

Graduate School

FACULTY OF SOCIAL SCIENCES

SIMS39

Gender, Global Development
and Postcolonialism

Version 1.0 – August 2021

GRADUATE SCHOOL THEMATIC COURSES

AUTUMN 2021



1. WELCOME

SIMS39 GENDER, GLOBAL DEVELOPMENT AND POSTCOLONIALISM

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

Gender, Global Development and Postcolonialism.

This is an interdisciplinary course addressing issues of gender and development. As a student you will explore central questions and themes that have been critically raised by researchers and activists in the field. In this course, you will be introduced to the breadth of the field of gender and development theory and to central issues in current debates in a postcolonial world regarding social inequalities and change, key concepts, theories and analytical tools. More specifically, the course will examine the following:

- History of development and gender debates from colonialism to postcolonialism: Sustainable Development Goals (SDGs), development policies, mainstreaming gender, development, and beyond.
- Problematizing categories in gender and development from a postcolonial perspective: gender, masculinities, queer, global power relations, human rights and recognition.
- Studying and theorizing bodies in the postcolonial era as sites of contestation: population, reproduction, health, sexuality, violence, conflict and gendered insecurity.
- Analysing gender and global inequalities: work, employment, migration, poverty, sustainable development and climate change.

Teaching and Examination

The course is based on a combination of lectures and seminars. The lectures will focus on the impact of contemporary gender and development theory on other established disciplines. The seminars will focus on different themes that will be treated in depth.

Students will be encouraged to search for information, and to analyse and present literature themselves. In each seminar, students will discuss and/or make oral and/or written presentations of the literature.

Formal learning outcomes for the course

Knowledge and understanding

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

- Critically reflect upon the theorisation of social relations of gender and its relation to the theorisation of development in a post-colonial era.

- Locate, understand and critically review gender, development and post-colonial theories within interdisciplinary scholarship on gender and development.
- Analyse relevant gender and development phenomena in a systematic manner using the key concepts acquired during the course.
- Formulate complex research questions regarding gender, development and post-colonialism.
- Use gender, development and post-colonialism as analytical tools in research proposals.
- Understand how to apply gender development and post-colonial theoretical perspectives in different development contexts.

Assessment

Overview

Assessment will be based on

- seminar participation
- oral presentations
- written work

An opportunity for re-examination will be offered 4-6 weeks after the end of the course period. Examinations will be scheduled during the academic year only.

Grades

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

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. 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 students are informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied in the course.

Non-attendance at lectures and seminars

Students' participation in a course is a precondition. If you miss a seminar you will have to write an extra assignment as specified in the instructions below. The extra assignments must be submitted prior to the Final Essay deadline.

Missed Seminars: Extra Assignments

(To be submitted prior to Final Essay deadline)

1st missed seminar:

Consider in 2 pages the challenges in integrating gender and development, as discussed by Liesbeth van der Hoogte and Koos Kingma in the following article:

Van der Hoogte, Liesbeth and Koos Kingma (2004). "Promoting Cultural Diversity and the Rights of Women: the Dilemmas of 'Intersectionality' for Development Organizations", *Gender and Development*, vol. 12:1, May, pp. 47-55.

To be written in Times New Roman, 1.5 spacing. The assignment should include your name, email address, date, and course code. The extra assignment should be uploaded on the course platform.

2nd missed seminar:

Relate in 3 pages the arguments of Naila Kaber with the problems raised by Liesbeth van der Hoogte and Koos Kingma in the following articles:

Liesbeth van der Hoogte and Koos Kingma (2004). "Promoting Cultural Diversity and the Rights of Women: the Dilemmas of 'Intersectionality' for Development Organizations", *Gender and Development*, vol. 12:1, May, pp. 47-55.

Kaber, Naila (2005). "Gender Equality and Women's Empowerment: a Critical Analysis of the Third Millennium Development Goal", *Gender and Development*, vol. 13:1, March, pp. 13-24.

To be written in Times New Roman, 1.5 spacing. The assignment should include your name, email address, date, and course code. The extra assignment should be uploaded on the course platform.

3rd missed seminar:

Consider in 2 pages the challenges related to women's empowerment as discussed in the following article:

Kaber, Naila (2005). "Gender Equality and Women's Empowerment: a Critical Analysis of the Third Millennium Development Goal", *Gender and Development*, vol. 13:1, March, pp. 13-24.

To be written in Times New Roman, 1.5 spacing. The assignment should include your name, email address, date, and course code. The extra assignment should be uploaded on the course platform.

4th missed seminar:

Consider in 1-2 page(s) the meaning of capabilities, as discussed in the following article:

Nussbaum, Martha. (2005). "Women's Bodies: Violence, Security, Capabilities", *Journal of Human Development*, 6(2):167-183.

To be written in Times New Roman, 1.5 spacing. The assignment should include your name, email address, date, and course code. The extra assignment should be uploaded on the course platform.

Missing the Workshop

In addition to the workshop text (see instructions later in this document), students who do not attend the workshop will have to write a small 2 pages review of a chosen chapter in Aschroft, Bill, Gareth Griffiths, and Helen Tiffin (eds.) (1995) *The Postcolonial Studies Reader*. London and New York: Routledge.

The review should be written in Times New Roman with 1.5 spacing and be uploaded no later than the deadline for the Final Essay (see instructions).

Those who do not attend the workshop should upload their workshop text no later than the deadline for the Final Essay (see instructions).

Re-examination opportunities

In addition to the Final Essay (written in accordance with the instructions found later in this document), re-examination of the SIMS39 course includes:

A review of *five chosen chapters* in the following edited volume (see course literature):

Cornwall, Andrea, Elizabeth Harrison, and Ann Whitehead (eds.). (2006). *Feminisms in Development: Contradictions, Contestations, and Challenges*. London and New Delhi: Zed Books.

Or alternatively, a review of all chapters in the following book (see course literature):

Robert J.C. Young. 2003. *Postcolonialism: A Very Short Introduction*. Oxford: Oxford University Press.

