

Graduate School

FACULTY OF SOCIAL SCIENCES

SIMS51

Middle Eastern Refugees in the
Global North

Version 1.0 – September 2021

GRADUATE SCHOOL THEMATIC COURSES

AUTUMN 2021



1. WELCOME

Contact info

Graduate School

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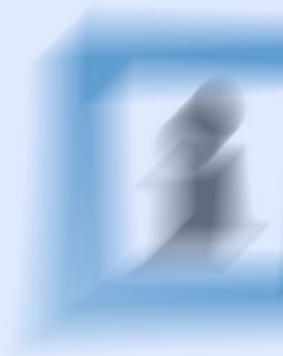
Student Union

Home page: samvetet.org

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SIMS51 MIDDLE EASTERN REFUGEES IN THE GLOBAL NORTH



Welcome to the Autumn term's course

Middle Eastern Refugees in the Global North.

A substantial number of people from the Middle East migrate to those countries that can be collected under the term 'the Global North'. Many of these people who travel 'north' seek asylum. In 2015 alone, more than a million of forced-displaced people left behind their homes in the Middle East and migrated to, among other Global Northern geographies such as Australia or Canada, the European Union.

This course focuses on refugees understood as forcibly-displaced people. It discusses those social structures, organizations and institutions that affect the lives of people seeking asylum not only in Sweden but in the Global North more broadly. With the course's point of departure being the Swedish asylum system, we will start with tracing the historical roots of the international refugee regime. Thereupon the course explores asylum systems in other Global North countries, and assesses empirical research that investigates how Middle Eastern refugees interact with these different administrations of asylum. The student will read this literature critically, problematizing the process of seeking asylum in relation to citizenship, gender and sexuality, class, race/ethnicity, geopolitics, among other intersecting axis of power that mark (and are being marked by) the lives of Middle Eastern refugees in the Global North. To address these complex power relations, the self-organized refugee rights activism that has emerged recently in different Global Northern contexts will be an important empirical reference point. Thus, the course examines contentious politics in interaction with the social structures, organizations and institutions that affect the lives of people seeking asylum in the Global North.

Teaching and Examination

The teaching consists of lectures and seminars. Students will also participate in multimedia activities that aim to make them more acquainted with the plight of displacement and seeking refuge.

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

Formal learning outcomes for the course

Knowledge and understanding

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

- describe key principles (legal, political, ethical) related to refugees and forced migration
- show a working understanding of refugee studies with the focus on Middle Eastern refugees in the Global North
- display knowledge about the international refugee regime, the lived experiences of forced-displaced people, and the forms of refugee rights activism in the Global North

Competence and skills

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

- synthesize and apply theories and concepts to relevant real-world issues with respect to Middle Eastern refugees in the Global North
- account for, discuss and present specific empirical examples of Middle Eastern refugee communities in the Global North
- investigate the effects of forced displacement on societies in the Global North
- engage in current debates on forced migration and humanitarian responses concerning Middle Eastern refugees in the Global North

Judgement and approach

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

- critically reflect on the diversity of ways in which Middle Eastern refugees in the Global North are discussed and, thus, discursively constructed in current political agendas, programs and other public debates.
- investigate and critically examine, by applying methods of empirical social science research, material that represents the lived experiences of Middle Eastern refugees who have migrated to the Global North
- evaluate, through a reflexive and ethical lens, the politics and practices that affect the lives of Middle Eastern refugees in the Global North

Assessment

Overview

The assessment is based on three individual assignments written at home:

- Assignment 1: 30 %
- Assignment 2: 30 %
- Assignment 3: 40 %

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

Grades

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

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

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

The grade for the entire course is determined by the following grading scale:

- A = 92–100 % of total points
- B = 84–91 % of total points
- C = 76–83 % of total points
- D = 68–75 % of total points
- E = 60–67 % of total points
- Fail = 0–59 % of total points

All assessed components are awarded points which will be added up to a total on which the final grade is based. For a grade of Pass on the entire course, the student must have been awarded at least E on all assessments. The student must also have participated in all compulsory components.

Assignments One and Two: Reaction Papers

Students are expected to submit two Reaction Papers, and each will be worth 30 points. The essay should be around 1,000 – 1,500 words and focus on the set of reading to be discussed in class for

that section of the course. Students choose their own deadline for their papers. I strongly recommend that you choose an earlier first deadline allowing time for feedback before you embark on writing your second paper. Please submit your papers on Canvas.

For each of the papers, choose one of the major topics in the course syllabus. A paper addressing a specific topic is due on the same day a topic is being discussed in class. There are nine topics covered in class, not including the first meeting. You should sign up for your topics of choice on the first day of class. By signing up to a particular topic, you are also taking charge of running the discussion on the topic in class that day. The papers are due at 8:00 pm, which gives you a few hours to revise your paper following the class discussions.

Your paper should reflect a process of carefully reading and thinking through the assigned readings. Consider the implications of the arguments, and bear in mind that you can (and perhaps should) make connections to other topics discussed in class during other sessions.

These reaction papers are **your reactions** to the material you have been assigned to read. They are not just summaries, but they should reflect an engagement with the readings. They are also not opinion pieces but papers that present an informed argument and engagement with the readings. Some guidelines that may help you structure the paper are:

- State what you think are the most important conclusions the author draws
- Disagree with the author, if you think that the evidence doesn't support the points being made, or if you think the author is missing something important
- Connect the material with other topics and readings from this course
- Connect the material you read with things you've read or talked about in other courses
- Say what you found most interesting or unexpected about the reading, and say why
- Draw out the implications of the author's argument for improving people's lives.
- Point out something contentious or debatable the author has said and argue it from the other side

The reaction papers are very individualistic there are multiple ways you can write a very interesting one. You do not need to consult additional readings outside of the literature for this course, and you do not need to provide a list of references for your paper (provided that you clearly refer to the authors you are discussing).

I will evaluate your paper based on:

- how well you know the material;
- how well you criticize or respond to the ideas in the readings instead of just summarizing them; and
- how much evidence there is of hard intellectual work and grappling with the implications of the ideas presented in the readings.
- I will also weigh how well you express yourself and the clarity of your writing, although these are secondary factors.

