

GRADUATE SCHOOL NEWSLETTER



GRADUATE SCHOOL 10 YEARS!

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Letter from the Director of Studies



A Jubilee Year

Dear students,

The eminent historian (and equally eminent limerick designer*) Robert Conquest has famously stated that “The simplest way to explain the behaviour of any bureaucratic organisation is to assume that it is controlled by a cabal of its enemies.” Tongue-in-cheek, certainly, but not without some truth to it. Organisations are resilient beasts, and that resilience, like much of the behaviour Conquest fretted about, is founded on “standardised stubbornness” and overwhelming inertia.

As many of you will learn, and grit your teeth about, changing a big organisation is extremely challenging stuff. History is littered with attempts; business leaders sashaying into their corner offices like hired gunslingers, ready to shake up the old company; politicians Trump-eting [sic!] the message that here is a new broom and can-do swamp-drainer, oh yes indeed; academic chieftains announcing the need finally to drag their musty seat of learning into the modern era. And so often failure, failure, failure, and formidable feasts of humble-pie for the would-be revolutionaries to gorge themselves on.

We humans value stability and our hard-earned understanding how the world (and the organisation) works. Revolutionary renewal is simply not a very appealing prospect after that kind of investment, and so most organisations, particularly large ones, simply creak on, and change comes slowly, incrementally (if that), diminished and distorted by the great drag of history.

If you, dear reader, and I were tasked to design a university from scratch, there is just no way we would come up with anything as convoluted and bizarre as our dear old Lund mothership. Yet it works – works amazingly well given its

*) Conquest was a prolific producer of limericks and other poetry – and dirty poetry to boot. The following example is about as mild as it ever gets:

There was a young fellow called Shit,
A name he disliked quite a bit,
So he changed it to Shite,
A step in the right
Direction, one has to admit.

idiosyncrasies – and it has worked for 350 long years. That is impressive, and a strong case for cautiousness when contemplating change. But even more impressive, to me, is when someone actually manages to overcome all that inertia, all that caution, to actually engender radical and lasting change.

When I sat down for the first time in my Director of Studies chair, which I hasten to add is just a plain old chair but with a director of studies in it, in April 2015, I knew precious little about the history of Graduate School. I was around as a political science lecturer/researcher when Graduate School was set up in 2007, and I heard vague grumblings about it (and it did not sound promising at all,) but did not really pay too much heed – after all it had very little to do with me. I certainly did not realise how odd a beast the fledgling Graduate School was organisationally.

What I encountered in 2015 was a smoothly working administrative machine, where my team members Helena, Milan & Shoshana competently kept the wheels turning in what for all intents and purposes could be considered a virtualised department – a creative and unique organisational solution at the faculty. Since then I have come to admire the guts, willpower and sheer tenacity of the group of people who made this possible, not least Kjell Nilsson who was to become the first Director of Studies at Graduate School. These innovative people deserve special respect as movers and shakers, and as the resident caretaker of Graduate School, I doff my virtual hat to them with a promise that I and the fantastic Graduate School crew (Shoshana, Katie, Milan, Helena, Annika, Marta, Chris & Karin) will keep doing our very best to watch and ward the fruit of your labours – now turning ten! And hey: thank you!

Mikael Sundström

Director of Studies, Graduate School

In this issue

In this issue we focus on Graduate School and its past, present and future. Milan Burke has donned her Sherlock Holmes gear to dig up historical records to furnish a brief history of our virtualised department. Shoshana Iten reflects on where we are now, and where we might be heading in the future. As usual we provide news about what's cooking, and contact some of our alumni to see what they are up to. Our new programme director Marta Kolankiewicz presents herself, and methods director Chris Swader talks about our work to improve our methods offerings. Enjoy the read, and remember: if you have ideas for an article you think might interest your fellow students, let us know!