The review should provide an overview of the arguments put forward in the analyzed text and offer a critical discussion of the ways in which gender, development, and postcolonialism are conceptualized.

The review should be *5 pages long* and be written in Times New Roman 12 with 1.5 spacing. It should be paginated and a front page with course code, author's name, and email address should be added.

Re-examination means: to submit 1) a Final Essay and 2) a Review. These texts should be uploaded on the course platform.

Note that any extra assignments must be uploaded together with the re-examination texts under the 'Re-examination' file.

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

*Guest lecturers might be included!

Helle Rydström (course coordinator) is Professor at the Dept. of Gender Studies at Lund University. She has a background in International Development Studies and Social Anthropology. Rydström's experience also includes Thematic Research; Political Science; and Southeast Asian Studies. She has coordinated the Pufendorf CRISIS Theme and currently various initiatives to explore the many dimensions of crisis.



Helle Rydström
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Azher Hameed Qamar has a PhD in Interdisciplinary Child Research from Norwegian University of Sciences and Technology (NTNU) Trondheim Norway. He did an MPhil in Childhood Studies from the same university (NTNU). Before joining as a post-doc at Lund University in April 2021, he was serving as Assistant Professor at the Department of Behavioral Sciences, National University of Sciences and Technology (NUST), Islamabad Pakistan.



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Soumi Banerjee is a Doctoral student at School of Social Work at Lund University...



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



Sara Kauko
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Photo credits: Lund University website

Your teachers

Cristian Norocel is an Associate Senior Lecturer at the Department of Gender Studies. Cristian's research theorizes radical right populism and parliamentary extremism from an intersectional perspective.



Cristian Norocel
cristian.norocel@genus.lu.se

Riya Raphael is a Doctor of Gender Studies. Her research interests are rooted in discussions of feminist and queer interventions into political economy, Marxist understandings of work and labour, degrowth and alternative economic practices. Her PhD thesis specifically dealt with a case study in India on local neighbourhood traders seeking to understand how they navigate the changing economic landscapes along with the growth of finance capital. Her teaching revolves around issues of globalization and its effects on work and migration.

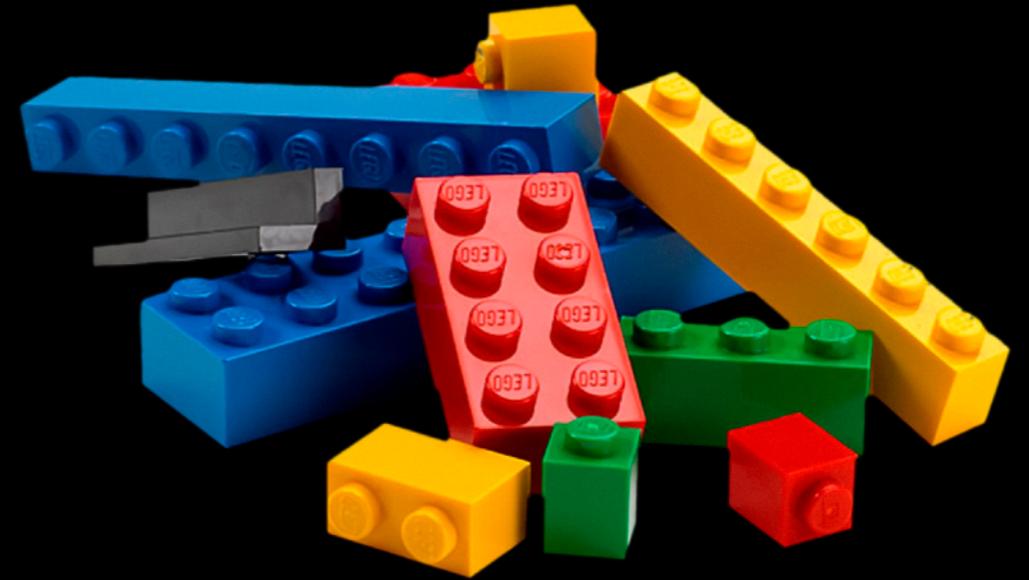


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COURSE RESOURCES

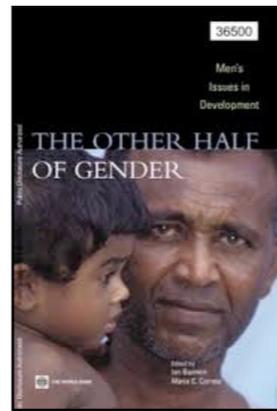
In this section we present the course literature and other course resources. This section is to help you to orient yourself in different types of readings and their functions in the course.

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



Bannon, Ian and Maria Correia (eds.) (2006) *The Other Half of Gender: Men's Issues in Development*. World Bank.

From the blurb: For years, poverty was viewed primarily as an economic phenomenon— people lacking sufficient resources to meet their most basic needs. But in recent years, the concept of poverty has broadened to encompass multiple dimensions, ranging from empowerment, voice, and inclusion to accountability of institutions and lack of security. Gender, however, has stubbornly remained a one- sided topic, with the focus firmly on women as the discriminated, disenfranchised group. Men are seen as the guilty party, lurking ominously in the background. Little effort has been devoted to understanding men's possible motivations, let alone their own gendered conditions.



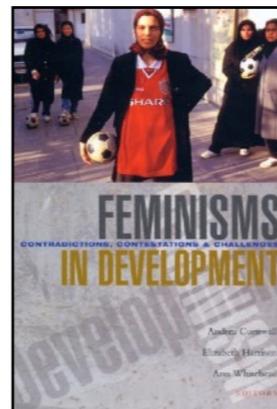
113 Pages used
ISBN 978-0-8213-6505-2
[Publisher info](#)

Cornwall, Andrea, Elizabeth Harrison, and Ann Whitehead (eds.) (2007) *Feminisms in Development: Contradictions, Contestations and Challenges*. London and New Delhi: Zed Books.

