



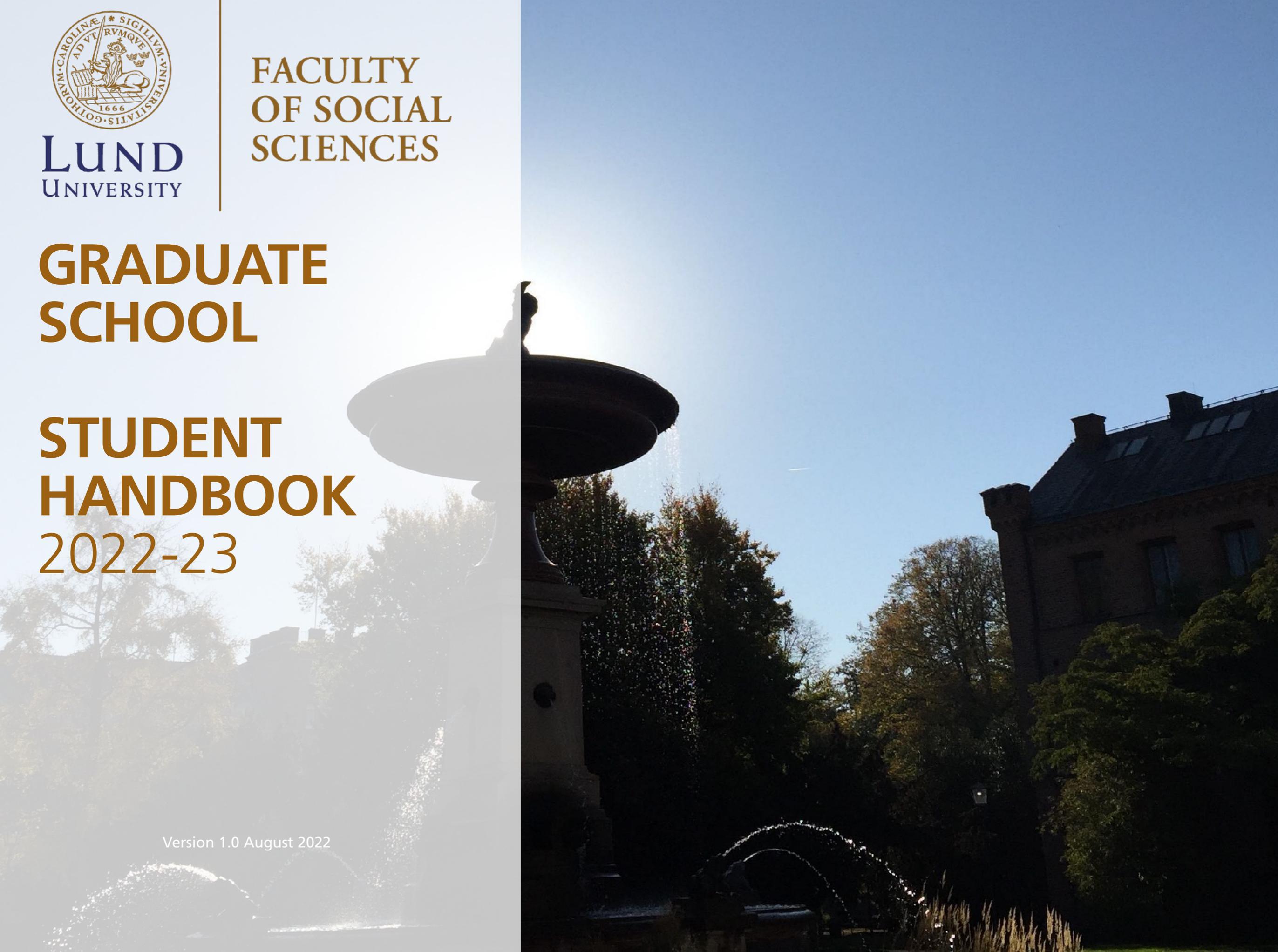
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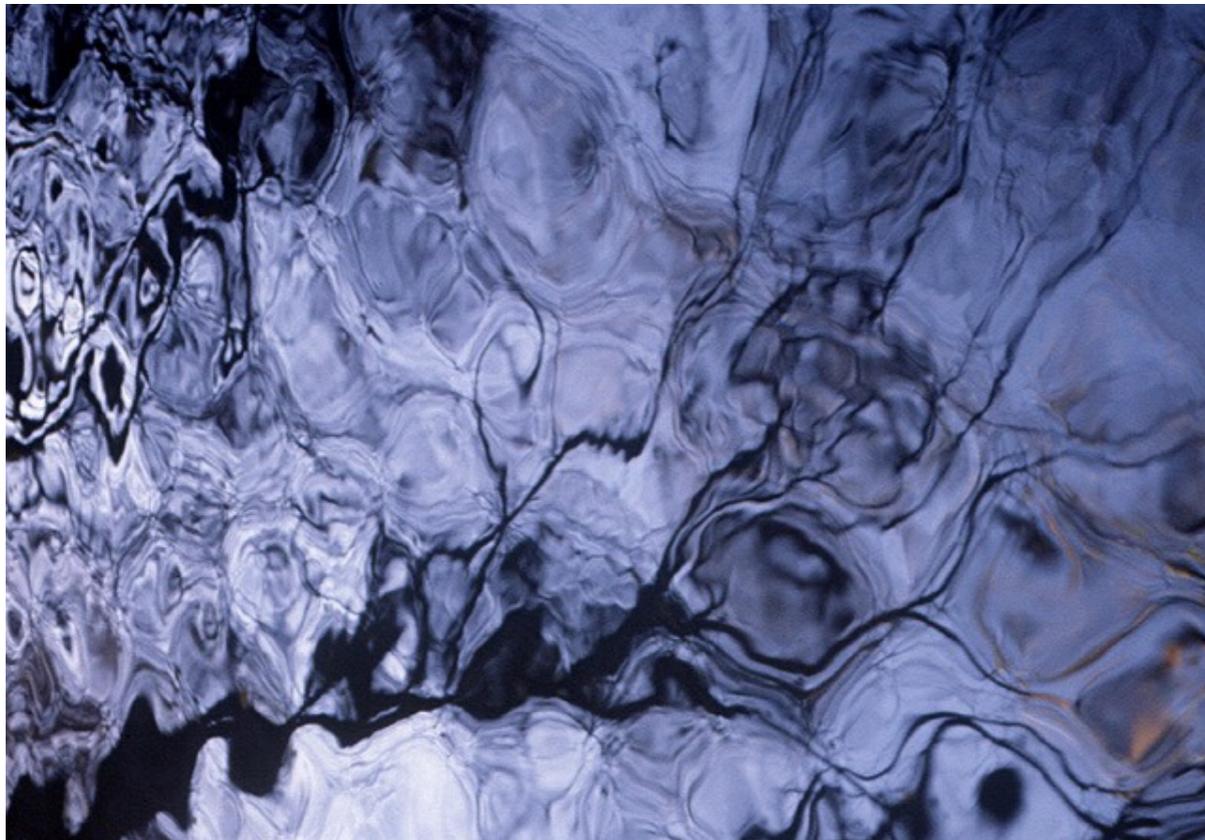
**FACULTY
OF SOCIAL
SCIENCES**