SOCIAL STUDIES OF GENDER

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Letter from the new Programme Director



Marta Kolankiewicz

Rebecca Selberg is stepping down as Programme Director for the Social Studies of Gender Programme –and for the best of reasons, as she has been inundated with research funding, and will also take up a role as Director of Studies at the Department of Gender Studies. We expect continued close cooperation with Rebecca and are also happy to welcome Marta Kolankiewicz to the team as the new Programme Director for the Social Studies of Gender Programme.

I work as a researcher and a lecturer at the Department of Gender Studies in Lund. From the autumn term 2017, I am also Programme Director of the Social Studies of Gender Master Programme at the Graduate School.

My main areas of interest include social justice and law, sociology of race and racism, feminist theories and postcolonial theories. In my research, I have focused on historical articulations of racism, antisemitism, Islamophobia and xenophobia, mainly in Sweden, Poland and Brazil. I have worked both within academia and in international organisations and NGOs.

I received my PhD in sociology in 2015 at the Department of Sociology in Lund. In my PhD thesis, *Anti-Muslim Violence and the Possibility of Justice*, I explore the limits and potential of using law in the fight against racism through case studies of trials in cases of anti-Muslim racism.

During the last couple of years, I have taught both at the Department of Gender Studies and at Graduate School. I teach classes in theory (in particular feminist and post-colonial theories and theories of racism, nationalism and migration) and in methods (especially with focus on qualitative methods, document and textual analysis). Since I am formed in a critical tradition, I think of teaching, like of research, in terms of social critique. This means that one of the aims is to make power relations visible and to always reflect on the role they play in knowledge production and also in the classroom itself.

Currently, I am working together with Maja Sager on the project *The court as an emerging arena for struggles against and about racism* that is funded by the Swedish Research Council. The project intends to explore courts as an emerging arena in which political and social contestations over racism take place in Sweden. This is done through an in-depth analysis of several cases in which political struggles against and about racism have moved into the courts. The purpose of the project is to understand what kind of space the courts provide for protection from and debate about racism, and how different forms of activism involving anti-racism, but also racism, are mobilised.

I look forward to my new role as Programme Director. It will give me an opportunity to engage in the work of the Graduate School!

Marta Kolankiewicz

METHODS

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Letter from the Methods Director



Chris Swader

At Graduate School, we are always working on improving the programme structure to enable us to provide the best education we possibly can. Our methods offerings are an important component here – we want them all to mesh together in an organised fashion, and provide opportunities for progression. Our methods director Chris Swader discusses some recently implemented adjustments.

STUDY PERIOD	DATES (SPRING TERM 2018)
1	Jan 15 – Feb 15
2	Feb 16 – Mar 19
3	Mar 20 – Apr 24
4	Apr 25 – Jun 3

There are some important changes in the Graduate School's methods curriculum beginning this Autumn 2017. A couple of years ago, we realised that our existing course structure was not providing the best possibilities for students to achieve a progression in their methods knowledge. We had an introductory course as well as electives and a theory of science course, but these were not systematically tied together. For instance the theory of science course came after the introductory methods course instead of before it, where it might have provided a good introduction to the scientific research process(es). In addition, students could only choose one elective out of our many good offerings in the late spring.

Our solution to these issues was first to make the theory of science course no longer mandatory. Students are still free to choose it as an elective in period 3 in the spring. This allowed us to move half of the electives to period 3 and the other half to period 4, allowing students to choose two of them instead of one. At the same time, we have built a small introductory block of theory of science into the 15 ECTS introductory methods course in the autumn, SIMM41 (*Methods for Research in the Social Sciences*), which has also been substantially restructured and improved over the past two years, so that it now provides an excellent introduction to the research process. However, students with previous knowledge in quantitative methods are also now free to choose SOCN06 (*Methods and Societal Analysis*) in the autumn, which allows a deeper immersion into quantitative and qualitative methods, instead of the integrated introduction of SIMM41, which they may no longer need. In addition, we have expanded our elective courses, which now include offerings in quantitative methods and digital ethnography, in addition to the successful courses of previous years.

This means that students can now enjoy one of the richest methods and methodology curricula in the faculty, in terms of the total credits devoted to methods and also the variety of courses available.

Chris Swader, Graduate School Methods Director

What does this mean for first year master's students?

