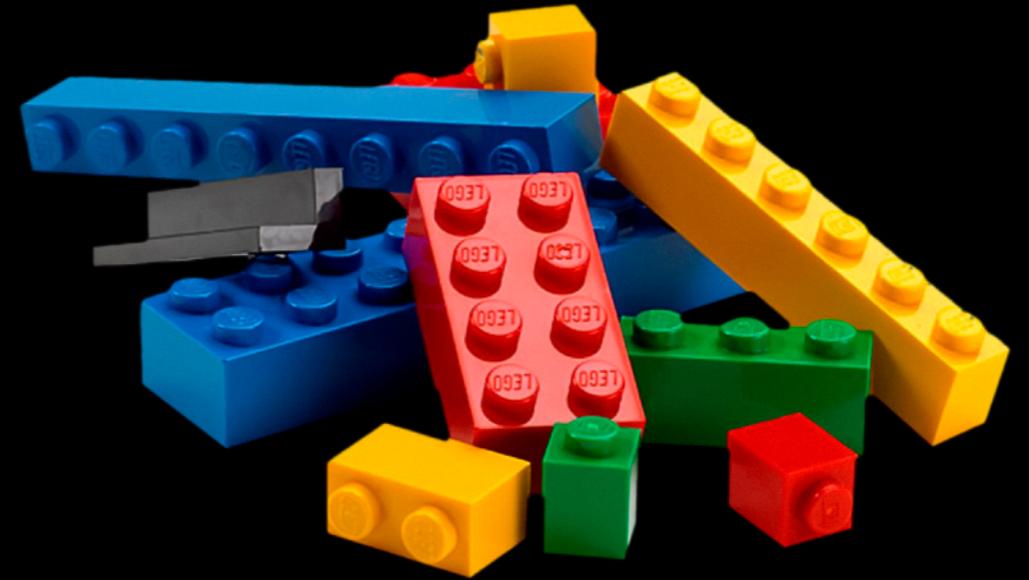
Lucie Larssonova
lucie.larssonova@sam.lu.se

COURSE RESOURCES

The mandatory literature that will be presented in the next few pages, plus selected journal articles and book chapters provided by course convener, comprises approx. 1000 pages.

Please read the suggested part from the reading list for each written/oral obligatory course assignment (later in this guide).

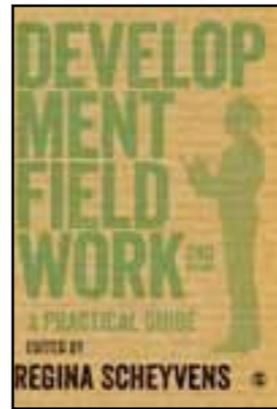
Students are strongly encouraged to start reading the suggested course literature already during summer, so that when they arrive on “the field”, they are methodologically equipped.



Scheyvens, Regina (ed.) (2014) *Development Field Work: A Practical Guide*. Second edition. Sage.

This book provides an invaluable guide to undertaking development fieldwork in both the developing world and in western contexts. It takes you through all the key stages in development research and covers: Research design and the roles of quantitative and qualitative methods. Research using archival, textual and virtual data, along with using the internet ethically. Practical as well as personal issues, including funding, permissions, motivation and attitude. Culture shock, ethical considerations and working with marginalized, vulnerable or privileged groups, from indigenous peoples through to elites and corporations. How to write up your findings. Sensitive, engaging and accessible in tone, the text is rich in learning features; from boxed examples to bullet-pointed summaries and questions for reflection. *Development Field Work* is the perfect companion for students engaged in research across development studies, geography, social anthropology or public policy.

NB: The first 2003 edition can be used as an alternative – freely available for download through LUBSearch via Sage (for missing chapters – use ProQuest): Scheyvens, Regina & Donovan Storey (eds) (2003) Development Field Work: A Practical Guide. First edition. Sage.