**GRADUATE
SCHOOL**

**STUDENT
HANDBOOK
2022-23**

Version 1.0 August 2022





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Online version!

You can also download this guide which can make sense as we include a lot of web links that are of course clickable in the online version:

www.graduateschool.sam.lu.se/current-students

1. WELCOME

Dear Student,

Welcome to Lund University, one of northern Europe's oldest, broadest, and finest universities! At Lund, history and tradition lay the ground for the study and research environments of tomorrow. With nine faculties and several research centres and specialised institutes, Lund University is the largest provider of research and higher education in Sweden.

We are pleased that you have chosen to undertake your graduate studies at Graduate School at the Faculty of Social Sciences and we hope you will find your stay here academically stimulating, pleasant, inspiring, and that it will provide a valuable contribution to your personal development.

In this Student Handbook you can find specific information about your study with Graduate School. This is a supplement to the information from Lund University which you should have received in your welcome package if you are an international student. You can also download it which can make sense as we include a lot of web links that are of course clickable in the online version:

www.graduateschool.sam.lu.se/current-students

If you have a question that has not been answered after reading this handbook, don't hesitate to contact us.

Kind regards,

Graduate School staff



Letter from the Director of Studies

Dear incoming cohort students,

You are attending one of our Master Programmes at Lund University's Graduate School because you wish to learn. It is the earnest aim of our staff and scholars to care for the conditions that can help you in this aim. Sometimes we get it right, and sometimes we don't. Help us to understand the difference by communicating with us.

The hardest work of learning happens internally within you: showing up and persevering, engaging with others and with yourself. While you may sometimes feel frustrated or stuck, learning implies a clash with the 'you' of yesterday, so those emotions are part of the process. We expect that you will also experience the great joys of learning: curiosity, immersion, comradery, and sometimes elation.

We wish you a rewarding journey,

Christopher Swader, Director of Studies, Graduate School



2. ABOUT

Important dates

August 16, 09-20: Arrival Day (more info: tinyurl.com/LUarrivalday)

August 26: Programme Introduction Day

August 29: Document Drop-off day (for certain conditionally admitted students)*

August 29: Deadline for all conditionally admitted students to submit final documentation of a completed Bachelor's degree - see <https://www.graduateschool.sam.lu.se/current-students/newly-admitted-students>

August 29: Start of term

September 27: Information meeting about 3rd term (first-year students)

October 5: Thesis information meeting (first-year students)

November 1 – 15: Application period, exchange studies (more info: <https://tinyurl.com/Studabroad>)

Early November: Methods course introduction day

Early November: Information meeting, exchange studies (more info: <https://tinyurl.com/Studabroad>)

December 22 – January 6, 2023: Winter break

January 15: Autumn term ends

January 16, 2023: Start of spring term; Course start (profile course)

More dates and details about your first year at Graduate School:

www.graduateschool.sam.lu.se/calendar

* Who should come to Document Drop-Off Day?

Document Drop-Off Day is for conditionally admitted students who are required to temporarily turn in their physical Bachelor's diploma in order for it to be verified by the Admissions Office. Once verified, registration to the program may occur and your diploma will be returned to you. Whether you are required to submit your physical diploma or not depends entirely on the country from which the diploma was issued. To check if it is required in your case, please review the country-specific information on this webpage: <https://www.universityadmissions.se/en/apply-to-masters/provide-application-documents-masters/country-instructions/>



The historic main university building, sometimes informally referred to as the White House, from 1882.



The home of Graduate School used to be part of the city's old hospital complex – this is also where the Faculty administration and the International office are housed.

Introducing Lund University, the Faculty of Social Sciences and Graduate School

So you find yourself in the historic city of Lund, and at Graduate School, part of the Faculty of Social Sciences at Lund University. Any university of this size is a complex entity, so let us take a quick look at it to get a basic overview of the organisation you are now a part of.

Lund University

Lund University seeks to be a world-class university that works to understand, explain and improve our world and the human condition. The University is ranked as one of the top 100 in the world. We tackle complex issues and global challenges and work to ensure that knowledge and innovations benefit society. We offer education and conduct research in engineering, science, law, social sciences, economics and management, medicine, humanities, theology, fine art, music and drama.

Our approximately 46,000 students and more than 8,000 employees are based on our campuses in Lund, Malmö and Helsingborg. The University has a turnover of approximately SEK 9 400 million (EUR 912 million), of which two thirds is in research and one third in education.

We are an international university with global recruitment. We cooperate with 500 partner universities worldwide and are the only Swedish university to be a member of the strong international networks LERU (the League of European Research Universities) and Universitas 21.

To read more about Lund University, follow this link: tinyurl.com/LUmission

The Faculty of Social Sciences

The Faculty of Social Sciences at Lund University is one of Sweden's leading units for research and education within the social and behavioural sciences. It is home to ten departments, four research centres and a joint faculty Graduate School. With activities in both Lund and Helsingborg, a staff of over 600 and around 5 700 full-time equivalent students, the faculty is one of the largest at the University.

You can find the list of departments at the Faculty of Social Sciences, as well as links to their websites, here:

<https://www.sam.lu.se/en/departments-and-units>

Graduate School

Graduate School at the Faculty of Social Sciences is responsible for interdisciplinary programmes and courses at the master's level. We administer the five interdisciplinary programmes in Global Studies, Development Studies, Social Studies of Gender, Middle Eastern Studies and Social Scientific Data Analysis. In addition, we offer a range of elective courses and courses in theory of science and methods.