You will receive more information, but if you are already curious about the course offerings for the spring, visit our website here:

tinyurl.com/GSmethds2018



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Some information about what's ahead for our programme students entering their first term this autumn.

What's ahead



Helena Falk

STUDY PERIOD	DATES (AUTUMN 2017)	COURSE
1	Aug 28 – Sep 26	First profile course
2	Sep 27 – Oct 29	
3	Oct 30 – Nov 29	Methods course
4	Dec 30 – Jan 14 (winter break Dec 22 – Jan 6)	

By the time our incoming programme students read this, they will have received the *Student Handbook* where we go into the details of the term. The autumn term will in no small part be about getting to know your peers, your teachers and Graduate School, all while trying to finish your coursework on time. To help you get an overview of your master's programme and give you an idea of your possibilities, we arrange a number of information meetings during the first part of the term. These are some important dates for you to note:

- Information about elective courses, internship and one-year master, 18 September, 8:15 am in room "Världen" at the department of Human Geography, Sölvegatan 10.
- Inspiration meeting about master thesis, date TBA.
- Information about exchange studies, 6 November, 16.00 in the Eden Auditorium.

But of course, there is more to it than information and planning for your studies! Graduate School arranges social activities during the autumn term such as the autumn potluck dinner, lunch with the Student Health Services and the Student Chaplains and a "fika" to celebrate the day of Lucia (a Swedish cultural eccentricity). Please check our website for more information on these events.

Web: tinyurl.com/GS1styearactivities

We wish you all the best in your first term at Graduate School!

TERM 3



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Some information about what's ahead for our programme students entering their third term this autumn.

What's ahead



Helena Falk

For our second-year students, the autumn term differs a great deal depending on where you are and what you are doing. Some of you are staying in Lund taking courses while others are travelling near and far to do internships or exchange studies. Despite these variations, there are some things that apply to all of you, mostly in preparing for the thesis course, which will start on January 15, 2018.

- Submit a draft thesis proposal November 7
- Midterm seminar November 13-15, dates for each programme are yet to be settled.
- Submit final thesis proposal November 20
- Thesis course start January 15, 2018

The draft thesis proposal is to be submitted only by those who plan on attending the midterm seminar, but all students should submit a proposal on November 20. You'll find more information on the thesis proposal on our website:

<http://graduateschool.sam.lu.se/current-students/masters-thesis/thesis-proposal>

The midterm seminars will be led by your programme director. It is a great opportunity to give and receive feedback on your research ideas and to find the connection between your programme and major, as we know this can be a bit tricky.

We look forward to welcoming you all back in Lund for the thesis course start on January 15!



Issue focus: Graduate School 10 years

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Looking back



Milan Burke,
Programme coordinator

The Beginning

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, Catharina 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.

International Outreach

Graduate School used the experience it gained in collaborating with many departments and extended its global reach in 2008 when it entered a cooperation with Fudan University in Shanghai, China to create a Double Degree Programme. This agreement allows Graduate School students and Fudan students to participate in an exchange which leaves them finishing their master's

education with not one but two degrees – one from Lund University and one from Fudan University.

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. His work, along with that of 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. Support for professional skill development helps enrich administrative staff and documenting division of labor and peak period stabilised the administration and helped streamline staff handover processes. 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. Once the students have completed their studies, they are invited to participate in a graduation ceremony. Over the years the ceremony put on by Graduate School has grown from a small ceremony primarily for Graduate School students to a faculty-wide ceremony serving nearly 20 master programmes.

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 administrative staff at Graduate School was without a director for an extended period. Nevertheless, the team of three continued to provide the same level of service for students and successfully managed programme admissions for what has become some of the faculty's – or even university's – most popular international master's programmes, all without an academic director.

Lena's legacy of creating a "home" for students within Graduate School has stayed on with the organisation after the spring 2015 arrival of the current Director of Studies, Mikael Sundström. Since then, Graduate School has looked for other 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 handbooks and the very newsletter 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.

