

Graduate School

FACULTY OF SOCIAL SCIENCES

SIMM16

Introduction to
Quantitative Methods

Version 1.0 – February 2022

GRADUATE SCHOOL METHODS COURSES

SPRING 2022



1. WELCOME

SIMM16 INTRODUCTION TO QUANTITATIVE METHODS

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)

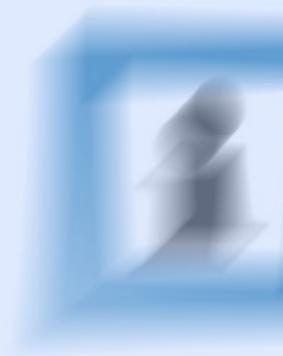
Student Union

Home page: samvetet.org

Lund University

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

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



Welcome to the Spring term's course

Introduction to Quantitative Methods.

The aim of this course is for students with little prior knowledge of quantitative methods to develop an understanding of the basic concepts and fundamental principles guiding the use of quantitative methods, acquire basic practical skills with regard to the performance of statistical analysis and develop the ability to critically assess quantitative research. The participants formulate a research question that includes a hypothesized causal relationship and that can be addressed using an available dataset. During the course different techniques for processing and analyzing data will be introduced and the participants will, mainly under teacher supervision, work on answering their own research question using the tools presented to them in the lectures. Participants will also learn to assimilate and evaluate existing quantitative social science research as it is presented in scientific journals and/or reports.

The course will focus on 1) performing basic statistical analysis (of secondary data, using SPSS) and 2) comprehending and evaluating scientific papers based on quantitative methods (with focus on the participants own areas of research).

The course will be given in English. It does not presume any previous knowledge of statistics.

Formal learning outcomes for the course

Upon completion of the course the students shall:

Knowledge and understanding

- demonstrate an understanding of basic concepts and fundamental principles associated with quantitative methods

Competence and skills

- independently and with proficiency, show the ability to perform basic statistical analysis
- independently and with proficiency, demonstrate a working knowledge of SPSS
- independently and with proficiency, select the appropriate method, interpret the outcome and report the results
- independently and with proficiency, be able to formulate and in an appropriate way examine a hypothesis about a causal relationship

Judgement and approach

- assimilate and reflect on texts (reports or scientific papers) where the argument is based on basic statistical analysis in a knowledgeable, independent and theoretically informed way
- critically and independently reflect on methodological aspects of such analysis

Assessment

Overview

The learning outcomes will be examined through two papers, the first presenting results of applied analysis, and the second providing a critical assessment of quantitative research studies.

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

The overall grade for the course is based 75% on the first paper (applied analysis) and 25% on the second paper (assessment of quantitative research.) For a grade of Pass on the entire course, the student must have been awarded at least E on all assessments for which the grading scale A–E+Fail applies, and the grade of Pass on all assessments for which the grading scale Pass with Distinction Pass – Fail applies. The student must also have participated in all compulsory components.

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. Please see appendix I in this guide for more information.

Your teachers

Peter Bergwall (course coordinator) is a lecturer at the Sociology of Law Department. His research revolves around the regulation and organization of the Swedish healthcare with a special focus on online doctor services. He uses both quantitative and qualitative methods in his research.



Peter Bergwall
(course coordinator)
peter.bergwall@soclaw.lu.se

Mikhail Martynovich is a senior lecturer at the Department of Human Geography. His research focuses on various aspects of Swedish regional development, with a particular focus on the regional labour markets dynamics. Mikhail primarily uses quantitative methods in his research.