Studying at Graduate School is a unique experience where you will meet and work with people from all around the world while acquiring new knowledge and skills. Each programme consists of 25-35 students of which slightly more than half come from outside Sweden. While students tend to spend most of their time with other students from the same programme, the events and courses offered at Graduate School also provide opportunities to meet and work with students from other programmes. You will have a "home" at *Gamla Kirurgen*, in the heart of the *Paradise Quarter*, very close to *Lundagård*, where most of your lectures and seminars will be held. There is a student lounge in the same building where you can hang out and have a "fika", the Swedish version of coffee and a snack, with your fellow students. When the sun comes out, students enjoy spending time outside on the grass.

While most profile courses will be taught in *Gamla Kirurgen* [the old surgery clinic], as well as in the broader area of *Paradis*, some lectures will be held in other campus locations. A map of all university buildings can be found here:

tinyurl.com/LUbuildingsmap

Programme Directors

At Graduate School we have five programme directors, one for each Master programme we oversee. The programme directors act as academic anchors for the core theme of the programme, and help safeguard programme identity, focus and cohesion, and are permanent senior lecturers at the Faculty.

Students will regularly meet the directors who also tend to teach in the programme profile courses. They will have a decisive role when tweaking core programme content in those profile courses, and because they also organise student representative meetings will know a lot about what students are asking for (and about). The programme directors are very much involved in thesis-preparatory work, organising, among other things, thesis proposal seminars and a Thesis Introduction Day late in the second term.

Methods Director

Methods teaching is a big thing at Graduate School, and we serve not only our own students, but many others as well. The Methods Director oversees methods-related planning, and makes sure the methods courses we offer are relevant to our students and fit together in a systematic fashion (this will be discussed later in this booklet).

Director of Studies, Programme Coordinators & Study Advisors

The administrative team at Graduate School consists of the Director of Studies, Programme Coordinators and Study Advisors.

Programme coordinators and study advisors can help you when you want advice on our studies or when you encounter challenges in relations to your studies.

Study advisors handles questions on, for example:

- information and advice about courses and programmes,
- information about exams, teaching, reading lists etc.,
- advice on career path choices,
- tuition,
- in the case of delays or difficulties in your studies, an appraisal with your study advisor can often help you identify the various possibilities available to resolve any problems,
- academic support and support for students with disabilities
- study leave/break and interruption of your studies

The aim of student counselling is to help you through your education, but also to influence the courses and programmes on offer. Do not hesitate to come and discuss any aspects that you would like to improve/commend/complain about in your education.

Graduate School Board

The Graduate School Board is our formal decision-making body and comprises the Director of Studies (chair), the Programme Directors, the Methods Director, representatives from the collaborating departments (usually Directors of Study) and student representatives. The Board usually meets five times per year.

Contact Information

Primary contact: master@sam.lu.se

Student counselling: counselling@sam.lu.se

Administrative Team

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8. **Yagmur Yilmaz** (Programme Coordinator)
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Programme Directors

1. **Rola El-Husseini** (Programme Director, Middle Eastern Studies)
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2. **Catia Gregoratti** (Programme Director, Global Studies)
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3. **Anne Jerneck** (Programme Director, Development Studies)
Tel. 046-222 05 12 | email: anne.jerneck@lucus.lu.se
4. **Marta Kolankiewicz** (Programme Director, Social Studies of Gender)
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5. **Shai Mulinari** (Methods Director)
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6. **Chris Swader** (DoS & Programme Director, Social Scientific Data Analysis)
Tel. 046-222 32 66 | email: christopher.swader@soc.lu.se



Katie
Ahlstedt



Rola
El-Husseini



Bulëza
Emerllahu



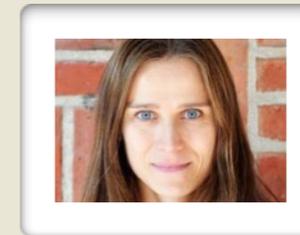
Catia
Gregoratti



Annika
Hughes



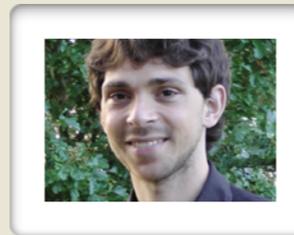
Anne
Jerneck



Marta
Kolankiewicz



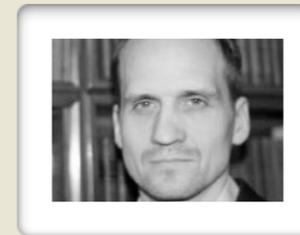
Lucie
Larssonova



Shai
Mulinari



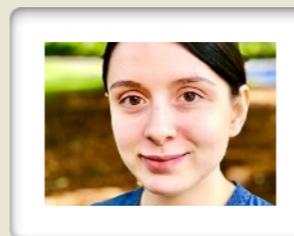
Frank
Schreier



Christopher
Swader



Helen
Wiman



Yagmur
Yilmaz

Graduate School Communication

While you are studying at Graduate School, we use different channels to stay in touch – and to help you keep track of what is going on.

Canvas

For the next two years, Canvas is going to be the main platform and information channel for everything pertaining to your studies at Graduate school. You will first get access to the cohort pages where we will share updates and announcements about your studies and extracurricular activities. The cohort pages will contain information on your programme and practicalities of being a student at Graduate School.

As for the updates about the courses that you are enrolled in, you will be added to course pages on Canvas where teachers will post announcements and send you messages. You will receive feedback on the majority of your assignments directly in Canvas.

Email

We do try to minimise emails to you to avoid a feeling that we spam your inboxes. When we send emails, they should make sense. But as we stress elsewhere in this booklet, it is vital that you check your mail regularly, and connecting your student email to your regular email is likely a good way to ensure that this works well.

Newsflash

You will also notice the bi-weekly Newsflash emails from us with all sorts of news items, including information, reminders, opportunities and news from Graduate School, the Faculty of Social Sciences, and elsewhere (this is one way for us to avoid spamming you with too many individual mails). The newsflash is compiled by our student receptionists to help us ensure that it really is relevant for you.

Website

Our website is the main repository and archive for information – other channels will link to appropriate resources that we house on the site.

Web: www.graduateschool.sam.lu.se

Facebook

Upcoming events etc. can also be found in our Facebook feed.

Facebook: facebook.com/LundGraduateSchool

Outside of Graduate School

Individual departments publish information about upcoming activities, such as conferences, seminars and PhD dissertations on their websites. Please make it a habit to frequent your departmental website for up-to-date information.

Lund University also publishes information about major events held at the University. Please note that the information is in Swedish.