288 Pages

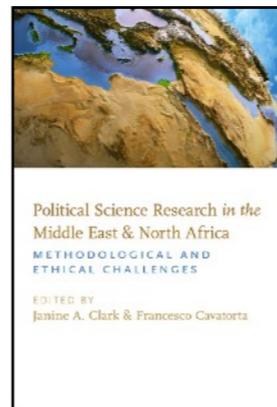
ISBN 978-1-4462-5477-6

[Publisher info](#)

Clark, Janine A. and Francesco Cavatorta (eds) (2018) *Political Science Research in the Middle East and North Africa: Methodological and Ethical Challenges*. Oxford University Press

Based on personal accounts of their experiences conducting qualitative and quantitative research in the countries of the Middle East and North Africa, the contributors to this volume share the real-life obstacles they have encountered in applying research methods in practice and the possible solutions to overcome them. The volume is an important companion book to more standard methods books, which focus on the “how to” of methods but are often devoid of any real discussion of the practicalities, challenges, and common mistakes of fieldwork. The volume is divided into three parts, highlighting the challenges of (1) specific contexts, including conducting research in areas of violence; (2) a range of research methods, including interviewing, process-tracing, ethnography, experimental research, and the use of online media; and (3) the ethics of field research. In sharing their lessons learned, the contributors raise issues of concern to both junior and experienced researchers, particularly those of the Global South but also to those researching the Global North.

NB: All book chapters are freely available for download through LUBSearch via Oxford Scholarship Online.



328 Pages

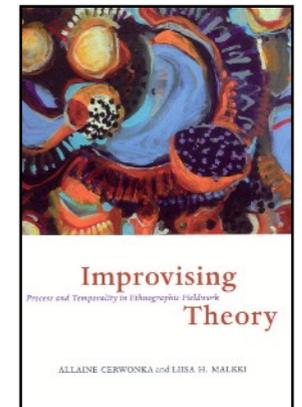
ISBN 978-0-1908-8297-6

[Publisher info](#)

Jönsson, Kristina, Jerneck, Anne, Arvidson, Malin, & Ratford, David. (2012). *Politics and Development in a Globalised World :An Introduction*. (1. ed.). Studentlitteratur.

Scholars have long recognized that ethnographic method is bound up with the construction of theory in ways that are difficult to teach. The reason, Allaine Cerwonka and Liisa H. Malkki argue, is that ethnographic theorization is essentially improvisatory in nature, conducted in real time and in necessarily unpredictable social situations. In a unique account of, and critical reflection on, the process of theoretical improvisation in ethnographic research, they demonstrate how both objects of analysis, and our ways of knowing and explaining them, are created and discovered in the give and take of real life, in all its unpredictability and immediacy. *Improvising Theory* centers on the year-long correspondence between Cerwonka, then a graduate student in political science conducting research in Australia, and her anthropologist mentor, Malkki. Through regular e-mail exchanges, Malkki attempted to teach Cerwonka, then new to the discipline, the basic tools and subtle intuition needed for anthropological fieldwork. The result is a strikingly original dissection of the processual ethics and politics of method in ethnography.

NB: This book is not freely available for download, but is available as a hardcopy in LU Library: LUX-biblioteket 305.8001 Cerwonka. Students can photocopy the hardcopy from the library or purchase their own book independently.

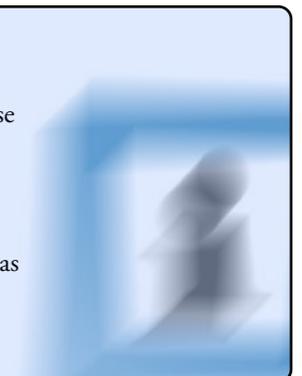


224 Pages

ISBN 978-0-2261-0031-9

[Publisher info](#)

Students are not expected to read everything from the suggested literature (even though they are strongly encouraged to read as much as possible to get a better overview of fieldwork in general). Rather, students are advised to read mostly those chapters that are directly relevant for their field site and research project. For example, if students are doing interviews, they do not need to read about archival research, and vice versa. In addition, students are invited to find other sources of literature (beyond the suggested course reading list) that suit their research topic, as well as utilise literature from their programme of studies.