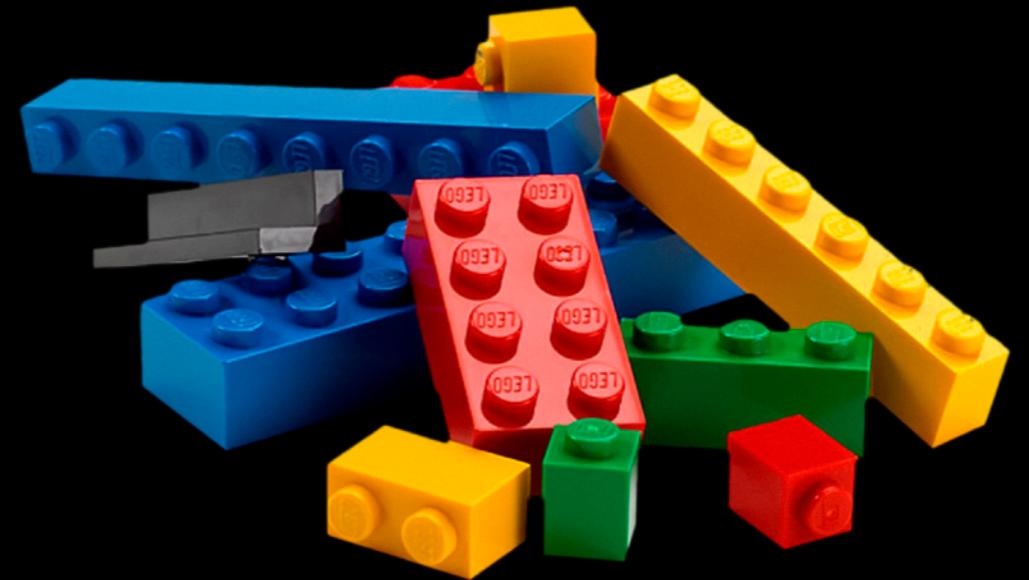
Mikhail Martynovich
mikhail.martynovich@keg.lu.se

COURSE RESOURCES

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

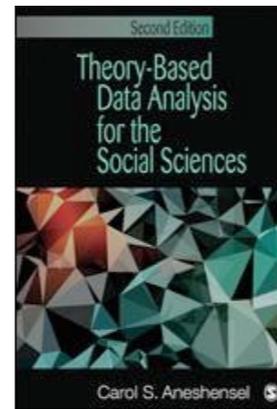
If download links fail, books and articles will be locatable via LUBSearch

There are also some web-based SPSS resources now available at Graduate School's webpage:
<https://graduateschool.sam.lu.se/education/information-about-your-studies-programme-students/student-links-and-resources/how-to-use-spss>



Aneshensel, Carol S. (2013). *Theory-Based Data Analysis for the Social Sciences*. (2nd ed.). London: SAGE.

From the blurb: This book presents a method for bringing data analysis and statistical technique into line with theory. The author begins by describing the elaboration model for analyzing the empirical association between variables. She then introduces a new concept into this model, the focal relationship. Building upon the focal relationship as the cornerstone for all subsequent analysis, two analytic strategies are developed to establish its internal validity: an exclusionary strategy to eliminate alternative explanations, and an inclusive strategy which looks at the interconnected set of relationships predicted by theory. Using real examples of social research, the author demonstrates the use of this approach for two common forms of analysis, multiple linear regression and logistic regression. Whether learning data analysis for the first time or adding new techniques to your repertoire, this book provides an excellent basis for theory-based data analysis.



472 Pages

ISBN 978-1-4129-9435-4

[Publisher info](#)

Muijs, Daniel (2010). *Doing Quantitative Research in Education With SPSS*. (2nd ed.). London: SAGE.

From the blurb: Using datasets from real-life educational research and avoiding the use of mathematical formulae, the author guides students through the essential techniques that they will need to know, explaining each procedure using the latest version of SPSS. The datasets can also be downloaded from the book's website, enabling students to practice the techniques for themselves. / This revised and updated second edition now also includes more advanced methods such as log linear analysis, logistic regression, and canonical correlation. / Written specifically for those with no prior experience of quantitative research, this book is ideal for education students and researchers in this field.



247 Pages

ISBN 978-1-8492-0324-1

[Publisher info](#)

COURSE OVERVIEW

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



Your course at a glance

TIME	COURSE ACTIVITY
Week 1	Lecture 1 Peter Bergwall Introduction to the Course Lab 1 Mikhail Martynovich Introducing SPSS and data sets
	Lecture 2 Peter Bergwall Measurement and descriptives (univariate analysis) Lab 2 Mikhail Martynovich Descriptive statistics
	Lab 3 & 4 Mikhail Martynovich Index construction and research question workshop
Week 2	Lecture 3 Peter Bergwall Analyzing relationships (bivariate analysis) Lab 5 Mikhail Martynovich Analyzing relationships I
	Lab 6 & 7 Mikhail Martynovich Analyzing relationships II and III
	Lab 8 Mikhail Martynovich Analyzing relationships IV
	Lecture 4 Peter Bergwall Multivariate analysis: The third variable
	Lab 9 Mikhail Martynovich Multivariate analysis
Week 3	Lab 10 Mikhail Martynovich Individual work
	Lecture 5 Peter Bergwall Multiple regression analysis I: The basics Lab 11 Mikhail Martynovich Multiple regression analysis I
	Lab 12 Mikhail Martynovich Multiple regression analysis II
Week 4	Lecture 6 Peter Bergwall Multiple regression analysis II: Refining the model Lab 13 Mikhail Martynovich Multiple regression analysis III
	Lab 14 & 15 Mikhail Martynovich Individual work
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