I will evaluate your reflection statements based on the following summary:

	EXCEEDS EXPECTATIONS (30 POINTS)	MEETS EXPECTATIONS (20 POINTS)	FAILS TO MEET EXPECTATIONS (15 POINTS)
Identification	You identified the main arguments and the important concepts used to make it.	You identified a concept and provided a comprehensive definition.	You did not identify or define a concept from the reading.
Engagement	You placed the argument within other readings for the course; You considered empirical applications beyond what is provided in the texts; You creatively highlighted the ways the argument can be used in future research.	You identified some of the significance of the argument; You attempted some connections with other readings for the course.	You failed to mention the significance of the argument.
Technical exposition	Your statement is well organized and interesting.	Adequate organization and flow of statement.	Incomprehensible organization, stylistic problems and lacks coherence.

Assignment Three: Literature Review

The aim of this assignment is to allow you to formulate a research question based on the analysis of the existing literature related to the topic. Based on a review of existing academic literature, you are expected to identify gaps in research and propose a way of contributing to filling such a gap.

Choosing a topic of interest to you and relevance to the course, you are expected to conduct a literature review that highlights the state of the art on a particular subject. Your review should provide more than a mere summary of the existing literature. Instead, you are expected to provide analysis and critique, and evaluate the different arguments provided in the literature. Your review should focus on the findings provided in the different academic sources and also shed light on the key theories used. The goal is to evaluate the state of knowledge related to the topic: what do we know; how well do we know it; and what still needs to be known. As such, the literature review should ultimately pose a research question that is based on the existing literature but remains unanswered by it. For a short guideline on how to conduct a literature review, please read Knopf, Jeffrey (2006). *Doing a Literature Review, PS: Political Science and Politics*, 39 (1): 127-132.

The assignment should be around 3500 words, and is due on the day indicated in the schedule.

Here are some things to consider when working on your review:

- *Think about the topic you choose.*
The topic needs to move beyond descriptive analysis and focus on a question, puzzle or problematic.
- *Pick literature that is most relevant to that topic.*
Use at least three readings from the class.
- *Find references in the library that supplement class readings.*
Be extensive but also pay attention to finding relevant ones that relate directly to your topic.
- *Formulate an argument that is based on your sources.*
Your paper should be based on a clear thesis statement that reflects the organization of your thoughts in a logical way that develops throughout the paper.
- *Summarize the arguments in the various readings and use these summaries to formulate the outline for your essay.*
Your thesis statement and outline will probably change over time, but they keep you focused when it is time to write.
- *Follow the outline to elaborate the arguments of the different authors in a clear manner. Build your literature review in an interesting way.*
And make sure that you are connecting it to your thesis statement.
- *Make sure that the paper provides a single focused line of argument, and includes an introduction and a conclusion.*
Your thesis should indicate a clear purpose for the paper and should be established in the introduction, developed logically and fully throughout the paper, and summarized and clearly articulated in the conclusion.
- *Reference all sources used in the paper both within the body of the paper and in a Works Cited page.*

Students should keep in mind some basics of writing good papers:

- Support your claims. Make an argument instead of unsupported assertions.
- Focus on analytical insights instead of opinions.
- Connect ideas, sentences and paragraphs.
- Make sure that your writing flows and that sentences are well constructed to show how ideas relate. Write simply.
- Do not use Google or Wikipedia (Google Scholar is OK).
- Use course material, academic journals (obtained through databases) and scholarly books.

I will evaluate your reflection statements based on the following summary:

	EXCEEDS EXPECTATIONS (40 POINTS)	MEETS EXPECTATIONS (30 POINTS)	FAILS TO MEET EXPECTATIONS (20 POINTS)
General Structure	Thesis statement well stated. Literature well chosen for topic. All relevant concepts are discussed.	Clear thesis. Literature well chosen for topic. Some concepts are discussed.	No clear thesis statement. Discussed concepts are not applicable to topic.
Content	Uses topic to apply knowledge of the field. Identifies similarities and differences between different sources. Identifies gaps and draws thoughtful conclusions from the literature review. Summarizes contributions of the topic to the field.	Clear connections between paper topic and the field. Identifies some of the main agreements and disagreements in the literature. Gaps identified are not very clear. Attempts to make conclusions but with some difficulty explaining the contributions of these conclusions.	Inadequate application of the knowledge of the field to paper topic. cursory identification of similarities and differences. No identification of gaps and unsupported or irrelevant conclusions. Ignores the discussion of contributions to the field.
Organization and Development	Thesis is established in the introduction, is fully developed throughout the paper, and a reasonable conclusion is articulated. Strong connections of ideas and transitions through the paper that facilitate understanding.	Thesis reflects the purpose of the paper. Introduction and conclusion are present but may be incompletely developed. Makes coherent connections between sentences. Uses transitions between paragraphs and within them.	No main idea. Ineffective introduction and/or conclusion. Connections between ideas are confusing or not present.
Conventions and editing	Accurate and consistent citations. Writing flows and contains well-constructed sentences that show relations between ideas. Precise sentence-level editing.	Accurate and consistent citations. Thoughtful writing, but not always effective. Occasional use of awkward sentences.	Improper citations, phrasing interferes with reader understanding, no editing apparent.

Non-attendance at lectures and seminars

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

Re-examination opportunities

The course includes opportunities for assessment at a first examination, a re-sit close to the first examination and a second re-sit for courses that have ended during that school year. Two further re-examinations on the same course content are offered within a year of the end of the course. After this, further re-examination opportunities are offered but in accordance with the current course syllabus.

Plagiarism

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

See appendix 1 for more information.

Surveys and Survey Results

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

Your teachers

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



Dalia Abdelhady
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Nina Gren is Senior Lecturer in Social Anthropology at the Department of Sociology, Lund University and has experience of teaching, supervising and examining undergraduate as well as graduate students of Social Anthropology, Global Studies, Human Rights and Middle Eastern Studies. Her research interests are mainly within the anthropology of migration but she has also written on labour market integration, bureaucratization, gender, memory and political violence. Her doctoral dissertation from 2009 was based on an ethnographic fieldwork in a Palestinian refugee camp on the West Bank. More recently she has carried out fieldwork among Swedish and Danish Palestinians and within Swedish urban gardening projects that aims to create local community and to integrate refugees.