Quality of courses has long been a strength at Graduate School, and Mikael has further built upon that by placing extra focus on our theory and methods courses. In addition to the Programme Directors for the programmes, Mikael created a Methods Director position specifically for the various courses in theory and method at Graduate School. Christopher Swader has taken on the role of Methods Director and is continually working to further develop the quality, design, and variety of theory and method courses that are offered to Graduate School students as well as many other master students. In addition, he has 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.

Graduate School at Ten

The 2017/18 academic year has now started, and Graduate School has reached its 10th year. As part of the 350th Jubilee Alumni Weekend, Graduate School will be holding its own 10th Anniversary celebration on October 20th and all Graduate School alumni, current students, current and former teachers and staff, and friends are warmly welcomed to attend. Over the years, there have been both successes and setbacks, but the organisation has moved ever forward and has developed a reputation for innovation, creativity, and a high level of service. Directors and staff have come and gone, but dedication to the students and their experience, both inside and outside the classroom as well as the drive to create a better Graduate School with a truly international, interdisciplinary focus remains the same and will surely continue for years to come.



Issue focus: Graduate School 10 years

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Looking ahead



Shoshana Iten,
Programme coordinator

Some people live primarily in the past, some in the present, and others in the future. At Graduate School, we are forced to confront all three, even if we easily get caught up in the present (emails, emails, emails). Nonetheless, one doesn't turn 10 every year, and this is as good an excuse as any to take a pause and look both backwards and forwards to gain a bit of perspective. After all, as social scientists we learn an endless amount from analysing past events and movements in order to inform and understand current policies, social structures and relations. We are also asked about what kind of society, organisation or community we would like to enable, and to reflect on what kinds of factors are needed to encourage this. We need to think critically and put on our various critical social science lenses, and often confront and negotiate with opposing or differing perspectives, sometimes even opting for what doesn't necessarily have the popular support, but which will push a unit, an organisation, or a society forwards based on principles of justice, inclusiveness and equality.

Of course, Graduate School is a small entity in a much larger organisation, but we still think it's worth pausing a bit to reflect on what it has been, and most importantly, what it can be. Organisationally speaking, Graduate School can be seen as a nebulous entity since it is neither a department nor directly part of the Faculty office. It is located at the Faculty, but is independent. It has its own programme students, but students are admitted in part because of specific requirements from their majors' corresponding departments. Yet they are not completely integrated into departmental activities. Graduate School does not employ its own teachers but "borrows" them from the various departments. Because it has been independent of, as well as dependent on both the Faculty as well as the various departments, it has had some privileges that some departments might not have, such as trying out and developing various methods and thematic courses, as well as support services that might have taken more heavy lifting in other places.

But Graduate School has also been limited because it is closely connected to and strongly dependent on many of the faculty's departments. This means that we often need to negotiate between existing rules and organisational cultures, and try to find the best way for students and staff to navigate between both their programmes and their departments in a coherent way. This is tricky, and has taken many years of hard work, as noted by Milan Burke's piece on the history of Graduate School. Perhaps because of its unique position, Graduate School has often been at the forefront of developing certain areas. Information management has been a constant priority, and looking back, we have certainly come a long way. We have also worked quite a bit on offering social activities and events that help

students gain a sense of identity and belonging during their studies. We have continuously evaluated and improved our courses and programme structure, most recently with the addition of some new methods courses, improved structure, as well as the content of existing courses.

Marking our 10 year anniversary we ask ourselves some questions: What drives us here at Graduate School? What kind of education do we want to provide to our students? How are these decisions made, and who makes them? How actively do we want to work with our closer community, as well as our global community? What kinds of goals and visions do we have for our future students, teachers and alumni? What kind of role do we wish to have at the Faculty?

Below we have collected a few thoughts from some of our directors and students. We have asked them to think about what kinds of visions they have for Graduate School in a 5-10 year perspective. We hope to keep these visions alive and to discuss them more in the future, giving them space to evolve, possibly testing some to see if they can be integrated into our programmes and brought to life.