Course Resources – Articles & Book Chapters

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

1. Abu-Lughod, L. (2002) “Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others,” *American Anthropologist* 104: 783-790 (7 pages). Available at: anthrosource.onlinelibrary.wiley.com/doi/epdf/10.1525/aa.2002.104.3.783
2. Brown, Stephen (2009) “Dilemma of Self-Representation and Conduct in the Field,” in *Surviving Field Research: Working in Violent and Difficult Situations*, edited by Chandra Lekha Sriram, John C. King, Julie A. Mertus, Olga Martin-Ortega, and Johanna Herman. New York: Routledge (Chapter 14) (11 pages). Available at: www.academia.edu/3056951/Dilemmas_of_Self-Representation_and_Conduct_in_the_Field
3. Clark, Imogen and Andrea Grant (2015) “Sexuality and Danger in the Field: Starting an Uncomfortable Conversation”, *Journal of the Anthropological Society of Oxford* 7 (1): 1–14 (14 pages). Available at: www.anthro.ox.ac.uk/sites/default/files/anthro/documents/media/jaso7_1_2015_1_14.pdf
4. Congdon, Venetia (2015) “The ‘Lone Female Researcher’: Isolation and Safety upon Arrival in the Field”, *Journal of the Anthropological Society of Oxford* 7 (1): 15-24 (9 pages). Available at: www.anthro.ox.ac.uk/sites/default/files/anthro/documents/media/jaso7_1_2015_15_25.pdf
5. Conti, Joseph A. and Moira O’Neil (2007) “Studying Power: Qualitative Methods and the Global Elite”, *Qualitative Research* 7 (1): 63-82 (19 pages). journals.sagepub.com/doi/pdf/10.1177/1468794107071421
6. Desmond, Margaret (2004) “Methodological Challenges Posed in Studying An Elite in the Field”, *Area* 36 (3): 262–269 (7 pages). rgs-ibg.onlinelibrary.wiley.com/doi/full/10.1111/j.0004-0894.2004.00223.x
7. Henderson, Frances B. (2009) “‘We Thought You Would Be White’: Race and Gender in Fieldwork,” *PS: Political Science and Politics* 42 (2): 291–294 (4 pages). Available at: www.jstor.org/stable/40647528?seq=1#metadata_info_tab_contents
8. Moser, Sarah (2008) “Personality: A New Positionality?” *Area* 40(3): 383-392 (9 pages). Available at: rgs-ibg.onlinelibrary.wiley.com/doi/epdf/10.1111/j.1475-4762.2008.00815.x
9. Pollard, Amy (2009) “Field of Screams: Difficulty and Ethnographic Fieldwork”, *Anthropology Matters* 11(2): 1-24 (24 pages). Available at: anthropologymatters.com/index.php/anth_matters/article/view/10/12
10. Rodríguez, Clelia (2017) “How Academia Uses Poverty, Oppression, and Pain for Intellectual Masturbation.” *RaceBaitR*, April 6. (5 pages). Available at: racebaitr.com/2017/04/06/how-academia-uses-poverty-oppression

Course Resources – Optional Reading

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

1. Armbruster, Heidi and Anna Lærke (2010) (Eds) *Taking Sides: Ethics, Politics, and Fieldwork in Anthropology*. Berghahn Books.
2. Arthur, Sue and James Nazroo (2003) “Designing Fieldwork Strategies and Materials”, in Jane Ritchie & Jane Lewis (eds) *Qualitative Research Practice*. London: Sage, pp. 109-137 (Chapter 5).
3. Barrett, Christopher B and Jeffrey Cason (2010) *Overseas Research II: A Practical Guide*. London: Routledge.
4. Bliesemann de Guevara, Berit and Morten Bøås (2020) *Doing Fieldwork in Areas of International Intervention: A Guide to Research in Violent and Closed Contexts*. Bristol University Press.
5. Crawford, Gordon, Lena Kruckenberg, Nicholas Loubere, and Rosemary Morgan (2017) *Understanding Global Development Research: Fieldwork Issues, Experiences and Reflections*. SAGE.
6. Davies, James and Dimitrina Spencer (2010) *Emotions in the Field: The Psychology and Anthropology of Fieldwork Experience*. Stanford University Press.
7. Kapiszewski, Diana, Lauren M. MacLean & Benjamin L. Read (2015) *Field Research in Political Science: Practices and Principles*. Cambridge University Press.
8. Lieberman, Evan, Marc Howard, & Julia Lynch (2004) “Symposium: Field Research,” *Qualitative Methods*: 9-18.
9. Lunn, Jenny (ed.) (2014) *Fieldwork in the Global South Ethical Challenges and Dilemmas*. Routledge.
10. Mac Ginty, Roger, Roddy Brett, and Birte Vogel (2021) *The Companion to Peace and Conflict Fieldwork*. Springer.
11. Rabinow, Paul (2007) *Reflections on Fieldwork in Morocco*. University of California Press.
12. Rivas, Althea-Maria and Brendan Ciarán Browne (2019) *Experiences in Researching Conflict and Violence: Fieldwork Interrupted*. Bristol University Press.
13. Sriram, Chandra Lekha, John C. King, Julie A. Mertus, Olga Martin-Ortega, and Johanna Herman (eds) (2009) *Surviving Field Research: Working in Violent and Difficult Situations*. New York: Routledge.
14. On sexual harassment during fieldwork: metooanthro.org/resources/
15. On safety during fieldwork: thenewethnographer.org/references/