Web: www.lu.se/events

Important about email usage.

If you do **not** use your student email as your regular email, please make sure to have it auto-forward all mails to an address that you do check regularly – this is done through the student portal. When we send mails it will be for a good reason!

3. STUDYING AT GRADUATE SCHOOL

Graduate School is a novel solution to the problem of maintaining and developing interdisciplinary teaching on the advanced level. Read on to learn more about us and what we do. And remember: “we” include you too!



Our interdisciplinary Master's Programmes – an overview

There are five interdisciplinary master's programmes within Graduate School: *Development Studies*, *Global Studies*, *Middle Eastern Studies*, *Social Scientific Data Analysis* and *Social Studies of Gender*. These programmes cooperate with each other and have a joint administration within Graduate School.

Programme Structure – an Overview

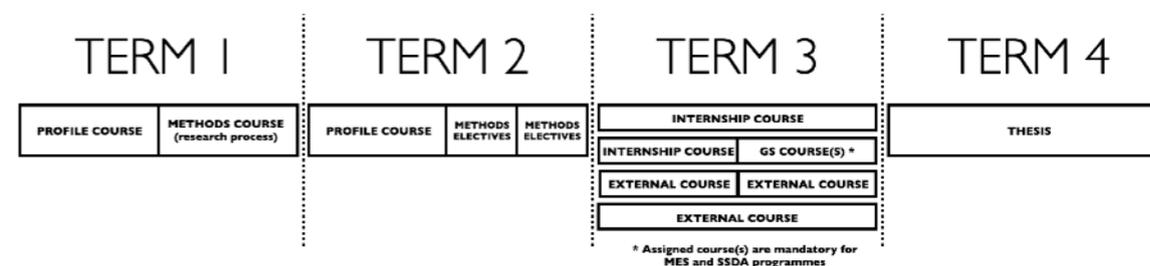
Our five masters programmes all have a similar structure (with a minor aberration for Middle Eastern Studies in the third term) and consist of a total of 120 Swedish credits (2 years).

The **first** term for all five programmes begins with a profile course introducing the students to the main themes and issues of the programme, followed by a course in research methods.

The **second** term begins with a second profile course (15 credits) directly related to the main theme of the programme. Through the profile course, students further increase their understanding and knowledge through a deeper comprehension of theories and current research. This is followed, in the second half of the second term, by two research methods (or theory of science) courses (each 7.5 credits).

The **third** term consists of optional courses to be taken at Lund University or any other recognised university in Sweden or abroad. The courses are chosen after discussions with the Graduate School academic advisor, and enable students to tailor the programme to suit their particular interests. During this term you also have the option to go on exchange studies or to do fieldwork or an internship, abroad or in Sweden. *Middle Eastern Studies and Social Scientific Data Analysis programme students are however obliged to take specific courses offered by Graduate School in the second half of this term, and so will only have the first half available for exchange studies, fieldwork and internships.*

During the **fourth** and final term you complete the programme with a written thesis. The thesis is your own research project and your chance to demonstrate mastery of theories, methods and argumentation.



Details – Term 1

First half of first term = Profile courses (15 credits)

The five programmes have their own distinct 15-credit *profile courses* that will introduce core concepts relating to the programme in question:

N.b. Programme students can, space permitting, also study other programmes' profile courses as electives in term three.

Development Studies	Global Studies	Middle Eastern Studies	Social Scientific Data Analysis	Social Studies of Gender
SIMP37 Theories and Issues in Development	SIMP01 Introduction to Global Studies	SIMP45 Intro to Middle Eastern Studies	SIMP55 The Process of Social Research	SIMP27 Gender, Class, Ethnicity and Sexuality

Introduction to Global Studies – SIMP01 – aims to provide students with an interdisciplinary introduction to the field of Global Studies. The course presents major economic, cultural, political and socio-psychological theories and concepts to enable the student to make informed, comparative analyses of how globalisation is related to social change and conflict.

Gender, Class, Ethnicity and Sexuality – SIMP27 – treats some of the major trends and theoretical debates in Gender Studies and we work together as a team of teachers and students from difference backgrounds to explore common intellectual interests and feminist questions.

Theories and Issues in Development – SIMP37 – is an interdisciplinary course which focuses on problems of poverty and human development. As a student, you will learn about key issues and problems of development as well as different theoretical perspectives developed to increase our understanding of the preconditions for and content of development.

Introduction to Middle Eastern Studies – SIMP45 – is an overview course which examines the political and social development of the Middle East from the early 20th century until today and puts the region in comparative perspective.

The Process of Social Research – SIMP55 – aims to teach the student about the overall research process and social scientific research design. It begins by grounding the student with a common language and the key concepts that are used in social scientific research. The student learns about the logic of research itself, including applied theory of science, research designs (including mixed-methods designs), and gains practice in designing contrasting research proposals.

Supplemental Instruction (SI)

Graduate School involves SI leaders in the profile courses since 2011. These sessions are offered during the first and the second profile courses and sometimes extend into other courses, depending on need. SI is a learning approach that was developed in the 1970s by teachers at the University of Missouri, USA, and is being used in numerous universities around the world. The main purpose of SI is that it offers an alternative or complement to teaching and supervision. It offers a study technique based on peer learning that leads to an increased understanding of the learning process, as well as the possibility to practice critical thinking and to formulate and solve problems within a certain subject. SI sessions also offer new students social support by providing a relaxed and informal environment where students can get to know their classmates better. In short, SI is not only targeting students who might need additional support, but also students who wish to expand their understanding of certain topics together with other students.

We recruit our SI leaders from our pool of second year students who are staying in Lund during their third term, and who have proven to be strong students, shown leadership and have expressed interest in being part of this organisation. These students are then trained by the central SI organisation at Lund University.

Sessions are not mandatory, but we strongly encourage students to participate. It is also possible to attend only one or a few of the sessions. Scheduled activities will be announced on the course platform, and this year's SI leaders will present themselves at the beginning of the course.

Web: www.si-pass.lu.se/en/ (more information about SI)

Second half of first term = Methods courses (15 credits)

There are two methods courses offered in the second half of the first term for Graduate School students. Which one you study depends on which programme you are enrolled in:

Development Studies	Global Studies	Middle Eastern Studies	Social Studies of Gender	Social Scientific Data Analysis
SIMM51				SIMM61

i) Graduate School programme students studying *Development Studies*, *Global Studies*, *Middle Eastern Studies* and *Social Studies of Gender* as well as students from other parts of the faculty, proceed to the SIMM51 – *The Social Scientific Research Design and Process* course that introduces a wide range of methodological approaches and challenges. At this point groups are intentionally mixed and you will work with students from beyond your own programme.