From the blurb: This collection of essays by leading feminist thinkers from North and South constitutes a major new attempt to reposition feminism within development studies.

Feminism's emphasis on social transformation makes it fundamental to development studies. Yet the relationship between the two disciplines has frequently been a troubled one. At present, the way in which many development institutions function often undermines feminist intent through bureaucratic structures and unequal power quotients. Moreover, the seeming intractability of inequalities and injustice in developing countries have presented feminists with some enormous challenges. Here, emphasizing the importance of a plurality of approaches, the authors argue for the importance of what 'feminisms' have to say to development.

Confronting the enormous challenges for feminisms in development studies, this book provides real hope for dialogue and exchange between feminisms and development.

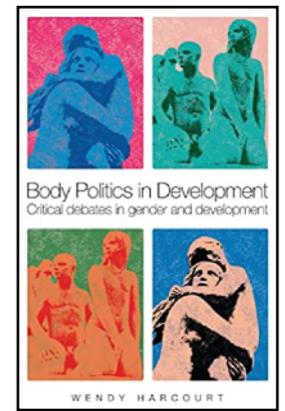


170 Pages used
ISBN 978-1-8427-7819-7
[Publisher info](#)

Harcourt, Wendy (2009) *Body Politics in Development*, London: Zed Books Ltd.

From the blurb: *Body Politics in Development* sets out to define body politics as a key political and mobilizing force for human rights in the last two decades. This passionate and engaging book reveals how once-tabooed issues, such as rape, gender-based violence, and sexual and reproductive rights, have emerged into the public arena as critical grounds of contention and struggle.

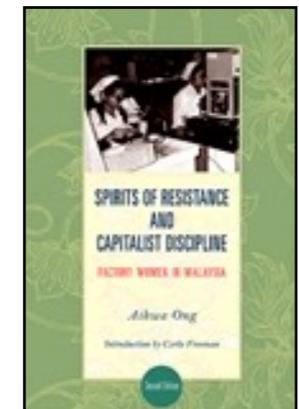
Engaging in the latest feminist thinking and action, the book describes the struggles around body politics for people living in economic and socially vulnerable communities and covers a broad range of gender and development issues, including fundamentalism, sexualities and new technologies, from diverse viewpoints. The book's originality comes through the author's rich experience and engagement in feminist activism and global body politics and was winner of the 2010 FWSA Book Prize.



96 Pages used
ISBN 978-1-8427-7935-4
[Publisher info](#)

Ong, Aihwa. (2010). *Spirits of Resistance and Capitalist Discipline, Second Edition: Factory Women in Malaysia*. Albany: SUNY.

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

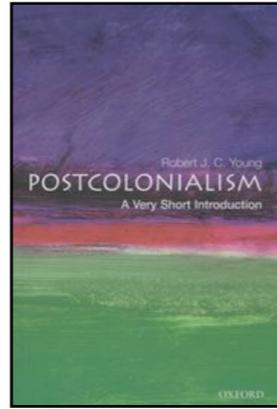


84 pages used
ISBN 978-1-4384-3355-4
[Publisher info](#)

Young, Robert J. C. (2003) *Postcolonialism: a very short introduction*. Oxford University Press.

From the blurb: Explores globalization, the Internet, mass media, and human rights activism. Robert J. C. Young is 'one of the leading figures in postcolonial studies and a pioneer in the work of introducing and popularizing it for a larger audience.' (Professor Bruce Robbins, Rutgers University). Cites the work of such theorists as Edward Said, Frantz Fanon, and Gayatri Spivak.

Key areas considered include: the status of aboriginal people, the innovative fiction of Garcia Marquez and Salman Rushdie, and the postcolonial cities of London, Bombay, and Cairo



150 Pages used

ISBN 0-19-280182-1

[Publisher info](#)