COURSE OVERVIEW

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



Your course at a glance

TIME	COURSE ACTIVITY – BEFORE THE COURSE STARTS
25 May	Introductory Lecture: Course requirements and literature, guidance on how to prepare a fieldwork project plan
7 June	The student submits the fieldwork project plan to the course convener
9 June	The course convener provides feedback on the fieldwork project plan
14 June	The student revises the project plan and resubmits to the course convener
16 June	The course convener rejects or approves the revised fieldwork project plan
18 June	The student formalizes the approved fieldwork project plan in a written agreement with Graduate School (the form available at the Graduate School, to be filled in, signed, and submitted to the student reception desk or scanned and send via email)
July-August	The student reads the literature from the Course Resources
16 August	The student is registered for the course
30 August	The course officially starts, the student embarks on “the field”
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

TIME	COURSE ACTIVITY
6 September	The student submits Reflection Paper 1, the course convener provides feedback within two weeks
20 September	The student submits Reflection Paper 2, the course convener provides feedback within two weeks
4 October	The student submits Reflection Paper 3, the course convener provides feedback within two weeks
18 October	The student submits Reflection Paper 4, the course convener provides feedback within two weeks
28 October	Final research seminar: The student makes an Oral Presentation about their research findings to other students from the course
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

Course details

Part I: Preparing for Fieldwork

During the first introductory lecture in May, students are offered guidance in developing a fieldwork project plan. The fieldwork project plan addresses the aim of the research, preliminary research questions, how fieldwork will help answering them, theory and methodology chosen, as well as ethical dilemmas and safety concerns. Students submit their fieldwork project plan to the course convener (see deadline in overview) in order to receive feedback. Students revise and resubmit their fieldwork project plan to the course convener (see deadline in overview) who approves or rejects the final plan. Based on the approved fieldwork plan, the student and Graduate School sign a written agreement (see deadline in overview). In order to write a feasible fieldwork project plan (max 1,200 words, 2 pages) and subsequently conduct fieldwork, students are encouraged to consult the following literature, as suggested in Course Resources (148 pages):

During the process of writing and revising the fieldwork project plan, students take care of the fieldwork travel arrangements, i.e., read up on security issues, get required vaccinations, arrange medical insurance, organise VISA, find accommodation, find local contacts or hosts (where appropriate), secure funding, etc. Students are strongly encouraged to get practical advice on how to best arrange the fieldwork trip from other students who did fieldwork before as well as academic advisors at their programme of studies.

Preparing for Fieldwork Readings

- Chapter 1 “Introduction” (pp. 1-16) in *Development Field Work: A Practical Guide*, edited by Regina Scheyvens, second edition. Sage, 2014 (16 pages);
- Chapter 2 “Designing Development Research” (pp. 19-38) in *Development Field Work: A Practical Guide*, edited by Regina Scheyvens, second edition. Sage, 2014 (17 pages);
- Chapter 6 “Practical Issues” (pp. 103-124) in *Development Field Work: A Practical Guide*, edited by Regina Scheyvens, second edition. Sage, 2014 (21 pages);
- Chapter 7 “Personal Issues” (pp. 125-140) in *Development Field Work: A Practical Guide*, edited by Regina Scheyvens, second edition. Sage, 2014 (15 pages);
- Chapter 1 “Introduction. The methodological and ethical challenges of conducting research in the Middle East and North Africa” (pp. 1-20, by Janine A. Clark and Francesco Cavatorta) in *Political Science Research in the Middle East and North Africa: Methodological and Ethical Challenges*, edited by Janine A. Clark and Francesco Cavatorta. OUP, 2018 (20 pages);
- Chapter 1 “Nervous Conditions: The Stakes in Interdisciplinary Research” (pp. 1-40, by Allaine Cerwonka) in *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*, by Allaine Cerwonka and Liisa H. Malkki. UCP, 2007 (40 pages);
- Chapter 2 “Fulbright Proposal” (pp. 41-43) in *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*, by Allaine Cerwonka and Liisa H. Malkki. UCP, 2007 (3 pages).