SIMM51, *The Social Scientific Research Design and Process*, aims at providing a comprehensive understanding of different and mixed methods approaches in the Social Sciences, as well as providing you with necessary skills required for their application. During the course, you are encouraged to think beyond the quantitative/qualitative divide and develop a focus on the question as the driving force in developing research. Major emphasis is thus placed on the formulation of research questions and on creating a broad and viable research design. The course content and design aims at stimulating dialogue between different methodological perspectives, creating an environment for all of us to become engaged researchers who are skilled and curious in both qualitative and quantitative techniques;

ii) Graduate School programme students studying *Social Scientific Data Analysis* instead proceed to SIMM61 – *Quantitative Data Analysis in R* which teaches the student to develop an understanding of key concepts and principles guiding the use of quantitative methods, relate the use of quantitative methods to social science theory building and assessment, acquire practical skills with regard to the performance of statistical analysis and visualisation in R, and develop the ability to independently and critically assess quantitative research.

The student formulates a research question that includes a hypothesised relationship in relation to social scientific theories on a particular theme, and that can be addressed using an available dataset. During the course different techniques for processing, visualising and analysing data in R will be introduced and the student works on answering their own research question using the tools presented to them in the lectures, seminars and computer labs. The student also learns to assimilate and evaluate existing quantitative social science research as it is presented in scientific journals and/or reports.

Moreover, some of the multivariate statistical techniques most commonly used within the social sciences are presented and practiced in R. The focus lies on the relationship between research questions and different multivariate statistical techniques. The teaching includes theory and practice in analytical methods.

Details – Term 2

Profile courses (15 credits)

This term, too, starts off with a profile course relating to your programme focus:

Development Studies	Global Studies	Middle Eastern Studies	Social Scientific Data Analysis	Social Studies of Gender
SIMP38 Historical Aspects of Development	SIMP02 Globalisation, Conflict, Security and the State	SIMP46 Middle Eastern Studies: Theory and Society	SIMP56 Using Social Theory	SIMP28 Critical Feminist Perspectives in Social Theory

Globalisation, Conflict, Security and the State – SIMP02 – provides you with different theoretical perspectives to critically analyse (a) the continuing relevance of the state and (b) positive and negative consequences of globalisation processes for various dimensions of security, such as military, political, economic, cultural and psychological.

Critical Feminist Perspectives in Social Theory – SIMP28 – focuses on significant feminist interventions to social theories within the distinct but interrelated spheres of the economic, political, social and sexual. As a student of this course, you will be trained in the diversity of the field of feminist theory, including its debates, theoretical contributions and analytical tools.

Historical Aspects of Development – SIMP38 – focuses on the historical foundation of the problems of development and its manifestations in various locations and over time until the present. As a student you will have the opportunity to interpret a range of important political, economic, social and cultural conditions and processes including their origin and consequences from various theoretical perspectives, and at multiple analytical levels and scales.

Middle Eastern Studies: Theory and Society – SIMP46 – is directly related to the main theme of the programme and builds on the introducing SIMP45 course in the first term. Through the profile course, students further increase their understanding and knowledge of the Middle East through a deeper comprehension of relevant theories and current research.

In *Using Social Theory* – SIMP56 – students will learn to use theories in two ways. First, they will learn to understand and review the structures of theories themselves (meta-theory), and second, they will learn how theory is connected to the gathering and analysis of empirical data (applied theory).

Elective methods courses (7.5 + 7.5 credits)

Graduate School offers a battery of elective courses to round off this term. You will be able to select two consecutive courses from the following planned set (please note that this list may be revised):

Period 3 (March 22 – April 26)

- SIMM16 Introduction to Quantitative Methods (7.5 credits)
- SIMM25 Fieldwork (7.5 credits)
- SIMM30 Participatory Methods of Change and Development (7.5 credits)
- SIMM34 Digital Media Research (7.5 credits)
- SIMM55 Research Interviews (7.5 credits)
- SIMM56 Process Tracing (7.5 credits)
- Social Studies of Gender students and Gender Studies majors from other programmes are additionally given the option of studying GNVN23 Feminist Methodologies (7.5 credits) at the Department of Gender Studies.

Period 4 (April 27 – June 4)

- SIMM23 Theory of Science for the Social Sciences (7.5 credits)
- SIMM27 Methods of Text and Discourse Analysis (7.5 credits)
- SIMM29 Evaluation Research: Theories and Methods (7.5 credits)
- SIMM32 Quantitative Methods: Multivariate Analysis (7.5 credits)
- SIMM35 Digital Ethnography (7.5 credits)
- SIMM48 Qualitative Coding and Analysis (using software) (7.5 credits)

We cannot guarantee that you will be able to study your preferred courses as each course has a limited number of available slots, but we will allow you to rank your preferences, and will try to prioritise accordingly. Information about this process will be offered early in the spring by means of an information meeting.

Details – Term 3

The third term comprises 30 credits and is the most flexible term in terms of offerings and options. You can mix and match courses in Lund, but also opt to study at acknowledged universities in Sweden and abroad. These courses do not have to be on the advanced level but need to be relevant for your education. If you are unsure, you should contact the academic advisor in order to discuss the relevance for the programme and you must have the courses approved before you apply.

Important!

Students who have a scholarship (SI or Erasmus Mundus) or pay tuition fees *must* come and talk to us before applying to courses at another Swedish or foreign university.

Graduate School offers certain elective courses which are relevant for our programme students. You can find more information about the courses offered at:

graduateschool.sam.lu.se/node/95

Important for Middle Eastern Studies & Social Scientific Data Analysis students

For Middle Eastern Studies & Social Scientific Data Analysis students, only the *first* half of the term (15 credits) is elective – you are required to return to Lund in order to take specialised courses furnished by Graduate School in the second half of the term (15 credits).

Please note that MES students do not have a major like the other programmes do.

Exchange studies

Should you be interested in studying abroad during the third term, you have the opportunity to apply for exchange studies through Lund University. Lund University has a large number of student exchange agreements with universities all over the world, and spending a term at a partner university is encouraged. In order to be eligible to go on an exchange you *must* have completed the first year of the programme by the time you are to depart (i.e., 60 credits).