Course Resources – Articles & Book Chapters

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

1. Aggleton, Peter, Stephen A. Bell and Angela Kelly-Hanku (2014) “Mobile Men with Money: HIV Prevention and the Erasure of Difference” in *Global Public Health* vol. 9(3), pp. 257-270. 13 pages | [Download here](#)
2. Akampumuza, Precious and Hirotaka Matsuda (2016) “Weather Shocks and Urban Livelihood Strategies: the Gender Dimension of Household Vulnerability in the Kumi District of Uganda” in *Journal of Development Studies*, vol. 53(6), pp 953-970 17 pages | [Download here](#)
3. Bosia, Michael (2014) “Strange Fruit: Homophobia, the State and the Politics of LGBT Rights and Capabilities” in *Journal of Human Rights*, vol. 3(3), pp 256-273 17 pages | [Download here](#)
4. Boy, Angie and Andrzej Kulczycki (2008) “What We Know About Intimate Partner Violence in the Middle East and North Africa”, *Violence against Women*, 14(1): 53- 70. 17 pages | [Download here](#)
5. Connell, R.W. and James W. Messerschmidt (2005) “Hegemonic Masculinity: Rethinking the Concept” in *Gender and Society*, vol. 19(6), pp 829-859, 30 pages | [Download here](#)
6. Chandhoke, Neera. (2007). “Civil Society”, *Development in Practice*, 17, pp. 607-614; 14 pages | [Download here](#)
7. Christel, L. G. and Gutiérrez, R. A. (2017). Making Rights Come Alive: Environmental Rights and Modes of Participation in Argentina. *The Journal of Environment & Development*, vol. 26(3), 322-347; 25 pages | [Download here](#)
8. Denton, Fatma (2002) “Climate Change Vulnerability, Impacts, and Adaptation: Why does Gender Matter?”, *Gender & Development*, 10(2):10-20 10 pages | [Download here](#)
9. Ernason, Elaine and Bob Pease (2016) “The Gendered Terrain of Disaster: Thinking about Men and Masculinities” in Ernason, Elaine and Bob Pease (eds.) *Men, Masculinities and Disasters*. London and New York: Routledge. 16 pages | [Download here](#)
10. Faxon, Hilary Olivia (2015) “The Praxis of Access: Gender in Myanmar’s National Land Use Policy” in *BRICS, MOSAIC, Land Deal Politics, RCSD, Transnational Institute*. Pp. 1- 14. 13 pages | [Download here](#)
11. Fredericks, Bronwyn (2010) “Re-empowering Ourselves: Australian Aboriginal Women”, *Signs*, 35(3):546-550. 4 pages | [Download here](#) (click PDF icon)
12. Gingie, Kanchana, Dilanthi Amaratunga and Richard Haigh (2014) “Tackling Women’s Vulnerabilities through Integrating a Gender Perspective into Disaster Risk Reduction in the Built Environment” in *Procedia Economics and Finance*, vol. 18, pp. 327-335. 8 pages | [Download here](#)
13. Hinrichsen, Megan B. (2018). “Living within the Narrative of Microfinance: Vulnerability, Well-intentioned Debt, and the Individualization of Social Problems in Quito, Ecuador”. In Wood, D. (ed.) *Individual and Social Adaptations to Human Vulnerability*. Emerald Publishing Limited, pp. 31-54; 38 pages | [Download here](#)
14. Hossain, Naomi. (2018). “What Does Closing Civic Space Mean for Development? A Literature Review and Proposed Conceptual Framework.” *ACT Alliance*, pp. 1-50. 50 pages | [Download here](#)
15. Hossain, Naomi. (2019). “Development Needs Civil Society. The Implications of Civic Space for the Sustainable Development Goals”, Poppen & Ortmann Druckerei und Verlag KG. pp. 1-58. 58 pages | [Download here](#)
16. Holmes, Rebecca, Nicola Jones, Fouzia Mannan, Rosana Vargas, YisakTafere & Tassew Woldehanna (2011) “Addressing Gendered Risks and Vulnerabilities through Social Protection: Examples of Good Practice from Bangladesh, Ethiopia, and Peru”, *Gender & Development*, 19(2):255-270. 15 pages | [Download here](#)
17. Horner, R. (2020). Towards a new paradigm of global development? Beyond the limits of international development. *Progress in Human Geography*, 44(3), 415-436. 21 pages | [Download here](#)
18. Horton, Paul & Rydstrom, Helle (2011) “Heterosexual Masculinity in Contemporary Vietnam: Privileges, Pleasures, and Protests”. *Men and Masculinities*. 14(5):542-564. 22 pages | [Download here](#)
19. Kabeer, N.; Olsson, B.; McFadden, P.; Arnfred, S.; Dominguez, E.; Saadallah, S. (2001) “Discussing women’s empowerment: theory and practice.” *SIDA Studies*: pp. 10-16; 73-86. 19 pages | [Download here](#)
20. Kabeer, Naila (2012) “Women’s Economic Empowerment and Inclusive Growth: Labor Markets and Enterprise Development”, *SIG Working Paper, IDRC, CRDI, DFID*. Pp. 3- 53. 50 pages | Available on Canvas
21. Kabeer, Naila. (2015). “Gender, Poverty, and Inequality: A Brief History of Feminist Contributions in the Field of International Development.” *Gender & Development* 23(2): 189-205. 16 pages | [Download here](#)