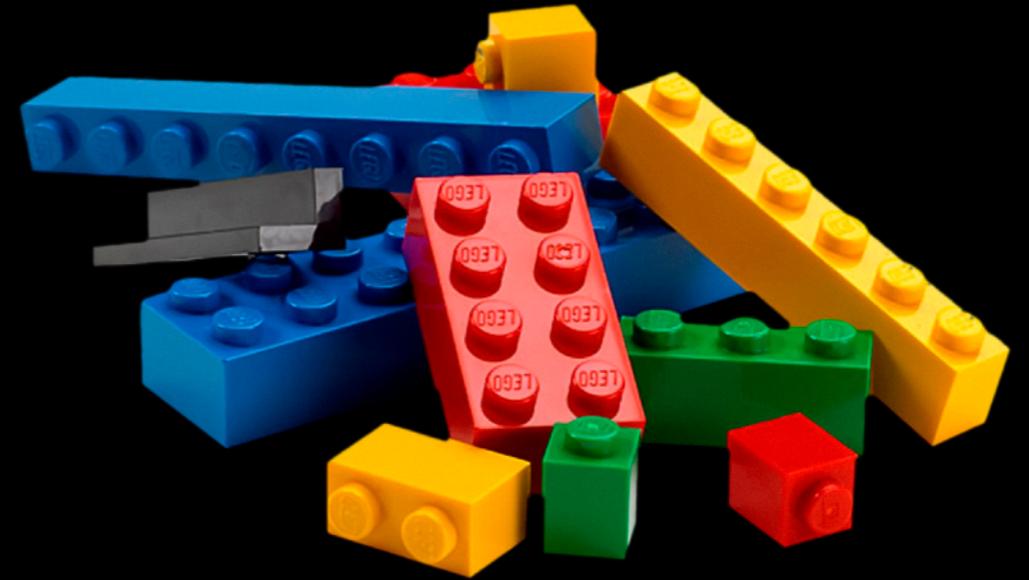


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COURSE RESOURCES

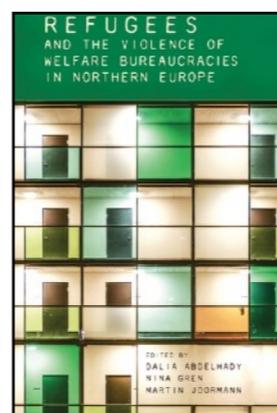
In this section we present the course literature and other course resources. This section is to help you to orient yourself in different types of readings and their functions in the course.

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



Abdelhady, Dalia, Gren, Nina and Joormann, Martin (eds.) (forthcoming, 2020). *Refugees and the Violence of Welfare Bureaucracies in Northern Europe*. Manchester University Press

From the blurb: Refugees have moved into the spotlight of public debate in Europe and North America, where they are targeted by multiple welfare state interventions. This volume analyses the tensions that emerge within the strong welfare states of Northern Europe when faced with an increased immigration of protection-seeking people. Examining the encounter between refugees and the welfare states, this book explores the daily strategies and experiences of newly settled groups and the role of media discourses and welfare policies in shaping those experiences. / Building on both textual analyses and ethnographic fieldwork in welfare institutions, asylum centres, and refugee communities, this volume provides an in-depth understanding of the complex realities faced by refugees: deterrence and categorisation, struggle and success, mobility and stagnation. As social phenomena, Northern Europe's asylum systems and integration programmes must be understood in the context of the bureaucratisation of everyday life.



248 pages

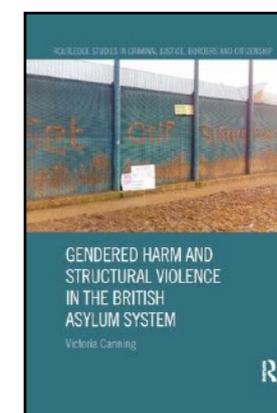
ISBN 978-1-5261-4683-0

[Publisher info](#)

Canning, Victoria (2017). *Gendered Harm and Structural Violence in the British Asylum System*. Routledge.

From the blurb: By reflecting on evidence from interviews, focus groups, activist participation and oral history, *Gendered Harm and Structural Violence* provides a unique insight into the everyday impacts of policy and practice that arguably result in the infliction of further gendered harms on survivors of violence and persecution.

Of interest to students and scholars of criminology, zemiology, sociology, human rights, migration policy, state violence and gender, this book develops on and adds to the expanding literatures around immigration, crimmigration and asylum.



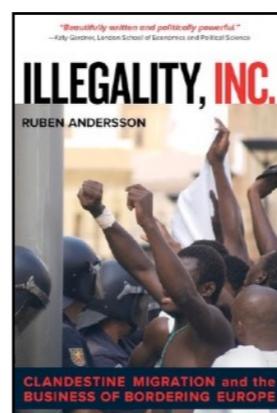
(Introduction, Chapter 1 and Conclusion, pp. 1-9, 10-27, 149-160). 39 pages

ISBN 978-0-3671-9905-0

[Publisher info](#)

Andersson, Ruben (2014) *Illegality, Inc.: Clandestine Migration and the Business of Bordering Europe*. University of California Press.

From the blurb: In this groundbreaking ethnography, Ruben Andersson, a gifted anthropologist and journalist, travels along the clandestine migration trail from Senegal and Mali to the Spanish North African enclaves of Ceuta and Melilla. Through the voices of his informants, Andersson explores, viscerally and emphatically, how Europe's increasingly powerful border regime meets and interacts with its target—the clandestine migrant. This vivid, rich work examines the subterranean migration flow from Africa to Europe, and shifts the focus from the “illegal immigrants” themselves to the vast industry built around their movements. This fascinating and accessible book is a must-read for anyone interested in the politics of international migration and the changing texture of global culture.



(Introduction, pp. 1-25).

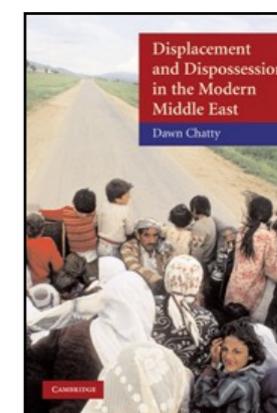
26 pages

ISBN 978-0-5202-8252-0

[Publisher info](#)

Chatty, Dawn (2010). *Displacement and Dispossession in the Modern Middle East*. Cambridge: Cambridge University Press.