Please refer to this website for more information about exchange studies:

tinyurl.com/lu-sfakIO

You can also study abroad on your own as a “free mover” but you then have to organise everything and pay for tuition where this is required.

If you are planning to study abroad as a free mover or go on exchange studies, please contact the international coordinator at the faculty: outgoing@sam.lu.se beforehand, both regarding the courses you plan to take and the transfer of credits.

Internship/fieldwork

During the third term you can go for an internship, for either the entire duration of the term (30 credits) or for half a term (15 credits), or do fieldwork for the first half of the term (15 credits).



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

Please see our website for more information about internships, fieldwork, links and testimonials:

tinyurl.com/GSinternships

tinyurl.com/GSfieldwork

Details – Term 4

Master’s thesis

During your fourth term, you will write your master’s thesis. For students in the programmes in Development Studies, Global Studies, Social Scientific Data Analysis, and Social Studies of Gender, you are admitted to a programme with a major (see your Welcome letter), usually based on your undergraduate studies. You will write your master’s thesis at the department which corresponds to the major in your Bachelor’s degree. Middle Eastern Studies programme students will be writing their theses in the subject of contemporary Middle Eastern Studies and therefore do not have a major. As this is often confusing to students, please make sure you read through all material relating to the thesis process and attend the various information sessions.

During the *third* term you will be asked to submit a thesis proposal. Your thesis proposal is intended as the actual starting point of your thesis process, but it is also the basis for assigning you with a supervisor for the spring term.

Graduate School will arrange two optional thesis events – the Thesis Introduction Day and the Midterm Seminars with your programme directors – to help give you guidance on how to write a good thesis proposal and also to give you personal feedback on your research proposals. Both of these events include workshops led by your programme directors where you will discuss your thesis ideas together with your peers.

Your Master’s thesis term starts in January (at the start of term four). You will receive a supervisor at the department where you have your major.

The supervision at the departments within the faculty differs. You can expect a number of seminars in combination with a few individual sessions or only individual sessions with your supervisor. Each department has different rules how to organise supervision; please be sure to obtain this information from your department. It is common that you meet with the supervisor in the beginning of the thesis work, to receive comments on the thesis proposal. This start-up session is usually followed by a follow-up session.

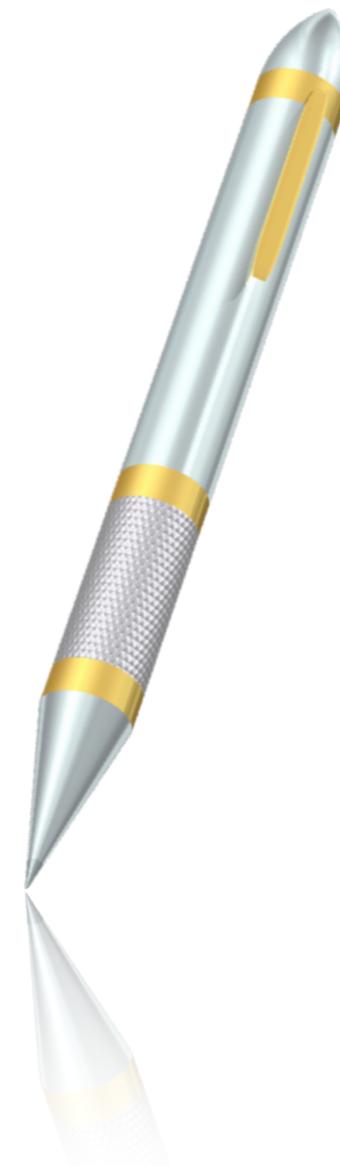
Please note that most departments and supervisors require that students are present in Lund during the thesis course. Absence, for instance due to fieldwork, must consequently always be in agreement with the supervisor.

You can expect to have *up to* three seminars at the department level during the thesis writing term. Some departments have no seminars, but instead offer more individual supervision. There will be an optional midterm seminar organised at the programme level, where you have the opportunity to receive comments on what you have written so far from your fellow students within the programme, and your programme director.

Please note that you cannot be assigned a supervisor before the actual thesis course starts.

Web: <https://www.graduateschool.sam.lu.se/current-students/masters-thesis> (more information about the master thesis)

DEPARTMENT(S)	MAJOR
Gender Studies	Gender Studies
Human Geography	Human Geography & Development studies
Social Work	Social Work
Political Science	Political Science
Sociology	Sociology, Social Anthropology
Sociology of Law	Sociology of Law

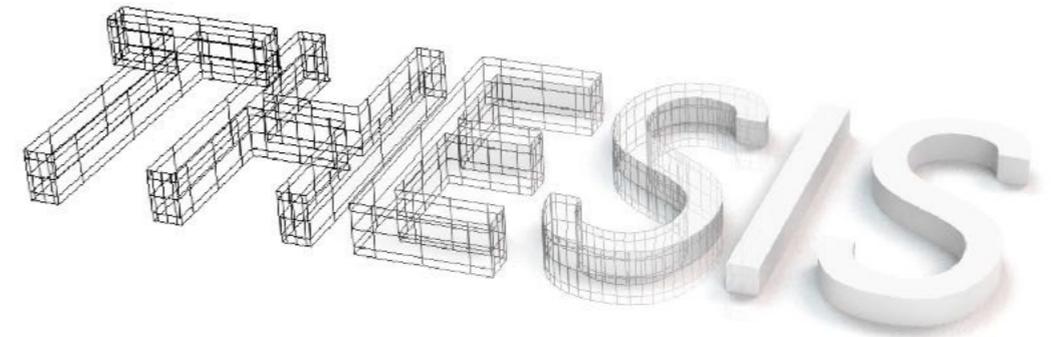


Thesis Preparation Track (terms 1-3)

Graduate School and other stakeholders around Lund University (the Social Sciences Faculty Library and other support organisations) organise meetings, workshops, lectures etc. with the aim of preparing you for writing your master's thesis. These activities are scheduled within your courses or held as open workshops outside of the schedule.

The Thesis Preparation Track (TPT) structures the activities into a coherent track that you will encounter throughout terms 1-3. No matter what previous experiences you may have from your home universities and Bachelor degrees, Graduate School aims to make sure that all of you will be well prepared for writing the master thesis.

More information about Thesis Preparation Track, its activities, goals and a schedule in detail is available on the Thesis Preparation Track Canvas page, which you can join via this link: <https://canvas.education.lu.se/enroll/7NPE79>



Preparation track

TPT Coordinators

Thesis Preparation Track has two coordinators: Rola El-Husseini (Programme Director, Middle Eastern Studies) and Daniella Nilsson (librarian at the Social Sciences Faculty Library).