Course details

Part II: Doing Fieldwork

Once in “the field”, every one-two weeks students write reflection papers. During the fieldwork the student will be asked to submit four reflection papers. Each reflection paper (max 1,000 words, 1-2 pages, excluding the bibliography) addresses a particular aspect of fieldwork. As all four reflection papers will be sent to the course convener electronically, students need to ensure an accessible Internet connection when on “the field”.

Reflection Paper 1 “First impressions on ‘the field’” (see deadline in overview) deals with students’ first impressions of the local context – political, social, cultural or other conditions where the research takes place. How are these conditions different or similar to the research context of Sweden or student’s home country? What is most striking? What is clear to navigate, what is confusing? Students may, for example, reflect on how difficult or easy it is to adapt to the local context – a particular organization, community, or country; what activities and encounters are undertaken upon arrival, and how they have helped (or have not) to gain first knowledge and understand the local practices and routines; what activities are planned in the upcoming weeks, etc. Suggested literature to read (159 pages)

Readings Reflection Paper 1 “First impressions on ‘the field’”

- Chapter 8 “Entering the Field” (pp. 143-159) in *Development Field Work: A Practical Guide*, edited by Regina Scheyvens, second edition. Sage, 2014 (16 pages);
- Chapter 10 “Working with Marginalised, Vulnerable or Privileged Groups” (pp. 188-214) in *Development Field Work: A Practical Guide*, edited by Regina Scheyvens, second edition. Sage, 2014 (26 pages);
- Chapter 3 “Fieldwork Correspondence” (pp. 44-161) in *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*, by Allaine Cerwonka and Liisa H. Malkki UCP, 2007 (117 pages).

Reflection Paper 2 “Practicing fieldwork methods” (see deadline in overview) students reflect upon their methodology – what material they are collecting and why, how it helps them to answer their research questions and theories chosen in the fieldwork project plan. Are there any field observations or other data that “clash” or do not really fit what the theory says? Is there any data that is difficult to gain access to? What alternative solutions can be implemented? Why this particular method of analysis is chosen? How is the data being analysed during the collection phase? Suggested resources on fieldwork methodology (155 pages):

Readings Reflection Paper 2 “Practicing fieldwork methods”

- Chapter 3 “Quantitative Research” (pp. 39-58) in *Development Field Work: A Practical Guide*, edited by Regina Scheyvens, second edition. Sage, 2014 (19 pages);
- Chapter 4 “Qualitative Research” (pp. 59-80) in *Development Field Work: A Practical Guide*, edited by Regina Scheyvens, second edition. Sage, 2014 (21 pages);
- Chapter 5 “Something Old, Something New: Research Using Archives, Texts and Virtual Data” (pp. 81-100) in *Development Field Work: A Practical Guide*, edited by Regina Scheyvens, second edition. Sage, 2014 (19 pages);
- Chapter 9 “Interviewing: Lessons Learned” (pp. 1-14, by Janine A. Clark) in *Political Science Research in the Middle East and North Africa: Methodological and Ethical Challenges*, edited by Janine A. Clark and Francesco Cavatorta. OUP, 2018 (14 pages);
- Chapter 14 “Ethnography Is an Option: Learning to Learn in/through Practice” (pp. 1-11, by Stacey Philbrick Yadav) in *Political Science Research in the Middle East and North Africa: Methodological and Ethical Challenges*, edited by Janine A. Clark and Francesco Cavatorta, OUP, 2018 (11 pages);
- Chapter 15 “Coding in Qualitative Research” (pp. 1-13, by Mohammad Yaghi) in *Political Science Research in the Middle East and North Africa: Methodological and Ethical Challenges*, edited by Janine A. Clark and Francesco Cavatorta. OUP, 2018 (13 pages);
- Chapter 16 “Quantitative Research in MENA Political Science” (pp. by Miquel Pellicer and Eva Wegner) in *Political Science Research in the Middle East and North Africa: Methodological and Ethical Challenges*, edited by Janine A. Clark and Francesco Cavatorta. OUP, 2018 (11 pages);
- Chapter 18 “Online Media as Research Topic and Research Tool: Fact, Fiction, and Facebook” (pp. 1-11, by Elizabeth Monierin) *Political Science Research in the Middle East and North Africa: Methodological and Ethical Challenges*, edited by Janine A. Clark and Francesco Cavatorta. OUP, 2018 (11 pages).
- Conti, Joseph A. and Moira O’Neil (2007) “Studying Power: Qualitative Methods and the Global Elite”, *Qualitative Research* 7 (1): 63-82 (19 pages).
- Desmond, Margaret (2004) “Methodological Challenges Posed in Studying An Elite in the Field”, *Area* 36 (3): 262–269 (7 pages).