TIME	COURSE ACTIVITY
Week 5	Seminar 1 Mikhail Martynovich Seminar on Assignment 2
Week 6	Lecture 7 Peter Bergwall Introducing binary logistic regression and structural equation modeling (SEM)
Week 7	Seminar 2 Mikhail Martynovich Peer review seminar (Assignment 1)
	Seminar Teacher Training Course Peter Bergwall
	Drop-in Tutorial (online) Mikhail Martynovich
26/4, 16:30-17:00	Deadline - Assignments 1 & 2
19/5, 10:00-12:00	Seminar Teacher Training Course Peter Bergwall
24/5, 16:30-17:00	Deadline - Re-examination 1
23/8, 16:30-17:00	Deadline - Re-examination 2
NB. Regularly check the course lesson plan online for potential schedule alterations and to locate relevant classrooms	

Course details

Lecture 1: Introduction to the Course

(lecture) | *Teacher:* Peter Bergwall

The key concept of the course, the "focal relationship", is introduced and we learn about the basic principles of quantitative analysis and statistical inference.

Primary reading

Aneshensel, Carol S. (2013) Chapters 1-2

Muijs, Daniel (2010) Chapters 1-5

Lab 1. Introducing SPSS and data sets

(lab) | *Teacher:* Mikhail Martynovich

We familiarize ourselves with the statistical software (SPSS) and the datasets we will use in the course.

Lecture 2: Measurement and descriptives (univariate analysis)

(lecture) | *Teacher:* Peter Bergwall

This lecture covers two topics: measuring social phenomena (including the construction of indices/scales) and descriptive (univariate) analysis. We will in relation to this also learn how to identify a variable's "level of measurement".

Primary reading

Muijs, Daniel (2010) Chapters 6 & 11 (p. 217-223)

Lab 2. Descriptive statistics

(lab) | *Teacher:* Mikhail Martynovich

Students work on the first assignment.

Lab 3-4. Index construction and research question workshop.

(lab) | *Teacher:* Mikhail Martynovich

We will learn how to construct indices. Students will formulate research questions (involving a focal relationship) that they will answer through their work on the first assignment.

Lecture 3: Analyzing relationships (bivariate analysis)

(lecture) | *Teacher:* Peter Bergwall

Bivariate analysis I: crosstabs and comparison of means: In this lecture we will learn how to analyze relationships between two variables using crosstab analysis and comparison of means.

Bivariate analysis II: regression analysis: We will learn how to analyze a relationship between two continuous variables using linear regression analysis.

Primary reading

Aneshensel, Carol S. (2013) Chapter 3 (p. 57-69) & Chapter 5 (p. 125-142)

Muijs, Daniel (2010) Chapters 7-8

Lab 5. Analyzing relationships I

(lab) | *Teacher:* Mikhail Martynovich

We will practice how to conduct and interpret a regression analysis in SPSS. We will also learn how to produce and interpret a scatterplot and the correlation coefficient Pearson's r .

Lab 6-7. Analyzing relationships II and III

(lab) | *Teacher:* Mikhail Martynovich

We will practice how to conduct and interpret a regression analysis in SPSS. We will also learn how to produce and interpret a scatterplot and the correlation coefficient Pearson's r .

Lab 8. Analyzing relationships IV

(lab) | *Teacher:* Mikhail Martynovich

We will practice how to conduct and interpret a regression analysis in SPSS. We will also learn how to produce and interpret a scatterplot and the correlation coefficient Pearson's r .

Lecture 4: Multivariate analysis: The third variable

(lecture) | *Teacher:* Peter Bergwall

We will learn how we can uncover more about our focal relationship by adding a third variable to the analysis. We focus on how to choose a relevant third variable and how to interpret the outcome through applying Aneshensel's elaboration model on multivariate contingency tables and comparison of means.

Primary reading

Aneshensel, Carol S. (2013) Chapter 3 (p. 69-81), & Chapter 4

Lab 9. Multivariate analysis

(lab) | *Teacher:* Mikhail Martynovich

We will practice the above.

Lab 10. Individual work

(lab) | *Teacher:* Mikhail Martynovich

We will work on individual assignments.