From the blurb: Dispossession and forced migration in the Middle East remain even today significant elements of contemporary life in the region. Dawn Chatty's book traces the history of those who, as a reconstructed Middle East emerged at the beginning of the twentieth century, found themselves cut off from their homelands, refugees in a new world, with borders created out of the ashes of war and the fall of the Ottoman Empire. As an anthropologist, the author is particularly sensitive to individual experience and how these experiences have impacted on society as a whole from the political, social, and environmental perspectives. Through personal stories and interviews within different communities, she shows how some minorities, such as the Armenian and Circassian communities, have succeeded in integrating and creating new identities, whereas others, such as the Palestinians and the Kurds, have been left homeless within impermanent landscapes.



Chapter 1 (37 pp.)

ISBN 978-0-5215-2104-8

[Publisher info](#)

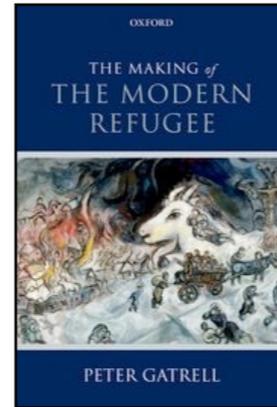
Gatrell, Peter (2013). *The Making of the Modern Refugee*. Oxford: Oxford University Press.

From the blurb: Provides the first comprehensive history of global population displacement in the twentieth century.

Locates refugees in historical and political context, drawing attention to the stance adopted by governments, NGOs, international organisations and relief workers.

Demonstrates the ways in which refugees have been represented culturally by means of photography, film, and other media.

Establishes the trajectories followed by refugees and the meanings they ascribed to their displacement across time and place.



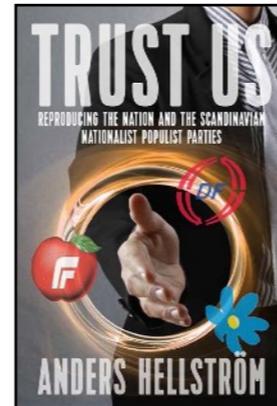
(Introduction and Chapter 9, pp. 1-20, 253-283) 50 pages.

ISBN 978-0-1987-4447-4

[Publisher info](#)

Hellström, Anders (2016). *Trust Us: Reproducing the Nation and the Scandinavian Nationalist Populist Parties*. Berghahn Books

From the blurb: In Scandinavia, there is separation in the electorate between those who embrace diversity and those who wish for tighter bonds between people and nation. This book focuses on three nationalist populist parties in Scandinavia—the Sweden Democrats, the Progress Party in Norway, and the Danish People's Party. In order to affect domestic politics by addressing this conflict of diversity versus homogeneity, these parties must enter the national parliament while earning the nation's trust. Of the three, the Sweden Democrats have yet to earn the trust of the mainstream, leading to polarized and emotionally driven public debate that raises the question of national identity and what is understood as the common man.



(selected chapters) approx. 50 pages

ISBN 978-1-7823-8927-9

[Publisher info](#)

Course Resources – Articles & Book Chapters

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

1. Achilli, Luigi. (2017). The Nexus: Human Smuggling and Syrian Refugees' Trajectories across the Middle East and the Balkans. *Refugees and Migration Movements in the Middle East*, 8. (4 pp.)
Download here
2. Ager, Alastair and Strang, Alison (2008). Understanding Integration: A Conceptual Framework. *Journal of Refugee Studies* 21(2): 166-191. (26 pp.)
Download here
3. Akram, Susan (2014). UNRWA and Palestinian Refugees. In Fiddian-Qismeyeh, E., Loescher, G., Long, K. and Sigona, N. (eds.) *The Oxford Handbook of Refugee and Forced Migration Studies* (pp. 227-241). ISBN: 9780199652433 (15 pp.)
Download here
4. Bakewell, Oliver (2008). Research Beyond the Categories: The Importance of Policy Irrelevant Research into Forced Migration. *Journal of Refugee Studies*, 21 (4): 432-453. (22 pp.)
Download here
5. BBC (2016). *Migrant Crisis: Migration to Europe Explained in Seven Charts*. (7 pp.)
Download here
6. Betts, Alexander (2010). The Refugee Regime Complex. *Refugee Studies Quarterly*, 29 (1): 12-37. (26 pp.)
Download here
7. Betts, Alexander (2009). *Forced Migration and Global Politics*. Chichester, UK; Malden, MA: Wiley-Blackwell. Introduction. ISBN: 978-1405180320 (18 pp.)
Available on Canvas
8. Bird, Laura (2013). Fleeing Syria, Refugees Arrive to a Different Kind of Hell in Greece. *The Atlantic* (5 pp.)
Download here
9. Bundy, Colin (2016). Migrants, Refugees, History and Precedents. *Forced Migration Review*, 51: 5-6. (2 pp.)
Download here
10. Carling, Jorgen (2007). Unauthorized Migration from Africa to Spain. *International Migration*, 45(4): 3-37. (35 pp.)
Download here
11. Chatty, Dawn, Crivello, Gina and Hundt, Gillian Lewando (2005). Theoretical and Methodological Challenges of Studying Refugee Children in the Middle East and North Africa: Young Palestinian, Afghan and Sahrawi Refugees. *Journal of Refugee Studies*, 18 (4): 387-409. (23 pp.)
Download here
12. Chimni, B. S. (2009). The Birth of a Discipline: From Refugee to Forced Migration Studies. *Journal of Refugee Studies* 22 (1), pp. 11-29. (19 pp.)
Download here
13. Clark-Kazak, Christina (2017). Ethical Considerations: Research with People in Situations of Forced Migration. *Refuge: Canada's Journal on Refugees/Refuge: Revue canadienne sur les réfugiés*, 33(2): 11-17. (7 pp.)
Download here
14. Collyer, Michael (2007). In-Between Places: Trans-Saharan Transit Migrants in Morocco and the Fragmented Journey to Europe. *Antipode*, 39 (4): 668-690. (23 pp.)
Download here
15. Coluccello, Salvatore & Massey, Simon (2007). Out of Africa: The Human Trade between Libya and Lampedusa. *Trends in Organized Crime*, 10:77-90. (14 pp.)
Available on Canvas
16. Cooper, Samantha et al. (2016). Media Coverage of Refugees and Asylum Seekers in Regional Australia: A Critical Discourse Analysis. *Media International Australia* 162(1): 78-89. (12 pp.)
Download here
17. Crawley, Heaven & Skleparis, Dimitris (2018). Refugees, Migrants, Neither, Both: Categorical Fetishism and the Politics of Bounding in Europe's 'Migration Crisis'. *Journal of Ethnic and Migration Studies*, 44(1), 48-64. (16 pp.)
Download here
18. D'Angelo, Alessio (2018). Italy: The 'Illegality Factory'? Theory and Practice of Refugees' Reception in Sicily., *Journal of Ethnic and Migration Studies* 1-14. (15 pp.)
Download here
19. Doraï, Mohamed Kamel (2003). Palestinian Emigration from Lebanon to Northern Europe, 1-14. (15 pp.) Refugees, Networks and Transnational Practices. *Refuge* 21 (2), 23-31. (9 pp.)
Download here
20. Gerard, Alison and Pickering, Sharon (2013). Gender, Securitization and Transit: Refugee Women and the Journey to the EU. *Journal of Refugee Studies*, 27 (3): 338-359. (22 pp.) (9 pp.)
Download here
21. Gibney, Matthew J. (1999). Liberal Democratic States and Responsibilities to Refugees. *American Political Science Review* 93 (1): 169-181. (13 pp.)
Download here
22. Greenhill, Kelly M. (2016). Open Arms Behind Barred Doors: Fear, Hypocrisy and Policy Schizophrenia in the European Migration Crisis. *European Law Journal*, 22, 317-322. (6 pp.)
Download here