22. Kashwan, P., MacLean, L. M., & García-López, G. A. (2019). "Rethinking Power and Institutions in the Shadows of Neoliberalism", *World Development*, 120, pp. 133-146. 13 pages | [Download here](#)
23. Kessler, S, D. J. Ashenden, R. W. Connell and G. W. Dowsett (1985). "Gender Relations in Secondary Schooling", in *Sociology of Education*, vol. 58(1):34-48. 14 pages | [Download here](#)
24. Li, Fabiana (2013). "Relating Divergent Worlds: Mines, Aquifers and Sacred Mountains in Peru". *Anthropologica* 55, pp. 399-411. 12 pages | [Download here](#)
25. MacGregor, Sherilyn (2010). "A Stranger Silence Still: The Need for Feminist Social Research on Climate Change", in *Sociological Review*, vol. 57:124-140. 16 pages | [Download here](#)
26. Maclean, Kate (2010). "Capitalizing on Women's Social Capital? Women-Targeted Microfinance in Bolivia", in *Development and Change*, vol. 41(3):495-515. 20 pages | [Download here](#)
27. Mahmood, Saba (2006). "Feminist Theory, Agency and the Liberatory Subject: Some Reflections on the Islamic Revival in Egypt" in *Termenos*, vol. 42(1), pp. 31-71. 40 pages | [Download here](#)
28. Mohanty, Chandra (1988). "Under Western Eyes: Feminist Scholarship and Colonial Discourses", in *Feminist Review*, 3:61-88. 27 pages | [Download here](#)
29. Molyneux, Maxine & Marilyn Thomson (2011). "Cash Transfers, Gender Equity and Women's Empowerment in Peru, Ecuador and Bolivia", in *Gender & Development*, 19(2), pp. 195-212. 17 pages | [Download here](#)
30. Naisargi, Dave N (2010). "To Render Real the Imagined: An Ethnographic History of Lesbian Community in India", in *Signs*, vol. 35 (3):595-619. 24 pages | [Download here](#)
31. Nussbaum, Martha (2005). "Women's Bodies: Violence, Security, Capabilities", in *Journal of Human Development*, 6(2):167-183. 16 pages | [Download here](#)
32. Obendorf, Simon (1999). "Homosexual Rights and the Non-Western World: A Postcolonial Reading of Homosexual Rights in International Human Rights Law", in *Third World Legal Studies*, vol. 15, Article 7: 179-204. 25 pages | [Download here](#)
33. Peet, Richard and Elaine Hartwick. (2009). "Feminist Theories of Development." In *Theories of Development: Contentions, Arguments, Alternatives*. New York: Guilford, pp. 240-274. 34 pages | [Download here](#)
34. Raftopoulos, Malayna (2017) "Contemporary Debates on Social-environmental Conflicts, Extractivism and Human Rights in Latin America, *The International Journal of Human Rights*, vol. 21:4, 387-404. 17 pages | [Download here](#)
35. Rahman, Sadequr (2013). "Climate Change, Disaster and Gender Vulnerability: A Study of Two Divisions of Bangladesh" in *American Journal of Human Ecology*, vol. 2(2), pp. 72-82. 10 pages | [Download here](#)
36. RESULTS (2011). "Make it Right: Ending the Crisis in Girls' Education". 44 pages | [Download here](#)
37. Rydström, Helle (2015). "Politics of Colonial Violence: Gendered Atrocities" in *European Journal of Women's Studies*, vol. 22(2), pp. 2-32. 30 pages | [Download here](#)
38. Rydstrom, Helle and Catarina Kinnvall. (2019). "Introduction: Climate Hazards, Disasters and Gender Ramifications". In Kinnvall, Catarina and Helle Rydstrom (eds.) *Climate Hazards, Disasters and Gender Ramifications*, London and New York: Routledge, pp. 1-20; 20 pages | Available in library
39. Schatz, Enid and Janet Seele (2015). "Gender, Ageing and Carework in East and Southern Africa: A Review," in *Global Health* vol. 10(10), pp. 1185-1200. 15 pages | [Download here](#)
40. Sen, Gita and Veloshnee Govender (2015). "Sexual and Reproductive Health and Rights in Changing Health Systems" in *Global Public Health*, vol. 10(2), pp. 228-242. 14 pages | [Download here](#)
41. Spivak, Gayatri Shakravorty (1995). "Can the Subaltern Speak?" in Aschroft, Bill et al. *The Postcolonial Studies Reader*. London: Routledge. Pp. 24-29. 5 pages | [Download here](#)
42. Spivak, Gayatri Chakravorty (2016). "What is it to vote?" in Danielsen, Hilde et.al. (eds.) *Gendered Citizenship and the Politics of Representation*. London: Palgrave Macmillan, pp. 17-37. 20 pages | [Download here](#)
43. Sung, Soo Lim (2016). "In Times of Sickness: Intra-Household Labour Substitution in Rural Indonesian Households" in *The Journal of Development Studies*, vol. 53(6), pp. 788-804. 16 pages | [Download here](#)
44. Sylvester, Christine (2006). "Bare Life as a Development/Postcolonial Problematic", in *The Geographical Journal*, vol. 172(1), pp. 66-77. 11 pages | [Download here](#)
45. UNDP (2018). "Gender Equality as an Accelerator for Achieving the Sustainable Development Goals", pp. 1-60. 60 pages | [Download here](#)
46. UNICEF (2015). "Educate All Girls and Boys in South Asia: The Global Out-of-School Children Initiative", pp 1-12. 11 pages | [Download here](#)

47. UN Women. (2013). “Ending Violence against Women and Girls Programming Essentials”, pp. 1-34.
34 pages | [Download here](#)
48. Wickenden, Mary and Gayatri Kembhavi-Tam (2014). “Ask us too! Doing Participatory Research with Disabled Children in the Global South” in *Childhood* vol. 21(3), pp. 400-417.
16 pages | [Download here](#)

Course Resources – Films

Whores’ Glory (2011). (Film no. 3 in trilogy). Michael Glawogger, Austria
www.imdb.com/title/tt1327628/

Workingman’s Death (2005). (Film no. 2 in trilogy). Michael Glawogger, Austria.
www.imdb.com/title/tt0478331/

One individually chosen documentary film on Gender, Development, and Postcolonialism.

Optional Reading

Aschroft, Bill, Gareth Griffiths, and Helen Tiffin (eds.). (1995). *The Postcolonial Studies Reader*. London and New York: Routledge. 545 pgs.

Literature for Extra Assignments (see instructions)

1. Kaber, Naila (2005). “Gender Equality and Women’s Empowerment: a Critical Analysis of the Third Millennium Development Goal”, *Gender and Development*, vol. 13:1, March, pp. 13-24.
2. Nussbaum, Martha. (2005). “Women’s Bodies: Violence, Security, Capabilities”, *Journal of Human Development*, 6(2):167-183.
3. Van der Hoogte, Liesbeth and Koos Kingma (2004). “Promoting Cultural Diversity and the Rights of Women: the Dilemmas of ‘Intersectionality’ for Development Organizations”, *Gender and Development*, vol. 12:1, May, pp. 47-55.

Literature for Re-Examination (see instructions)

Cornwall, Andrea, Elizabeth Harrison, and Ann Whitehead (eds.). (2006). *Feminisms in Development: Contradictions, Contestations, and Challenges*. London and New Delhi: Zed Books.

Young, Robert J.C. 2003. *Postcolonialism: A Very Short Introduction*. Oxford: Oxford University Press.

COURSE OVERVIEW

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



Your course at a glance

TIME	COURSE ACTIVITY
Week 1	Lecture Helle Rydström Introduction Theme I: Gendered Approaches Lecture/Seminar 1 Helle Rydström Development Registers: Gender, Sexuality, Age, Class, Ethnicity/Race
	Lecture/Seminar 2 Helle Rydström Postcolonial Worlds: Rights, Justice, and Agency
	Lecture/Seminar 3 Helle Rydström Masculinities: Powers, Hegemonies, and Hierarchies
Week 2	Theme II: Development, Goals, and Critique Lecture/Seminar 4 Sara Kauko Development: Theories and Strategies
	Lecture/Seminar 5 Soumi Banerjee Gender and Development: Goals, History, and Practices
	Lecture/Seminar 6 Soumi Banerjee SDGs and Gendered Development: Civil Society Organizations
Week 3	Theme III: Health, Identity, Precariousness Lecture/Seminar 7 Azher Hameed Qamar Health: Population, Reproduction, and Agency
	Lecture/Seminar 8 Azher Hameed Qamar Girls and Boys: Identity, Labor, and Education
	Lecture/Seminar 9 Helle Rydström Violences: Gendered Harms, Precariousness and Insecurities
Week 4	Lecture/Seminar 10 Cristian Norocel Identity Politics: Genders and Sexualities
	Theme IV: Society and Environment Lecture/Seminar 11 Helle Rydström The Anthropocene: Climate Crisis and Gender
	Lecture/Seminar 12 Helle Rydström Transformation: Industrialization, Crises, and Livelihoods
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