Lecture 5: Multiple regression analysis I: The basics

(lecture) | *Teacher:* Peter Bergwall

We will learn how to conduct and interpret a multiple regression analysis, following Aneshensel's elaboration model.

Primary reading

Aneshensel, Carol S. (2013) Chapter 5 (p. 143-163) & Chapter 7-9

Muijs, Daniel (2010) Chapter 9 (p. 138-147)

Lab 11. Multiple regression analysis I

(lab) | *Teacher:* Mikhail Martynovich

We will practice the above and work on individual assignments.

Lab 12. Multiple regression analysis II

(lab) | *Teacher:* Mikhail Martynovich

We will practice the above and work on individual assignments.

Lecture 6: Multiple regression analysis II: Refining the model

(lecture) | *Teacher:* Peter Bergwall

We will learn more about the assumptions underlying linear regression analysis and how to examine non-linear relationships and interaction effects.

Primary reading

Aneshensel, Carol S. (2013) Chapter 11

Muijs, Daniel (2010) Chapter 9 (p. 147-157) & Chapter 10 (p. 175-187)

Lab 13. Multiple regression analysis III

(lab) | *Teacher:* Mikhail Martynovich

We will practice constructing dummy variables and including interaction terms in regression. Finally, we will put together everything we have learned about regression, and work on our individual assignments.

Lab 14-15. Individual work

(lab) | *Teacher:* Mikhail Martynovich

We will work on individual assignments.

Seminar on Assignment 2

(seminar) | *Teacher:* Mikhail Martynovich

Students will get advice in relation to the second assignment. In the first part of the seminar students will be introduced to the ways and tools of analysing research design by using a practical example. In the second part, students will practice in groups how to critically read and assess quantitative research on their own.

Lecture 7: Introducing binary logistic regression and structural equation modeling (SEM)

(lecture) | *Teacher:* Peter Bergwall

We will learn how to interpret logistic regression, which is used when the dependent variable is dichotomous. Students will also be introduced to structural equation modeling (SEM).

Primary reading

Aneshensel, Carol S. (2013) Chapter 12

Muijs, Daniel (2010) Chapter 9 p.157-165

Peer review seminar (Assignment 1)

(seminar) | *Teacher:* Mikhail Martynovich

Students will present their preliminary findings (Assignment 1) in small groups and receive feedback from the other students and their teachers.

Hand-in of Assignments 1 and 2

Students publish their assignments in the designated folders on Canvas on Tuesday, 26 April at 5pm at the latest.

Re-examination 1

Students publish their assignments in the designated folders on Canvas on Tuesday, 24 May at 5pm at the latest.

Re-examination 2

Students publish their assignments in the designated folders on Canvas on Tuesday, 23 August at 5pm at the latest.

Seminar and assignment instructions

Assignment 1: Analyse secondary data

You will be given a couple of databases to choose from. The task is to formulate a research question that includes a (possible) causal relationship between two phenomena and use the statistical methods provided in the course to answer that question.

Follow the steps below when analysing your focal relationship:

1. Construct an index

Select a few variables (preferably three or more) that you on theoretical grounds perceive of as indicators of the same underlying phenomenon – your latent dependent variable. Create an index/summated scale out of these variables. Motivate your choice of variables and test whether they are “internally consistent”. You can then treat this index as a quantitative (numerical) variable in the upcoming analysis.

2. Analyse your focal variables (univariate analysis)

Illustrate the distribution of your index variable with a graph and appropriate measures of central tendency and dispersion. Illustrate also your focal x-variable in an appropriate way. If you recode this variable, report both the original and the recoded version of the variable and explain why you chose to recode it in this way.

3. Analyse your focal relationship (bivariate analysis)

Estimate the strength and significance of your focal relationship using appropriate methods, e.g. contingency tables, comparison of means and regression analysis.

4. Analyse your focal relationship (multivariate analysis)

Use multivariate crosstab analysis and multiple regression analysis to further test and explore your focal relationship. Be clear about whether you are using an exclusionary and/or inclusive strategy. Make sure to analyse how the focal relationship (strength and significance) is affected by the inclusion of additional variables and what conclusions you draw from this change (or absence of change).

5. Summate and discuss your results

Make sure that the focal relationship is at the centre of the discussion. The discussion must be theoretically informed, i.e. include reasoning about possible causal mechanisms. References to theoretical literature and/or previous empirical studies are welcome but not mandatory.