You can contact Rola or Daniella by email if you have any questions about Thesis Preparation Track: rola.el-husseini_dean@cme.lu.se or daniella.nilsson@sambib.lu.se



Rola El-Husseini
Programme Director
Middle Eastern Studies



Daniella Nilsson
Librarian

Pedagogical Support

Students with disabilities

If you have a disability, for example dyslexia, a visual impairment or ADHD, and would like to study at Lund University, we can provide you with support during your studies. The University's *Disability Support Services* have a webpage with lots of information – below is a summary.

The first thing you need to do is to contact the Accessibility Officer for the Faculty of Social Sciences to find out what kind of support you can get and how to apply for it. In order to receive support, you must have a certificate stating that your disability is long-term or permanent. We ask that you get in touch well before you begin your studies so that we can provide you with the best help possible.

At Lund University we offer the following forms of learning support:

- Note-taking
- Special arrangements for exams
- Study skills tuition
- Talking books
- Study support mentor

You will discuss with your Accessibility Officer what forms of learning support are appropriate for you, once you have filled in the application for support. When we have received your application we will contact you for a meeting in person. You are always welcome to book an appointment with your academic advisor if you have questions pertaining to your application.

If you have a hearing impairment and require sign language interpretation it can be difficult to find qualified education interpreters, because there are only a limited number of interpreters in Sweden who are able to interpret into multiple sign languages. Contact the Accessibility Officer well in advance so that we can establish whether it is possible to arrange interpretation into your native language.

In order to receive personal assistance, you must have a Swedish personal identity number. For more information, please contact the City of Lund and ask about 'LSS' (*Act concerning Support and Service for Persons with Certain Functional Impairments*).

If you have any questions, please contact the Accessibility Officer.

Web: tinyurl.com/LUstuddisabilities (General information)

Web: www.nais.uhr.se (application form for learning support)

Web: www.lund.se/en/ (City of Lund)

Email: ida.jarbe_holmlund@stu.lu.se (Ida Jarbe Holmlund, Accessibility Officer)

Tel.: +46 (0)46 222 49 29

City services can in certain circumstances provide access to **transport services** to and from lectures and in your free time. For more information, please contact the City of Lund and ask about community transport ("färdtjänst").

Web: www.lund.se/trafik--stadsplanering/fardtjanst/ (Swedish only unfortunately)

If you have **special accommodation needs**, please contact AF Bostäder, who manage a small number of adapted residences for people with disabilities in Lund.

Web: www.afbostader.se/en/

Pedagogical support: students with medical conditions that influence academic performance can get additional support from Lund University.

Information meetings: Monday 29th August 2-3pm (in Swedish) and Wednesday 31st August 2-3pm (in English). Both meetings will be held on Zoom. Register no later than August 26th, by sending an email with your name and information about your studies to: ida.jarbe_holmlund@stu.lu.se

tinyurl.com/pedagogical-support

Classroom Culture at Graduate School

If you are new to studying at Graduate School, welcome! This brief note will help you orient yourself within the unique classroom environment and give you an idea of what to expect.

Learning at Graduate School is a very specific (and rewarding) environment because of at least two aspects that have a major impact on our classroom culture: our social-scientific interdisciplinarity and our international/global character.

Interdisciplinary Social-Sciences

Our students come from a wide range of disciplinary backgrounds, study within interdisciplinary programmes, and will further write their theses in different departments. This means that our teachers and students alike have the challenge and opportunity to communicate across disciplinary boundaries. From a pedagogical perspective, this means that theoretical and methodological paradigms, often comfortably left implicit within disciplines, need to be made both explicit and open to dialogue with contrasting perspectives. For example, theoretically, some of our teachers and students may come into contact with critical theories, or standpoint theories, or postcolonial theories, or modernization theories for the first time. Or methodologically, they may meet others (whether teachers/students) in the classroom who have little experience and/or a great deal of skepticism toward quantitative or qualitative methods, or even toward philosophy of science in general. This is all 'okay' and indeed a normal and fruitful part of interdisciplinary education. Key to learning (and teaching) in such environments is for all sides to be open to other approaches and to earnestly engage with them, in order to adapt what they previously knew. In other words, the motto is, 'let's put dogmatism aside and see if we can learn from one another!'

International/Global character

Graduate School is an extraordinary diverse place not only in terms of disciplines, but also in terms of origins and identities. Our students and teachers come from every corner of the world, from diverse socio-economic conditions, and they have different political views, speak different languages, inhabit different kinds of bodies, have different abilities, neurodiversities, and have different religious, cultural, sexual and gender identities. In other words, we all have different and equally valid lived experiences. Keeping these ideas in mind is a great learning opportunity, but it is also a reminder that we should treat one another with respect.

Some tips

Our most successful students and teachers have become enriched in the Graduate School classroom through a few best practices:

- For both reasons of pedagogy and respect, open communication and dialogue is crucial, between students, students and teachers, teachers and students, and teachers and teachers.
- When we are engaged in the classroom, we are conscious to behave in ways that do not harm others. For example, it is usually best to avoid making a 'funny'/special example of any group that is in a potential power disadvantage. (A best practice when such funny, or critical examples are needed, is to poke fun at oneself).
- In the event that someone feels harmed by a classroom discussion or activity, this should be communicated (as appropriate, either in the group or outside of class), and this feedback should be respectfully heard and appropriately recognized by the other party.
- If someone (student or teacher) experiences harassment or discrimination by another student or teacher, there are resources and help available – please see this link for more information <https://www.sam.lu.se/en/education/student-life/guide-discrimination-harassment-and-victimisation> or contact Graduate School directly:
Director of Studies, Chris Swader - christopher.swader@soc.lu.se
Study Advisors - counselling@sam.lu.se

Enjoy your journey learning at Graduate School!