23. Griswold, Eliza (2016). Why Is It So Difficult for Syrian Refugees to Get Into the U.S.? *The New York Times Magazine*, 20 January 2016, (15 pp.)
Download here
24. Hamlin, Rebecca (2012). Illegal Refugees: Competing Policy Ideas and the Rise of the Regime of Deterrence in American Asylum Politics. *Refugee Survey Quarterly* 31 (2): 33–53 (21 pp.)
Download here
25. Henley, Jon (2018). What is the Current State of Migration Crisis in Europe? *The Guardian*, 15 June, (2 pp.)
Download here
26. Holmes, Seth M., & Castañeda, Heide (2016). Representing the “European Refugee Crisis” in Germany and Beyond: Deservingness and Difference, Life and Death. *American Ethnologist*, 43 (1), 12-24. (13 pp.)
Download here
27. Hopkins, Daniel J. (2010). Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition. *American Political Science Review* 104:1, 40-60. (21 pp.)
Download here
28. Kallius, Annastina, Monterescu, Daniel & Kumar Rajaram, Prem (2016). Immobilizing Mobility: Border Ethnography, Illiberal Democracy, and the Politics of the “Refugee Crisis” in Hungary. *American Ethnologist*, 43, 25-37. (13 pp.)
Download here
29. Kampmark, Binoy (2006). ‘Spying for Hitler’ and ‘Working for Bin Laden’: Comparative Australian Discourses on Refugees. *Journal of Refugee Studies* 19 (1), 1-21. (21 pp.)
Download here
30. Khosravi, Shahram (2009). Sweden: Detention and Deportation of Asylum Seekers. *Race & Class* 50 (4): 38-56. (19 pp.)
Download here
31. Long, Katy (2013). In Search of Sanctuary: Border Closures, ‘Safe’ Zones and Refugee Protection. *Journal of Refugee Studies* 26 (3): 458-476. (18 pp.)
Download here
32. Mulinari, Diana and Neergaard, Anders (2014). We are Sweden Democrats Because We Care for Others: Exploring Racisms in the Swedish Extreme Right. *European Journal of Women’s Studies*, 21(1), pp. 43–56. (16 pp.)
Download here
33. Naguib, Nefisa (2017). Middle East Encounter 69 Degrees North Latitude. Syrian Refugees and Everyday Humanitarianism in the Arctic. *International Journal of Middle East Studies*, 49(4), 645-660. (16 pp.)
Download here
34. Nayel, Moe Ali. (2013). Palestinian Refugees Are Not at Your Service. (6 pp.)
Download here
35. Ottonelli, Valeria, and Tiziana Torresi (2013) When is Migration Voluntary? *International Migration Review* 47, 4: 783-813 (31 pp.)
Download here
36. Peutz, Nathalie (2010) “Criminal Alien” Deportees in Somaliland: An Ethnography of Removal. In De Genova, N. and Peutz, N. (eds.) *The Deportation Regime*. Duke University Press. ISBN: 978-0-8223-4576-3 (43 pp.)
Available in Canvas
37. Rajaram, Prem (2002). Humanitarianism and Representations of the Refugee. *Journal of Refugee Studies*, 15 (3): 247-264 (18 pp.)
Download here
38. Rettberg, Jill Walker & Gajjala, Radhika (2016). Terrorists or Cowards: Negative Portrayals of Male Syrian Refugees in Social Media. *Feminist Media Studies*, 16 (1), 178-181. (4 pp.)
Download here
39. Romeyn, Esther (2014). Asylum Seekers, Citizenship and Reality TV in the Netherlands: Quizzing Refugees in Jeopardy. *Citizenship Studies*, 18:6-7, 741-757 (17 pp.)
Download here
40. Rosière, Stéphanie & Reece Jones. (2012). Teichopolitics: Reconsidering Globalisation through the Role of Walls and Fences. *Geopolitics*, 17: 217 – 234. (18 pp.)
Download here
41. Saddiki, Said (2014). Border Fences as an Anti-Immigration Device: A Comparative View of American and Spanish Policies. In Elisabeth Vallet (ed.) *Borders, Fences and Walls: State of Insecurity*, 175-189. ISBN: 978-1472429667 (15 pp.)
Available in Canvas
42. Szczepanik, Marta (2016). The ‘Good’ and ‘Bad’ Refugees? Imagined Refugeehood(s) in the Media Coverage of the Migration Crisis. *Journal of Identity & Migration Studies*, 10 (2): 23-33. (11 pp.)
Download here
43. Tucker, Jason (2018). Why Here? Factors Influencing Palestinian Refugees from Syria in Choosing Germany or Sweden as Asylum Destinations. *Comparative Migration Studies*, 6(1), 29. (17 pp.)
Download here
44. Tyler, Imogen (2018). The Hieroglyphics of the Border: Racial Stigma in Neoliberal Europe. *Ethnic and Racial Studies*, 41(10), 1783-1801. (19 pp.)
Download here
45. Valenta, Marko & Bunar, Nihad (2010). State Assisted Integration: Refugee Integration Policies in Scandinavian Welfare States: The Swedish and Norwegian Experience. *Refugee Studies* 23 (21 pp.)
Download here