Follow the steps above when reporting your results. Only include tables and graphs that you refer to in the text. Make sure to report your results in a “non-statistical” language, especially

in the concluding discussion, so that they are understandable to someone who has not taken this course. The paper should comprise about 10-15 pages, including text and tables. Put all tables in running text (no attachments). Please save as a Word document so we can provide feedback directly in the document.

Assignment 2: Write a (short) research overview

Take your own research interest as a starting point and define a “quantitative” research question that includes one focal relationship. This can be the same one you define in assignment 1, or something completely different.

Search for 3 articles (published in scientific journals) that in some way address this question. The articles should use the statistical techniques you are now familiar with. For students who prefer this, there will also be the option to read a set of articles provided by the teachers.

Summate very briefly the content of the articles, then compare and evaluate the (quantitative) methods used. Aspects of the studies that should be critically discussed are e.g. sampling strategy, missing data, operationalization, validity and analytic strategy (i.e. the relationship between theory/research question and statistical analysis). How do the authors go about exploring their focal relationship? How do they motivate their different methodological choices and do you buy the arguments?

Finally summate the conclusions that can be drawn from these studies and 1) discuss ways in which the results can contribute to/be integrated with qualitative research within this area and/or 2) based on the potential weaknesses/gaps you spot, make some suggestions for future research.

The lion's share of the paper should consist of a discussion of the similarities and differences, strengths and weaknesses, of the papers (i.e. not just description).

Your paper should be readable as a standalone piece; i.e. do not use text like ‘see table 3 in paper 1’. Ensure you include a bibliography of the articles you read. Please add a link to these articles.

The paper should be between about 3-4 pages (or 8000 characters without spaces).

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.