Reflection Paper 3 “Research ethics in fieldwork” (see deadline in overview) invites students to reflect on their positionality as a researcher and ethical dilemmas they might experience. How does their background (e.g., personal history, ethnic, class, gender, religious identities, etc.) impact how the research is produced, e.g. how their interlocutors see them, respond to them, and share knowledge with them? Can data collected and used for research harm the research participants? What is undertaken to minimize this harm? Are there situations when the researchers themselves are vulnerable during the fieldwork? What precautions are undertaken to minimize the risk of these situations to take place? Suggested readings include (97 pages):

Readings Reflection Paper 3 “Research ethics in fieldwork”

- Chapter 9 “Ethical Issues” (pp. 160-187) in *Development Field Work: A Practical Guide*, edited by Regina Scheyvens, second edition. Sage, 2014 (27 pages);
- Chapter 20 “Blurred lines of inclusion and exclusion: research ethics for sympathisers” (pp. 1-10, by Irene Weipert-Fenner) in *Political Science Research in the Middle East and North Africa: Methodological and Ethical Challenges*, edited by Janine A. Clark and Francesco Cavatorta. OUP, 2018 (10 pages);
- Chapter 21 “Playing with Positionality? Reflections on 'Outsider'/'Insider' Status in the Context of Fieldwork in Lebanon's Deeply Divided Polity (pp. 1-13, by Paul Kingston) in *Political Science Research in the Middle East and North Africa: Methodological and Ethical Challenges*, edited by Janine A. Clark and Francesco Cavatorta. OUP, 2018 (13 pages);
- Moser, Sarah (2008) “Personality: A New Positionality?” *Area* 40(3): 383-392 (9 pages);
- Congdon, Venetia (2015) “The ‘Lone Female Researcher’: Isolation and Safety upon Arrival in the Field”, *Journal of the Anthropological Society of Oxford* 7 (1): 15-24 (9 pages).
- Clark, Imogen and Andrea Grant (2015) “Sexuality and Danger in the Field: Starting an Uncomfortable Conversation”, *Journal of the Anthropological Society of Oxford* 7(1): 1–14 (14 pages).
- Henderson, Frances B. (2009) “‘We Thought You Would Be White’: Race and Gender in Fieldwork,” *PS: Political Science and Politics* 42 (2): 291–294 (4 pages).
- Brown, Stephen (2009) “Dilemma of Self-Representation and Conduct in the Field,” in *Surviving Field Research: Working in Violent and Difficult Situations*, edited by Chandra Lekha Sriram, John C. King, Julie A. Mertus, Olga Martin-Ortega, and Johanna Herman. New York: Routledge (Chapter 14) (11 pages).

Reflection Paper 4 “Self-assessment of fieldwork” (see deadline in overview), which takes place upon the last stage of fieldwork, students reflect on what they could have done differently, if they had more knowledge about their field and practical experience of doing a fieldwork. What has worked well and does not need adjustments, if to be repeated in the future? What was the most important learning outcome from the field (it could be theoretical, methodological, empirical, the field itself, research participants, self as a researcher, etc.)? The following literature can guide the students (69 pages):

Readings Reflection Paper 4 “Self-assessment of fieldwork”

- Chapter 23 “Intersectionality theory and working with 'both sides' (pp. 1-12, by Lihi Ben Shitrit) in *Political Science Research in the Middle East and North Africa: Methodological and Ethical Challenges*, edited by Janine A. Clark and Francesco Cavatorta. OUP, 2018 (12 pages);
- Chapter 24 “The (Ambiguous) fieldwork experiences of a German Moroccan in Jordan” (pp. 1-10, by Malika Bouziane) in *Political Science Research in the Middle East and North Africa: Methodological and Ethical Challenges*, edited by Janine A. Clark and Francesco Cavatorta. OUP, 2018 (10 pages).
- Chapter 11 “Anything to Declare? The Politics and Practicalities of Leaving the Field” (pp. 217-235) in *Development Field Work: A Practical Guide*, edited by Regina Scheyvens, second edition. Sage, 2014 (18 pages);
- Pollard, Amy. (2009) “Field of Screams: Difficulty and Ethnographic Fieldwork”, *Anthropology Matters* 11(2): 1-24 (24 pages).
- Rodríguez, Clelia (2017) “How Academia Uses Poverty, Oppression, and Pain for Intellectual Masturbation,” *RaceBaitR*, April 6. (5 pages).