Some visions for the future

Chris Swader, methods director

At the crossroads between diverse departments, the Graduate School is well situated to continue to develop as a hub for methods and methodology instruction, perhaps even to include methods schools available to those outside of Lund University as well.

Annika Bergman Rosamond (Programme Director Global Studies)

I am of the view that we should do even more to diversify our programmes so as to add an intersectional sense of balance to our recruitment policy – people from different backgrounds and countries.

Also, I think we should develop partnerships with local organisations and organise lectures and activities with local NGOS for example.

I think we should carry on developing our curriculum and our courses and again ensure diversity in our disciplinary approach and topics. I think it is important

that contemporary concerns figure as part of our courses – refugee policy, asylum, to enable newly arrived individuals to enter the university, to ensure that gender and feminism are mainstreamed into our courses and to carry on developing our courses that touch on digital society and politics.

We ought to develop and further the internship options and provide a solid platform for students (should they wish) to do internships, maybe inviting alumni and also invite former students to talk about their internship experiences.

Karin Steen (Programme Director Development Studies)

I hope we will continue to have the international variety of student we have today – and maybe even increase it. I hope we could increase the variety in students – and staff – from different social backgrounds as well. To solve the pressing problems in the world it is important that people from different social groups, classes, genders, religions, ages ... are part of producing the knowledge we need.

I think we can improve the programmes by integrating them more, for example by developing new elective courses that bring together exiting issues and competence from the three different programmes. I think the thesis preparation track we are introducing will be a great contribution for bringing together academic skills with content matter, thus improving the quality of the theses as well as making the students' thesis writing experience more positive.

Marta Kolankiewicz (Programme Director Social Studies of Gender)

Graduate School has placed the issues of contemporary social processes and social change at the core of its education. The Social Studies of Gender Programme has in particular focused on the questions of social inequalities and social justice. Today these questions are increasingly pressing. In times of growth of the far right and of the spread of racism, our task will be to provide education that can prepare our graduates to meet these social and political challenges, confront them and come up with productive solutions in their future professional lives. In particular, the Gender Programme will have to address the questions of how feminist struggles need to be formulated today, when gender justice is threatened by a wave of anti-feminist and racist agendas spreading globally.

Tawanda Nyamangara (Social Studies of Gender student representative)

I dream of a more diverse Graduate School. A meeting point where diverse bodies, minds and abilities come together to learn and create critical scholarly work merged with activism. I want 'otherness' to be embraced in the study material and through pedagogy to the point where 'Blackness' will stop being an enigma in lecture rooms, where trans* identity is fully acknowledged, and a space where the Global South is recognised not only for case studies but for its intellectual contribution. I want students with disabilities to be heard and to get unquestioned assistance throughout their learning experience.

Mikael Sundström (Director of Studies)

I would like for Graduate School to develop international contacts with one or a couple of universities that go well beyond most international cooperation agreements. It is my belief that setting up jointly "owned" courses, where each partner institution's contributions form fully integrated and mandatory course elements is the only way truly to ensure long-term cooperation, and a platform for steadily deepening understanding of partner institutions.

The problem with "normal" collaborations is that they tend to be de-prioritised when local matters demand urgent attention. A joint effort of the kind I am envisaging demands careful and continual attention even when the going gets tough, and will, crucially, have attached resources to match that work. It should in most ways mimic routine course development, teaching and maintenance work, and so fit the normal organisational support systems set up to aid these processes.

I believe that Graduate School offers excellent opportunities for such collaborative efforts, as the three programme "themes" should prove attractive fits for a number of potential partners around the world. Most important: I believe that our fantastic students could greatly benefit from such collaborations and make good use of a further improved international network.

Rufai Issifu (MSc Development Studies – second year student)

- GS should increase the presence of Lund University abroad to attract more international students to the international programmes
- GS should form partnerships with more universities abroad to enhance student and staff exchange
- GS should design online versions of the international programmes for individuals who are unable to travel to Sweden
- GS should design an entrepreneurship course that uses a multidisciplinary approach in addressing societal problems
- GS should introduce monthly student-organisations encounters to enhance students' understanding of the job market
- The occasional Graduate School *Newsflash* should be maintained



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Our alumni – where are they now?