TIME	COURSE ACTIVITY
Week 5	Lecture/Seminar 13 Sara Kauko Environment: Access to and Use of Natural Resources
	Lecture/Seminar 14 Riya Raphael Mobility: Labor, Money, and Value
Week 6	Workshop Group 1 Helle Rydström/Sara Kauko
	Workshop Group 2 Helle Rydström/Sara Kauko
7/1 11.45-12.00	Deadline Film essay deadline
13/01 11.45-12.00	Deadline Final essay deadline
25/02 11.45-12.00	Deadline Final essay deadline - re-examination
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

Course details

Introduction to the Course

(lecture) | *Teacher:* Helle Rydström

During the first introductory lecture, the course coordinator will present the course and explain the structure, content, expected learning outcomes and work process.

Development Registers: Gender, Sexuality, Age, Class, Race/Ethnicity

(lecture/seminar) | *Teacher:* Helle Rydström

The lecture provides an overview of central notions in gender, development, and postcolonial studies.

Primary reading

Cornwall et al. pp. 1-21, 122-135.

Hartcourt, pp.1-12.

Holmes et al. pp. 250-277.

Spivak (2016), pp. 17-37.

Sylvester, pp. 66-77.

UNDP, pp. 1-60.

Young, pp. 1-26.

Postcolonial Worlds: Rights, Justice, and Agency

(lecture/seminar) | *Teacher:* Helle Rydström

The lecture offers an avenue to understand colonialism, postcolonialism, decolonialism, and feminism.

Primary reading

Fredericks, pp. 546-550.

Mahmood, pp. 31-71.

Mohanty, pp. 61-88.

Nussbaum, pp. 167-183.

Spivak (1995), pp. 24-29.

Young, pp. 26-93.

Masculinities: Powers, Hegemonies, and Hierarchies

(lecture/seminar) | *Teacher:* Helle Rydström

The lecture introduces a masculinity perspective to development, gender, and postcolonial studies.

Primary reading

Bannon & Correia, pp.1-43, 111-162.

Connell & Messerschmidt pp. 829-859.

Horton & Rydstrom, pp. 542-562.

Development: Theories and Strategies

(lecture/seminar) | *Teacher:* Sara Kauko

The lecture considers Global North-Global South relations and ideas behind development policies and aid work.

Primary reading

Cornwall et al. pp. 48-65, 214-227.

Hinrichsen, pp. 31-51.

Horner, pp. 415-436.

Kashwan, et al. pp. 133-146.

Gender and Development: Goals, History, and Practices

(lecture/seminar) | *Teacher:* Soumi Banerjee

The lecture critically considers development goals, histories, and practices.

Primary reading

Cornwall et al. pp. 191-201.

Peet and Hartwick, pp. 240-274.

Kabeer (2015), pp. 189-205.

Kabeer et al. pp. 10-16, 73-86.

Health: Population, Reproduction, and Agency

(lecture/seminar) | *Teacher:* Azher Hameed Qamar

The lecture focuses on global demographics in regard to gender, development, and postcolonialism.

Primary reading

Aggleton et al. pp. 257-270.

Harcourt, pp.12-38, 38-69, 162-197.

Schatz and Seeley, pp.1185-1200.

Sen & Govender, pp. 228-248.

SDGs and Gendered Development: Civil Society Organizations

(lecture/seminar) | *Teacher:* Soumi Banerjee

The lecture discusses the ways in which the SDGs relate to gender and civil society initiatives.

Primary reading

Cornwall et al. pp. 177-191.

Chandhoke, pp. 607-614.

Hossain (2018), pp. 1-50.

Hossain (2019), pp. 1-58.

Girls and Boys: Identity, Labor, and Education

(lecture/seminar) | *Teacher:* Azher Hameed Qamar

The lecture explores the meaning of age, gender, and education in development and postcolonial studies.

Primary reading

Cornwall et al. pp. 79-86.

Kessler et al. pp. 34-48.

RESULTS, pp. 7-51.

Sung, 788-804.

UNICEF, pp. 1-12.

Wickenden & Kembhavi-Tam, pp. 400-417.

Violences: Gendered Harms, Precariousness, and Insecurities

(lecture/seminar) | *Teacher:* Helle Rydström

The lecture considers gender-based violence, vulnerability, and (in)security globally and locally.

Primary reading

Bannon & Correia, pp. 93-111.

Boy & Kulczycki, pp. 53-70.

Hartcourt, pp. 95-130.

Rydstrom (2015) pp. 191-207.

UN Women (2012), pp. 1-34.

Identity Politics: Genders and Sexualities

(lecture/seminar) | *Teacher:* Cristian Norocel

The lecture considers global configurations of genders, sexualities, powers, and rights.

Primary reading

Bosia, pp. 256-273.

Cornwall et al., pp. 86-101.

Hartcourt, pp. 130-162.

Naisargi, pp. 596-619.

Obendorf, pp. 179-204.

Young, pp. 93-148.

The Anthropocene: Climate Crisis and Gender

(lecture/seminar) | *Teacher:* Helle Rydström

The lecture introduces the debate behind the Anthropocene and the impacts of the Anthropocene on livelihoods, justice, and rights.

Primary reading

Denton, pp. 10-20.

Ernason & Pease, pp. 3-19.

Ginige et al., pp. 327-335.

MacGregor, pp. 124-140.

Rahman, pp. 72-82.

Rydstrom & Kinnvall, pp. 1-20.