Course details

Part III: Reporting the Findings

Upon return from “the field”, students participate in a compulsory final seminar (see date in overview), where they make an oral presentation (15-minutes) for each other and reflect what they have learned by doing fieldwork and how this knowledge can answer the research question formulated in the fieldwork research plan and advance existing theories from their programme of studies or research methodologies. Students are also invited to think about the audiences of their research and ways in which findings may be devolved to informants. Suggested readings include (52 pages):

Reporting the Findings Readings

- Chapter 12 “Returning to University and Writing the Field” (pp. 236-251) in *Development Field Work: A Practical Guide*, edited by Regina Scheyvens, second edition. Sage, 2014 (15 pages);
- Chapter 13 “Way Forward / Afterword” (pp. 253-257) in *Development Field Work: A Practical Guide*, edited by Regina Scheyvens, second edition. Sage, 2014 (4 pages);
- Chapter 4 “Tradition and Improvisation in Ethnographic Field Research” (pp. 162-188, by Liisa Malkki) in *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*, by Allaine Cerwonka and Liisa H. Malkki UCP, 2007 (26 pages).
- Abu-Lughod, L. (2002) “Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others,” *American Anthropologist* 104: 783-790 (7 pages).

APPENDIX I

ACADEMIC WRITING AND PLAGIARISM

Academic honesty

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

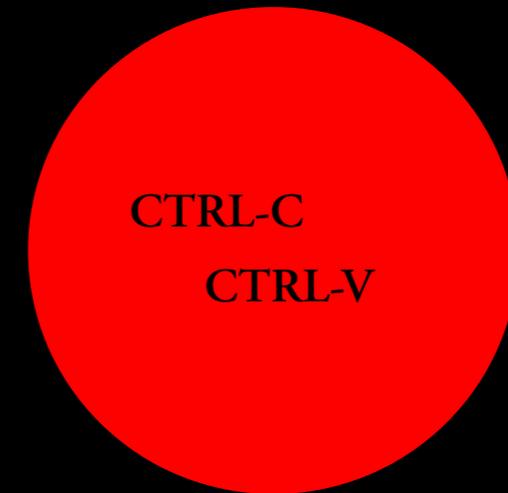
Plagiarism – and how to avoid it

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

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

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

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



Tech system note

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

APPENDIX II

PROCESSING

STUDENT

COMPLAINTS

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



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

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

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

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

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

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

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

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

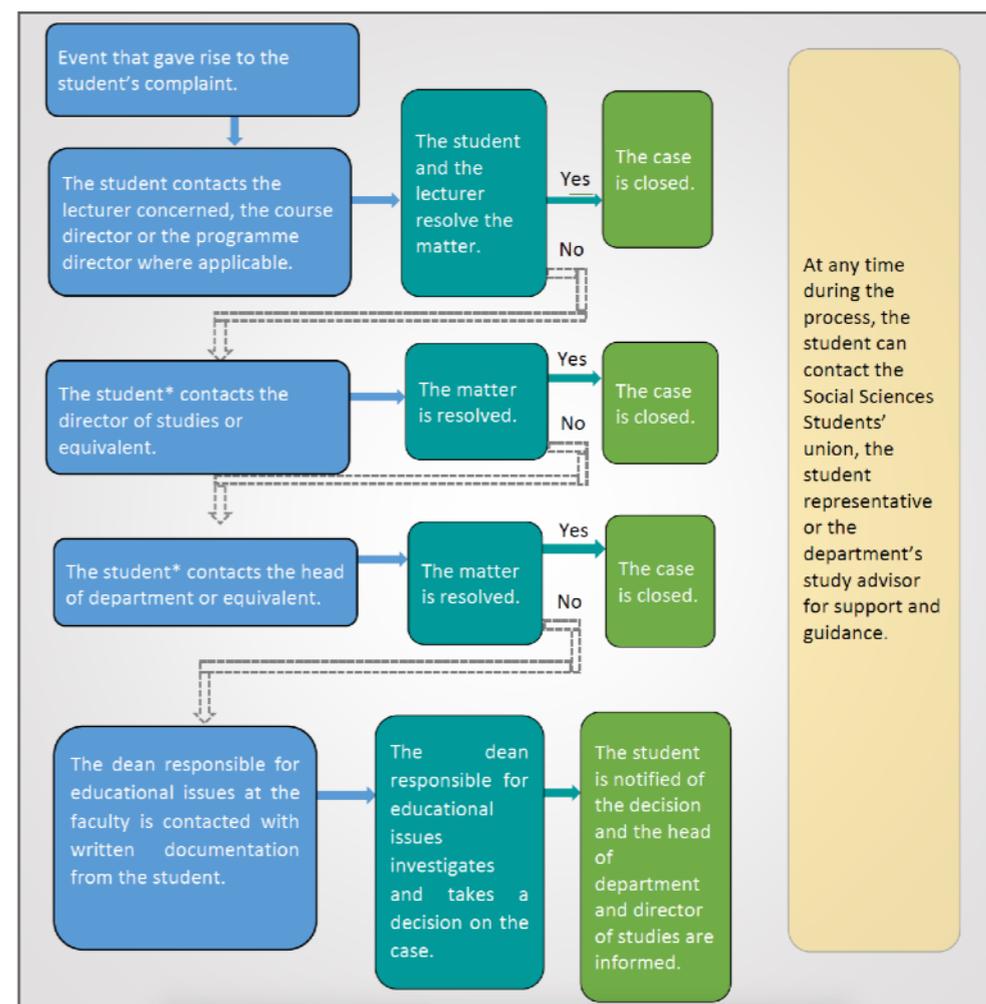
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment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