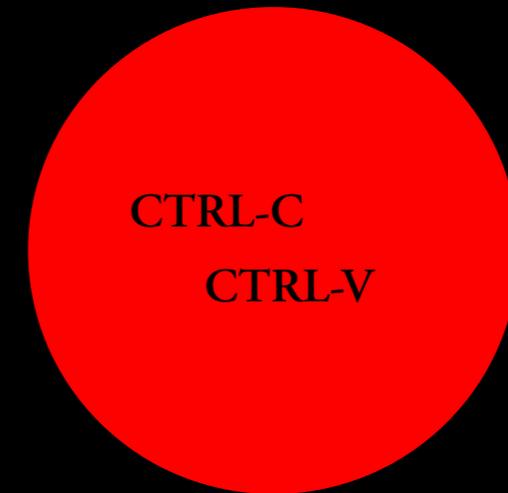
Plagiarism – and how to avoid it

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

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

APPENDIX II

PROCESSING

STUDENT

COMPLAINTS

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



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

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

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

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

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

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

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

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

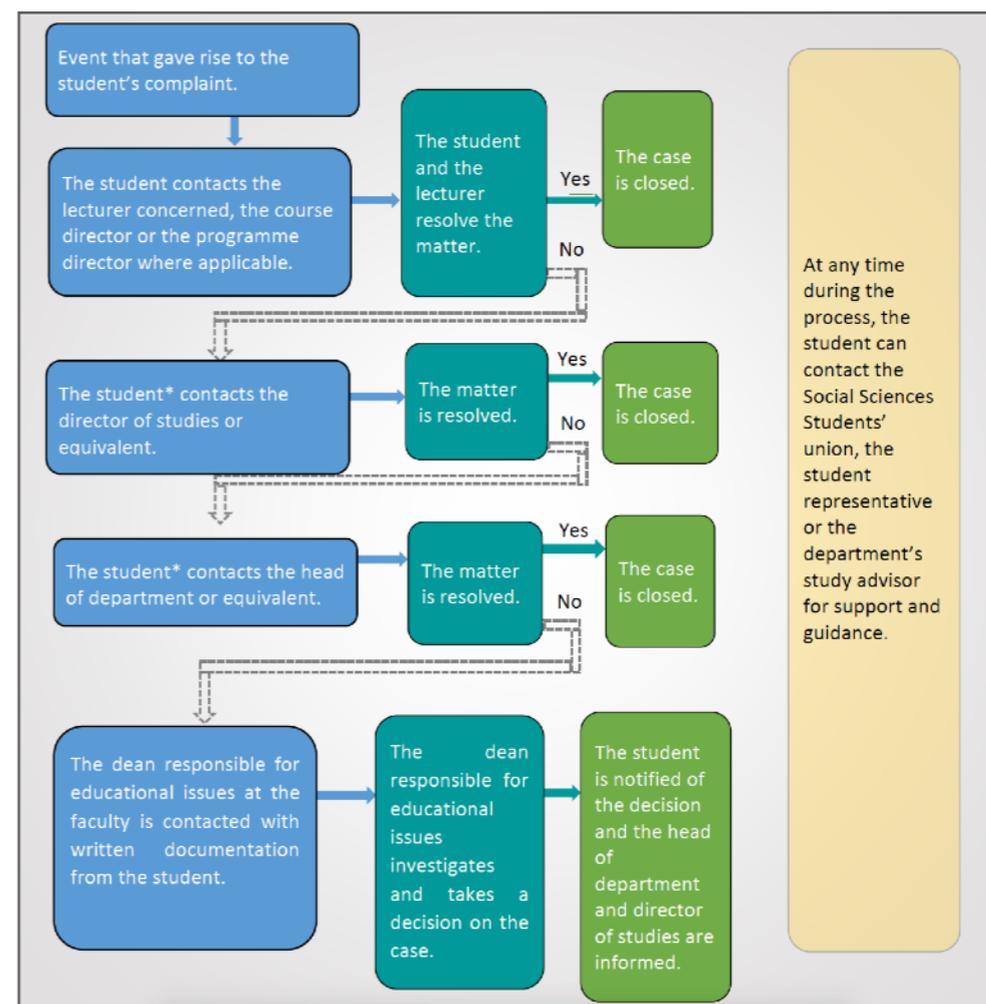
- Cases dealing with discrimination or harassment (pursuant to the Discrimination Act 2008:567 and the Work Environment Act 1977:1160). Information on where to turn for these issues is available separately (see link below).
- Cases that concern Chapter 12 of the Higher Education Ordinance: assessment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

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

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

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

Processing of students' complaints at the Faculty of Social Sciences



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

Relevant links

List of rights for students at Lund University

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

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

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

How to process cases of discrimination or harassment

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

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

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

APPENDIX III

GRADUATE SCHOOL: A BRIEF HISTORY

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



A brief history

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

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

Developing Interdisciplinarity

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

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

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

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

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

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

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

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

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

Finding (and Creating) a Physical Home

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

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

A Maturing Organisation

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

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

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

A New Growth Period

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

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

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

Graduate School – Our House!

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

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

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

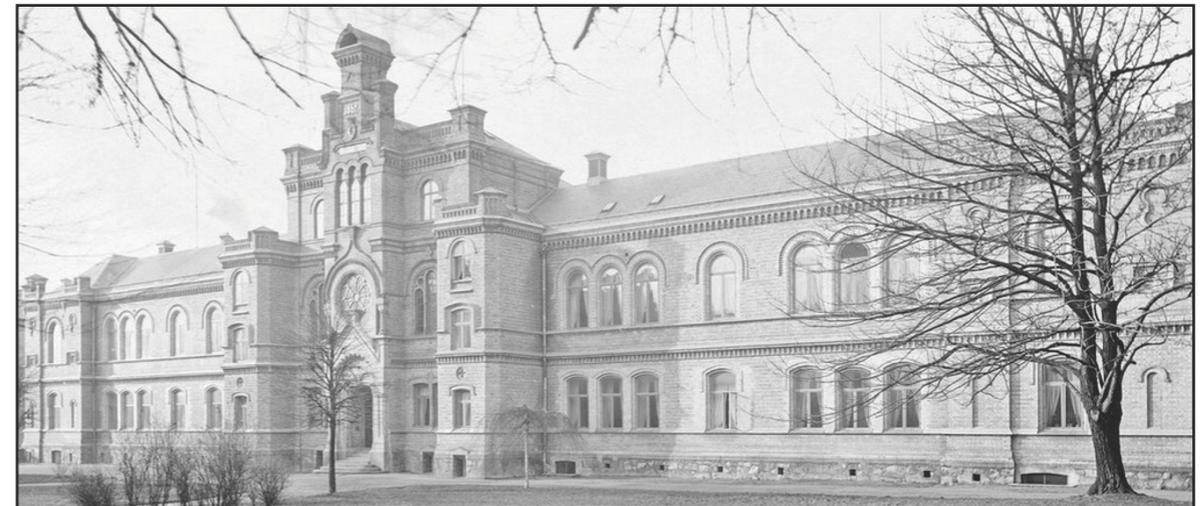
When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive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



Helgo Zettervall (1831–1907)

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

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



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