Camilla Göth, Social Studies of Gender, graduated 2016



Roman Lisovenko, Global Studies, graduated 2014



Christina Atekmangoh, Development Studies, graduated 2011



Jaleh Taheri, Development Studies, graduated 2012

It has been just over a year since I graduated from Lund University and the master programme in Social Studies of Gender and today I am working at UNDP's country office in Tanzania as a Knowledge Management Specialist under a new project, Prevention of Violent Extremism. An extremely current topic globally where Tanzania is no exception. Usually countries are divided into three categories: epicentre (Somalia and Sudan for example), spill over (countries bordering to epicentre countries, such as Kenya) and at risk countries. Tanzania falls under the last category, being considered an at risk country. This means that the activities and efforts should be preventive rather than countering. I started this job only a week ago when writing this and I am still trying to settle in and fully understand the context and the topic. One thing that I will be working on is a so called *Early Warning and Risk Tracking System*. I will update the data in the system and make analyses out of it. It is important to always be aware of the present context and to be able to adapt to actions in a changing environment. I am confident that being part of a project from the very beginning will be both interesting as well as a great learning experience.

Anyhow, luckily UNDP is not completely new to me as an organisation. A month after graduation I started working as a consultant with digital communication and social media at UNDP's Nordic Representation Office in Copenhagen. I created and coordinated content, analysed the outreach, updated strategies and did my best to improve how we communicated our mandate and work to the Nordic donors and the general public. After one year of communicating UNDP programmes I felt that I wanted to get experience and in depth knowledge of a programme and here I am now, excited to gain profound understanding of violent extremism in Tanzania.

Camilla Göth



Participants of the third Women Leadership Exchange Program (WLEP) carried out in cooperation with Dubai Women's Establishment and MiL Institute – 2015



W4SG founding board members visiting former Minister of Higher Education in Abu Dhabi Sheikh Nahyan bin Mubarak Al Nahyan – 2013.

Sweden, and specifically Lund, has provided me with the platform I needed to start my professional career. As the Founder and Director of Women for Sustainable Growth (W4SG), an NGO conducting exchange programs between the Nordic and GCC regions, I pulled from my education and the support from the university in starting the NGO. Specifically, the Center for Middle Eastern Studies provided a supportive platform to launch the initiative in 2010. My master's in Development Studies (graduated 2012) also contributed to the strategy and success of the NGO's work.

I am grateful for this opportunity as I believe this work is more important than ever with all nations facing increasingly complex and globalised problems. As an organisation, W4SG believes that increased cooperation is the best way forward for development and prosperity. Specifically, we believe that the Nordic and GCC regions have an important role in building bridges and leading this cooperation. The benefits of increased cooperation and understanding between these regions can have a multitude of positive implications domestically (economically and socially) in both regions and can support the wider international community's efforts to address global needs and problems (needs such as increasing innovation, supporting entrepreneurs, and the professional advancement of women or problems like climate change, and negative stereotypes about others). Additionally, our members position themselves within the global context on the side of engagement and the belief of a brighter future built together.

While I will continue to facilitate and host programs for W4SG, I have been provided another opportunity by Lund University to specialise further through a PhD in sociology. My research will focus on women's employment, economic development and social policy in the Middle East. As I have had the pleasure of working with so many talented and smart women, it will be very rewarding to help provide new research on women's economic participation in the region.

As a final note, while these years in Lund have been very intense, I am most grateful for the support provided to myself and my husband by the Swedish government in the form of parental leave, child care and health care. There are not many countries in the world where I could have so easily combined starting a family with continuing my professional career. As an American, this opportunity for a healthy life-work balance is a luxury and a blessing that I hold most dear.

Jaleh Taberi

My name is Christina Atekmangoh. I graduated from the Graduate School in May 2011, from the Development Studies programme. Motivated by my interest in Migration Studies, I started a one year master program in International Migration and Ethnic Relations (IMER) at Malmo University. Before I rounded up this program, I got a scholarship to pursue a PhD in Anthropology and Sociology of Development from the Graduate Institute of International and Development Studies, Geneva Switzerland.