46. Van Liempt, Ilse (2011). Different Geographies and Experiences of 'Assisted' Types of Migration: A Gendered Critique on the Distinction between Trafficking and Smuggling. *Gender, Place and Culture* 18, 2: 179-193 (15 pp.)
[Download here](#)
47. Van Reekum, Rogier and Schinkel, Willem (2016). Drawing Lines, Enacting Migration-Visual Prostheses of Bordering Europe. *Public Culture*, Vol. 29 (1): 27-51. (24 pp.)
[Available on Canvas](#)
48. Vasey, Katie (2011). Place-Making, Provisional Return and Well-Being: Iraqi Refugee Women in Australia. *Refuge*, 28 (1): 25-35. (11 pp.)
[Download here](#)
49. Wieviorka, Michel (2014). A Critique of Integration. *Identities*, 21(6), 633-641. (9 pp.)
[Download here](#)
50. Zetter, Roger (2007). More Labels, Fewer Refugees: Remaking the Refugee Label in an Era of Globalization. *Journal of Refugee Studies*. 20(2): 172-192. (11 pp.)
[Download here](#)
51. Zunes, Stephen (2017). Europe's Refugee Crisis, Terrorism, and Islamophobia. *Peace Review*, 29:1, 1-6. (6 pp)
[Download here](#)

COURSE OVERVIEW

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



Your course at a glance

TIME	COURSE ACTIVITY
Week 1	Introduction & Lecture 1 Dalia Abdelhady Trends and Origins
	Lecture 2 Dalia Abdelhady The Contemporary Refugee Regime
	Lecture 3 Dalia Abdelhady Studying Refugees
Week 2	Seminar 1 Dalia Abdelhady
	Lecture 4 Nina Gren Labelling Refugees
	Lecture 5 Dalia Abdelhady Intersectionality at the Border
	Lecture 6 Dalia Abdelhady Trafficking and Smuggling
Week 3	Seminar 2 Dalia Abdelhady
	Lecture 7 Dalia Abdelhady Arrival and Reception
	Lecture 8 Nina Gren Arrival and Reception cont.
	Lecture 9 Dalia Abdelhady Refugees and Political Movements
	Lecture 10 Dalia Abdelhady Narratives and Representations
	WINTER BREAK
Week 4	Seminar 3 Dalia Abdelhady
14/1, 22.00	Deadline Assignment 3 - Literature Review
11/2, 22.00	First re-examination
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

Course details

Lecture 1: Trends and Origins

(lecture) | *Teacher:* Dalia Abdelhady

Key Themes for discussion:

- Who is a refugee?
- Do refugees have a stronger claim to protection and assistance than other groups, such as economic migrants?
- Academically, how has the field evolved? How do we understand the state of the art of refugee studies?
- What are some of the features of the refugee crisis? Is this the best way to describe the course of events?

Required Readings

Gatrell, Peter (2013) Introduction, pp. 1-20.

Bundy, Colin (2016)

Chimni, B. S. (2009)

Henley, Jon (2018)

BBC (2016)

Tucker, Jason (2018)

Optional

After class, download from app store a game called “Bury me, my Love” – \$2.99. Start playing this game on your phone. You’ll need a smart phone or iPad to participate. You can read more about the game here:

<http://burymemylove.arte.tv>

Lecture 2: The Contemporary Refugee Regime

(lecture) | *Teacher:* Dalia Abdelhady

Key themes for discussion:

- The development of asylum policies
- What are the options for refugee protection?
- Who are the major actors comprising the refugee regime? and what are their mandates?
- Are current institutional responses sufficient?

Required Readings

Betts, Alexander (2010)

Gibney, Matthew J. (1999)

Akram, Susan (2014)

Long, Katy. (2013)

Rosière, Stéphanie & Reece Jones. (2012)

Abdelhady, Dalia, Nina Gren and Martin Joorman (2020). Chapter by Skodo and Lindberg

In Class Activity

The 1951 Refugee Convention: <https://www.youtube.com/watch?v=p9dYwmnBphs&t=261s>

Lecture 3: Studying Refugees

(lecture) | *Teacher:* Dalia Abdelhady

Key themes for discussion:

- How should we address refugee experiences academically?
- What is the connection between methodology and morality in studying forced migration?
- What are the major ethical considerations when studying refugee populations?
- What is meant by policy irrelevant research into forced migration?

Required Readings

Nayel, Moe Ali. (2013)

Clark-Kazak, Christina (2017)

Cooper, Samantha et al. (2016)

Bakewell, Oliver (2008)

Chatty, Dawn, Crivello, Gina and Hundt, Gillian Lewando (2005)

Peutz, Nathalie (2010)

After Class

Play with the meta-data on the UNHCR's website, looking at different outcomes based on country of origin, country of asylum, and country of resettlement: <http://www.unhcr.org/en-us/resettlement-data.html>.

Bring observations and questions to class in the next meeting.

Seminar 1

(seminar) | *Teacher:* Dalia Abdelhady

During the seminar, we will discuss the foundations of the contemporary refugee regime with particular focus on the Geneva Convention. We will assess critiques of the Convention and discuss alternatives to addressing these critiques.

What happens if you fail to attend this event?

What to hand in: A paper of between 500 and 700 words of three selected readings (chapters and/or articles).