Transformation: Industrialization, Crises, and Livelihoods

(lecture/seminar) | *Teacher:* Helle Rydström

The lecture considers developmental transformation processes and the crises they engage with.

Primary reading

Akampunguza & Matsuda, pp. 953-970.

Hartcourt, pp. 162-197.

Ong, pp. 1-11, 141-215.

Environment: Access to and Use of Natural Resources

(lecture/seminar) | *Teacher:* Sara Kauko

The lecture highlights the centrality of natural resources and how these connect to development and postcolonialism.

Primary reading

Christel & Gutiérrez, pp. 322-347.

Faxon, pp. 1-13.

Li, pp. 399-411.

Raftopoulos, pp. 387-404.

Mobility: Labor, Money, and Value

(lecture/seminar) | *Teacher:* Riya Raphael

The lecture considers global flows in people and money and the powers with which such movements interlock.

Primary reading

Cornwall et al. pp. 21-35, 35-48, 201-214.

Kabeer (2012), pp. 3-53.

Maclean, pp. 495-515.

Molyneux & Thomson, pp. 195-212.

Workshop

(workshop) | *Teacher:* Helle Rydström/Sara Kauko

This workshop will focus on:

- Final essay writing presentation.
- Film essay presentation.
- Evaluation of course.

Instructions: Lecture, Seminars, and Presentations

- Note that each course session consists of a lecture held by a teacher and a student-prepared seminar.
- One or two group of students will be in charge of a seminar. A seminar presentation should be thorough, include/engage all group participants, and invite discussion in class. If only one group is presenting, a presentation should be about 30 minutes. If two groups are presenting, a presentation should be about 15 minutes.
- A seminar presentation includes two tasks; an oral and a written:
 - ✓ Oral Presentation: Critically discuss the major arguments of the readings for the session of the day. The group should identify 2-4 central concepts in the readings for the session and consider their analytical usefulness, relevance, adequacy, etc. For the oral presentation, groups are encouraged to use PowerPoint, film clips, and so on.
 - ✓ In addition, each group relates the concepts identified in the literature for their presentation to a number of cases concerned with Global North-Global South relations. These cases are chosen by the group. The cases should be analysed by applying the concepts identified and be discussed at the seminar.
 - ✓ Written Assignment of Presenting Group: Each member of a presenting group relates one of the concepts to the chosen cases in one page written in Times New Roman 12, 1.5 spacing. The individual texts should be turned into a brief coherent group assignment. The text should indicate name of group members, seminar number, and date. The assignment should be published on the course platform no later than 1 week after the oral presentation.

Instructions: Workshop

- For the workshop, all students prepare a preliminary text for discussion.
- The text should provide an overview of your Final Essay, or summarise the problem to be explored in your Final Essay.
- When preparing your outline, summary, or overview of your Final Essay students can draw on their seminar presentations.
- The brief outline, overview, or summary of the Final Essay should be of at least 2 pages but no longer than 3 pages and include a preliminary list of content for the Final Essay; i.e. bullet points.
- The outline should include references in the running text but not a bibliography.
- At the end of the paper, list the title of the documentary you have chosen for the Film Paper to share with workshop participants.
- Style for the outline: as preferred.

Deadline for uploading of outline: Friday Dec. 10, 2021 (23.45-00.00).

- Each outline will be discussed by a peer.
- A review list will be distributed prior to the workshop.

Instructions: Paper on Films

Films

- *Workingman's Death*. 2005. (Film no. 2 in trilogy). Michael Glawogger. Austria.
- *Whores' Glory*. 2011. (Film no. 3 in trilogy). Michael Glawogger. Austria.
- *1 individually chosen documentary film on Gender, Development, and Postcolonialism*.
- Each student writes an individual paper of 4 pages (Times New Roman 12, 1.5 spacing) in which the 2 mandatory films are critically discussed in relation to one another **and** in relation to 1 individually chosen documentary, which considers the overall theme of the course.
- The paper should only briefly summarize the content of the films. Focus should be on the ways in which gender **and** development **and** postcolonialism are approached in the 3 films. References to course literature should be included, yet the films are in the fore.
- The paper must be paginated and include a cover page with name and email address of the author. Course code and date should be specified.
- ✓ Deadline for the film paper is **Jan. 7, 2022 at 12:00**.

The film paper should be uploaded on the course platform.

Instructions: Final Essay

Each student writes one comprehensive final and individual paper which should address, in an equally balanced way, the following 4 course themes:

- Gendered Approaches.
 - Development History and Goals.
 - Health, Education, and Security.
 - Society and Environment.
-
- ✓ Students consider critically these 4 themes by applying concepts, theories, and material from course readings.
 - ✓ The essay should be of 10-12 pages including a front page, and a list of references. The essay should be written in Times New Roman 12, 1.5 spacing, and indicate name and email address of the author. Course code and date should be specified.
 - ✓ Deadline for the Final Essay is **Jan. 13, 2022 at 12:00**.
The essay should be uploaded on the course platform.

The Essay will be written with the guidelines below and assessed with the same criteria:

- ✓ **Concepts.** Define relevant concepts from course readings. Discuss how these concepts are defined and developed in relevant literature, and how they could be used analytically.
- ✓ **Engage the literature.** Present material and quotes. Represent and respect authors' voices, and express intellectual dialogue between you and them. Include accurate quotes and complete references.
- ✓ **Critical analysis.** Compare, contrast, ask questions, identify contradictions, explore context in the arguments and evidence of the publications that you are engaging.
- ✓ **Correct usage.** Punctuation, academic writing style, complete citations of all quotes (author, date and page in text, full reference in bibliography), etc. should be consistent, for instance, according to the Chicago Manual of Style.

The best of luck!

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.