APPENDIX I

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

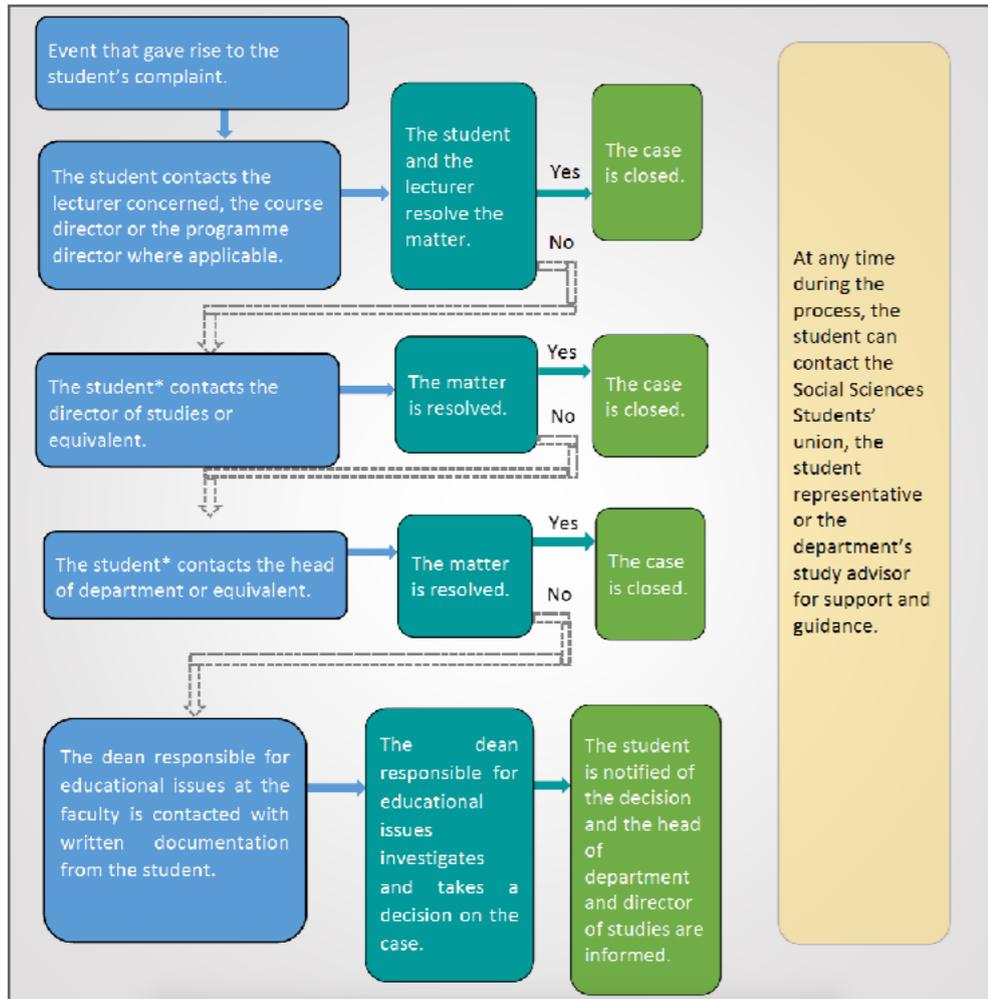
the Swedish Higher Education Authority. At LU, it is also possible to turn directly to the vice-chancellor according to guidelines approved on 12 March 2015 (see link below).

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

Lund University has a zero-tolerance policy for harassment. If you feel that you have been harassed, please consult the faculty's relevant web page:

www.sam.lu.se/en/education/guide-discrimination-harassment-and-victimisation

(LU-central equivalent information: 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 II

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.

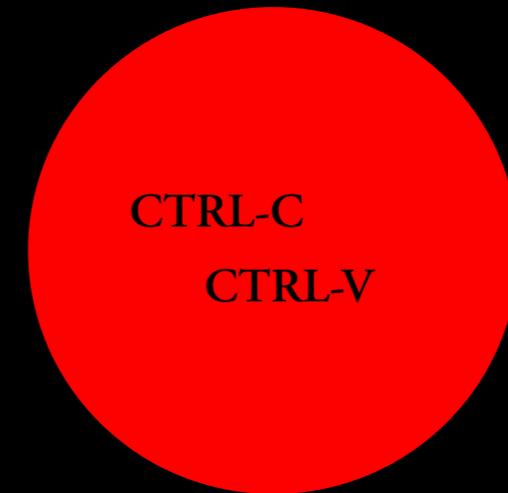
Plagiarism – and how to avoid it

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 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 as well as the new Director of Studies for Graduate School as of January 2022.

When these developments concluded, Graduate School had 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.

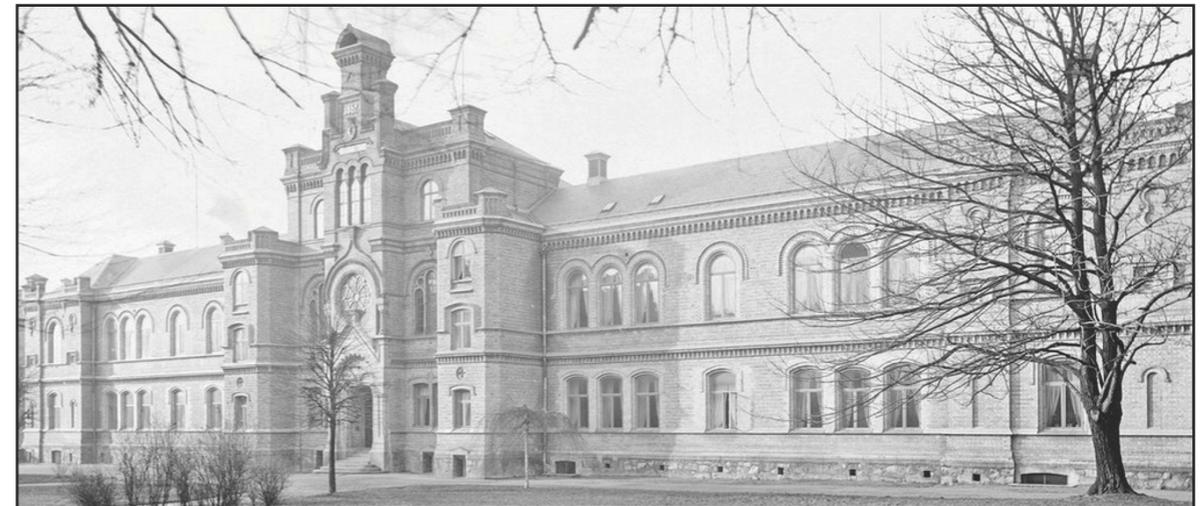
When the hospital moved to its current location in the 1970s, the old buildings were transferred to Lund University which urgently needed more space. The open surgery clinic itself was handed over in 1972, and was at that point listed as an architectural heritage structure to prevent potentially intrusive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