How to hand in: upload on Canvas

When to hand in: within a week of the seminar

Lecture 4: Labelling Refugees

(lecture) | *Teacher:* Nina Gren

Key themes for discussion:

- Who is a refugee, again?
- What role does labelling play in the experience of forced migrants?
- What are the political and scholarly consequences of definitions?
- What about moral consequences?
- Why study refugees in Middle Eastern Studies?

Required Readings

Zetter, Roger (2007)

Otonelli, Valeria, and Tiziana Torresi (2013)

Crawley, Heaven & Skleparis, Dimitris (2018)

Chatty, Dawn (2010) Chapter 1 (pp.1-37)

Lecture 5: Intersectionality at the Border

(lecture) | *Teacher:* Dalia Abdelhady

Key themes for discussion:

- What goes into status determination? How do you assess the policies of bordering Europe?
- What is meant by intersectionality and how does it apply to the study of displacement?
- How may intersectionality challenge some of the assumptions of the refugee regime?

Required Readings

Canning, Victoria (2017). Conclusion, pp. 149-160

Van Reekum, Rogier and Schinkel, Willem (2016)

Tyler, Imogen (2018)

Kallius, Annastina, Monterescu, Daniel & Kumar Rajaram, Prem (2016)

Zunes, Stephen (2017)

Greenhill, Kelly M. (2016)

Abdelhady, Dalia, Nina Gren and Martin Joorman (2020). Chapter by Joormann

Lecture 6: Trafficking and Smuggling

(lecture) | *Teacher:* Dalia Abdelhady

Key themes for discussion:

- What are the differences between smuggling and trafficking? What are the problems associated with these labels? What nuance does this term “assisted migration” offer?
- What role do transit countries like Morocco and Libya play in Africa’s human trafficking?
- How do European migration policies shape the processes of trafficking and smuggling?
- Why are social networks important for understanding transit experiences? What does the inclusion of transit experiences in general bring into the understanding of migration processes?

Required Readings

Achilli, Luigi. (2017)

Van Liempt, Ilse (2011)

Gerard, Alison and Pickering, Sharon (2013)

Collyer, Michael (2007)

Coluccello, Salvatore & Massey, Simon (2007)

Andersson, Ruben (2014) Introduction, pp. 1-25

Carling, Jorgen (2007)

In Class Activity

Syrian Journey: Choose Your Own Escape Route. <http://www.bbc.com/news/world-middle-east-32057601>

After Class

Listen to full episode of: “Don’t Have to Live Like a Refugee” from This American Life (one hour); <https://www.thisamericanlife.org/593/dont-have-to-live-like-a-refugee>

Seminar 2

(seminar) | *Teacher:* Dalia Abdelhady

We will discuss the concept of intersectionality focusing on the relevance of class, gender and race in understanding the refugee regime and experiences of displacement. We will also discuss specific research questions and emphasize ethical questions of relevance.

What happens if you fail to attend this event?

What to hand in: A paper of between 500 and 700 words of three selected readings (chapters and/or articles).

How to hand in: upload on Canvas

When to hand in: within a week of the seminar

Lecture 7: Arrival and Reception

(lecture) | *Teacher:* Dalia Abdelhady

Key themes for discussion:

- How do we understand integration? What are the obstacles for integration?
- How does the interrogation of integration contribute to our understanding of nation-state, nationalism, citizenship and belonging?
- What are the critiques of integration? What are the alternatives?

Required Readings

Khosravi, Shahram (2009)

Valenta, Marko, & Bunar, Nihad (2010)

D'Angelo, Alessio (2018)

Ager, Alastair and Strang, Alison (2008)

Wieviorka, Michel (2014)

Abdelhady, Dalia, Nina Gren and Martin Joorman (2020) Chapter by Sundström and Obenius

Bird, Laura (2013)

Lecture 9: Refugees and Political Movements

(lecture) | *Teacher:* Dalia Abdelhady

Key themes for discussion:

- What are some of the features of social and political reactions to refugee settlement?
- How do we assess the relationship between refugee settlement and nationalist populism?
- What are some sites of humanitarianism and solidarity that are components of the “refugee crisis”?
- What is meant by performative agency and what are some of the ways to study it?

Required Readings

Mulinari, Diana and Neergaard, Anders (2014)

Hopkins, Daniel J. (2010)

Naguib, Nefissa (2017)

Abdelhady, Dalia, Nina Gren and Martin Joorman (2020) Chapter by Bak Jørgensen

Recommended Reading

Hellström, Anders (2016)

Lecture 8: Arrival and Reception cont.

(lecture) | *Teacher:* Nina Gren

Key themes for discussion:

- Is transnationalism an impediment to local integration? How does the concept relate to intersectionality?
- How do welfare institutions contribute to the reception of refugees?
- What obstacles do refugees face upon arrival to new settings? How do they navigate these obstacles?

Required Readings

Abdelhady, Dalia, Nina Gren and Martin Joorman (2020) Chapters by Gren, Perlman and Weiss

Vasey, Katie (2011)

Doraï, Mohamed Kamel (2003)

Lecture 10: Narratives and Representations

(lecture) | *Teacher:* Dalia Abdelhady

Key themes for discussion:

- How are refugees represented in the mainstream media? By humanitarian agencies?
- How do we understand the connections between the “refugee crisis” and Islamophobia?
- What do representations of refugees tell us about host societies?
- What principles should guide the depiction of human suffering?

Required Readings

Abdelhady, Dalia, Nina Gren and Martin Joorman (2020) Chapters by Jovicic and Abdelhady

Rajaram, Prem (2002)

Kampmark, Binoy (2006)

Romeyn, Esther (2014)

Rettberg, Jill Walker, & Gajjala, Radhika (2016)

Holmes, Seth M., & Castañeda, Heide (2016)

Seminar 3

(seminar) | *Teacher:* Dalia Abdelhady

In the final seminar for the course, we will reflect on all that we learned in the various topics and discuss ways our learning can provide springboards for further readings or research projects.

What happens if you fail to attend this event?

What to hand in: A paper of between 500 and 700 words of three selected readings (chapters and/or articles).

How to hand in: upload on Canvas

When to hand in: within a week of the seminar

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.