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

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

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

Processing of students' complaints at the Faculty of Social Sciences



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

Relevant links

List of rights for students at Lund University

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

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

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

How to process cases of discrimination or harassment

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

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

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

APPENDIX III

GRADUATE SCHOOL: A BRIEF HISTORY

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



A brief history

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

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

Developing Interdisciplinarity

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

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

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

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

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

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

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

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

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

Finding (and Creating) a Physical Home

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

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

A Maturing Organisation

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

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

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

A New Growth Period

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

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

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

Graduate School – Our House!

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

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

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

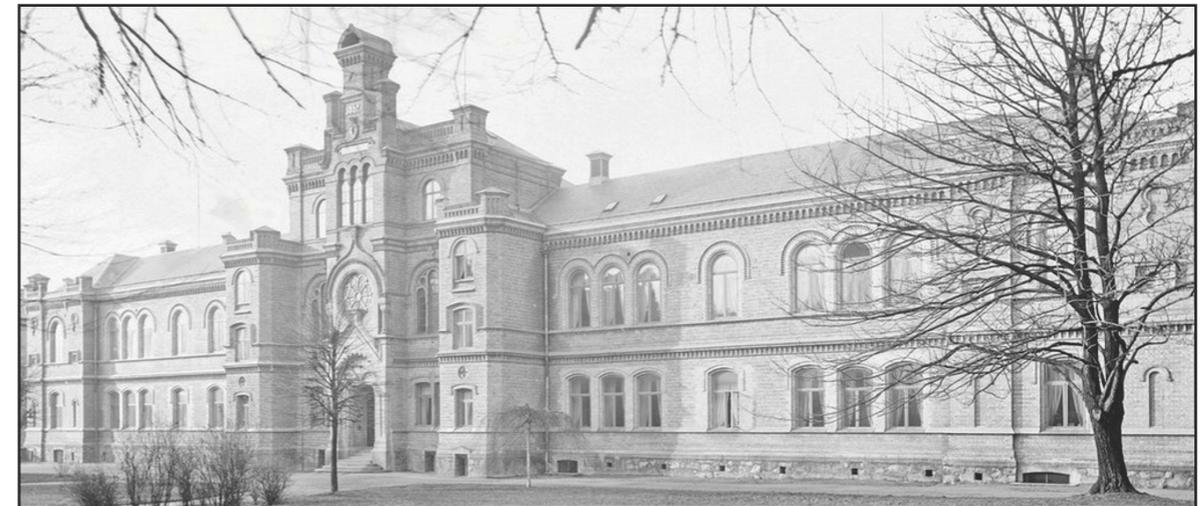
When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive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



Helgo Zettervall (1831–1907)

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

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



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