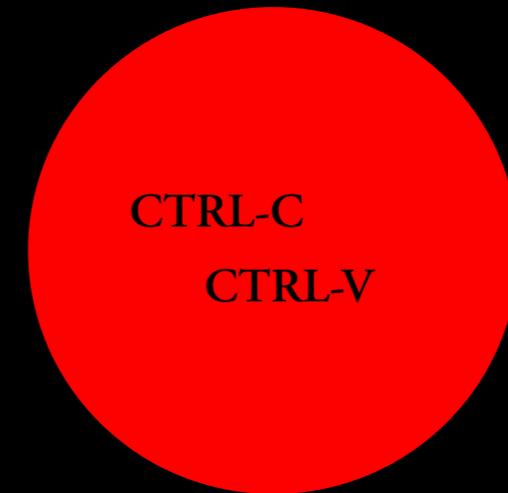
Plagiarism – and how to avoid it

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

Ouriginal 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:

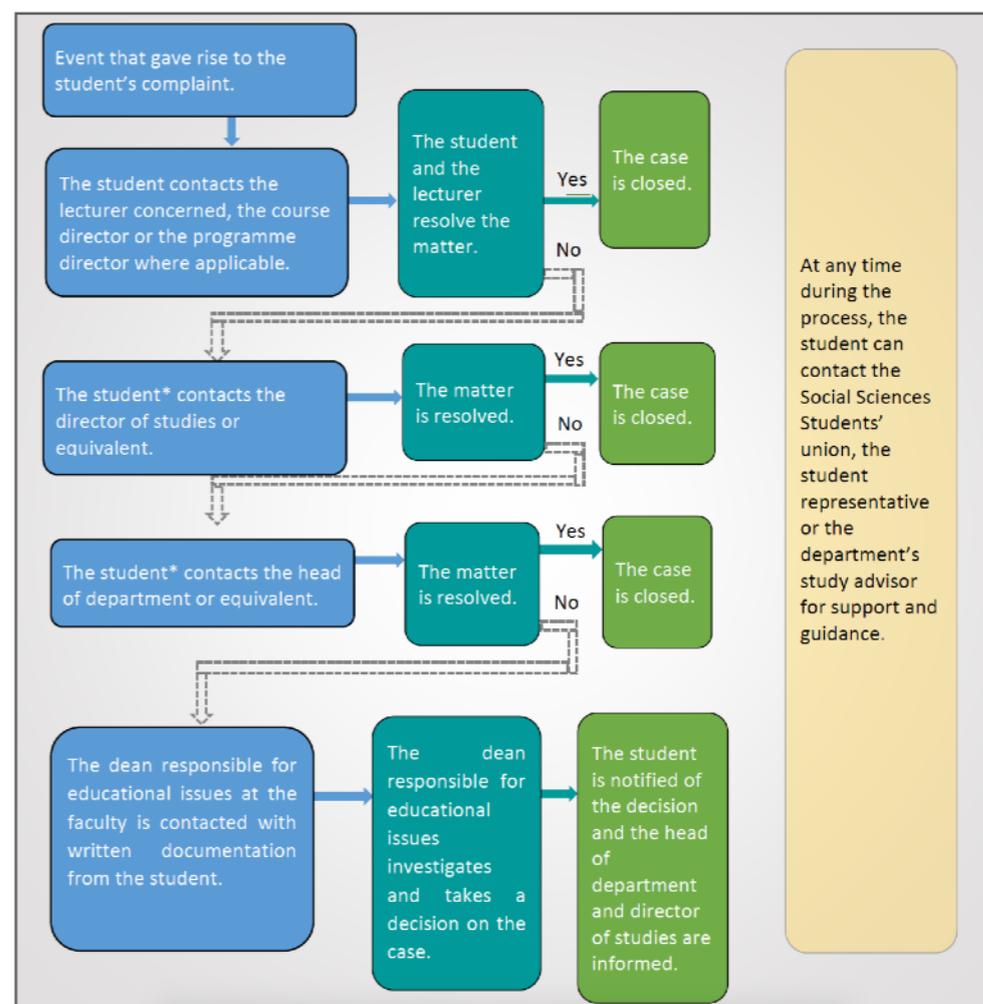
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment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

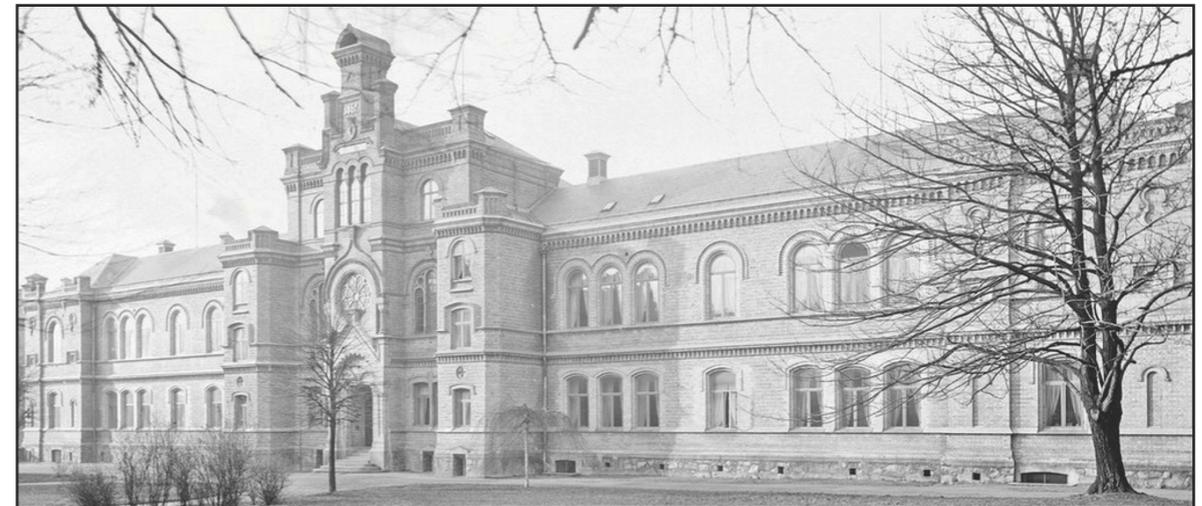
When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive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