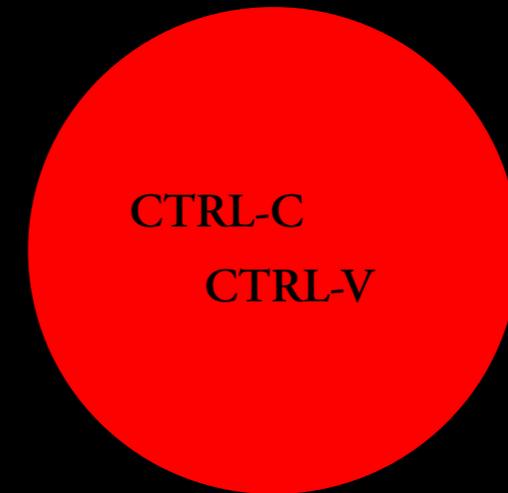
Plagiarism – and how to avoid it

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:

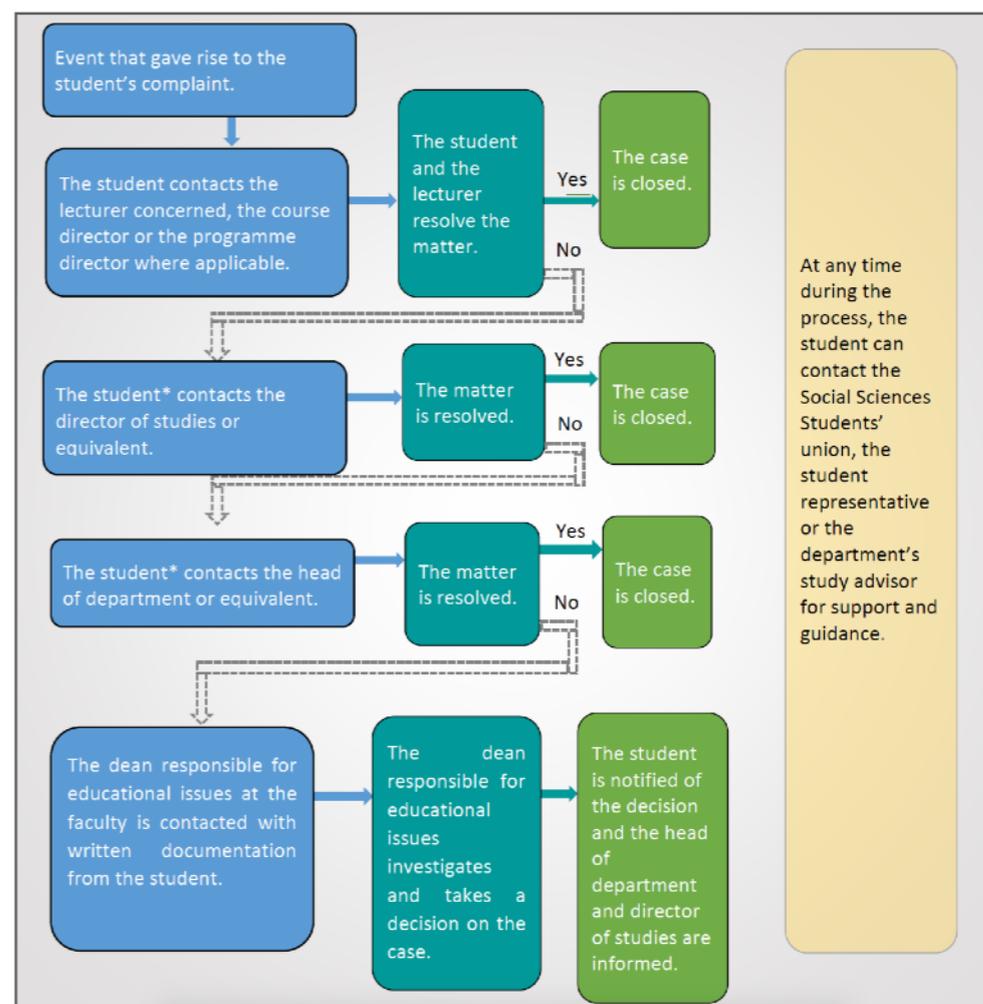
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment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

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

A Maturing Organisation

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

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

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

A New Growth Period

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

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

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.

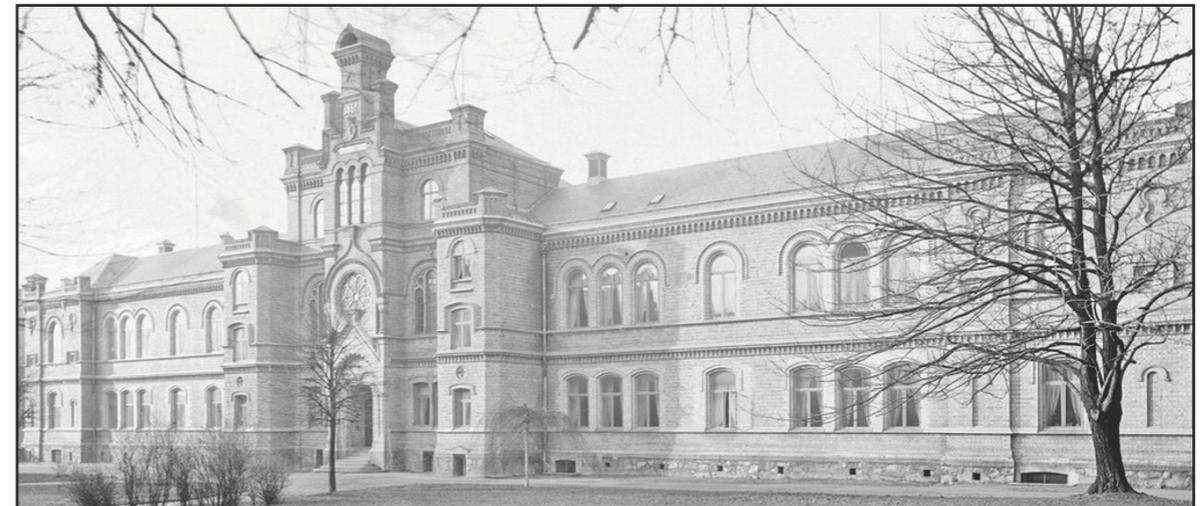
When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive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