While studying, I did an internship with the Gender and Mine Action Program and also worked part time with OCAPROCE International, an NGO that carries out Development and other entrepreneurial projects in Africa. With the sound research background and intellectual insights gained from Lund University, I decided to broaden my research on the theme of migration and remittances which was the focus of my master's thesis in my PhD studies. I defended my PhD thesis February 27th 2017 and am glad to announce that I have recently published my first book based on my PhD research entitled: *"Les Mbengis" – Migration, Gender, and Family: the moral economy of transnational Cameroonian migrants remittances* (now available on amazon.com). While I am aiming for higher heights, I remain grateful for an amazing experience during my time at the Graduate School, especially its unique teaching methods of group work, and encouraging students to know the subject matter rather than just be interested in getting good grades. I have applied these teaching methods during my time as a Teaching Assistant in my country and the students greatly appreciated it. As I go about trying to sort out my career path, I remain thankful to all my professors and classmates for an experience which will never be forgotten.

Christina Atekmangoh



Christina defending her PhD at the Graduate Institute of International and Development Studies, Geneva, Switzerland, in February 2017



I came to Lund in 2011 to study the *Global Studies* Master Program as a Swedish Institute's scholarship holder from Ukraine. I chose Lund University knowing its reputation of being a renowned and international university, attracting students from all corners of the world. This presented a perfect opportunity I had always dreamt about and a place I had always wanted to be part of as a student. My choice fell on this multidisciplinary program as it offered prospects of looking at themes I studied from many different angles and perspectives. That is why, the moment I got my notification of admission, it was no doubt that I was heading to Lund!

Now, looking back at my 2 years' experience in Lund, I am thinking about all that extensive knowledge I gained through my multidisciplinary program and plenty of interesting and inspiring lectures from great teachers coming from all over the world. I am also thinking about all my fellow students from many countries that I met, befriended, spent unforgettable time with and learned so many things from. Apart from the high-quality education, thanks to the university, I received plenty of extracurricular opportunities at the university and abroad, like a summer school on migration issues in Poland, an eco-project in Greece or work at Lund's student association working with issues of antiracism and intercultural dialogue. All this enriched my knowledge, helped me to gain project work and other practical skills, and, of course, to meet like-minded people from all around the world who I still keep in touch with. During my second year, I also received an opportunity to work part-time as student receptionist at Graduate School, which became a useful, practical and at the same time simply cool and fun experience as I enjoy working with people a lot.

My diploma of Lund became a key factor in helping me to get a job in my country at an international company that has roots in Scandinavia. Coming back to my home country, I also wanted to use the valuable knowledge and inspiration I got during my university studies. So, I contributed to two projects dedicated to sustainability issues for non-governmental organisations and grass-root initiatives that I co-organised with other like-minded people I met during my studies in Sweden. Creating social impact using experience and knowledge gained in Sweden will be always unforgettable for me.

Roman Lisovenko



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What's happening at Graduate School

Past Events

DPS (Development Practitioner Seminar) series

During the Spring of 2017 we had the pleasure of inviting five speakers to share their working experience with our students. Students were able to hear more about the field of peace education in the Israeli/Palestinian context, about some of the challenges working for the Swedish Migration Agency, what it is like to work with quality assurance in disaster response in an NGO. We look forward to planning the next series to be held during the spring term of 2018 and look forward to your input and suggestions for speakers!

Graduation Ceremony 2017

The Faculty of Social Sciences held its graduation ceremony for 17 programs on June 5th this year. The day was celebrated with fanfare together with students, family and friends from around the world. We were honoured to have Lars Danielsson, the Swedish Ambassador to the EU, as the keynote speaker, sharing with the audience his thoughts on some of the current challenges facing the EU and the world, as well as the role of social scientists. Student speakers were Allisa Lindo from Media and Communication and Nicholas Moreau from Strategic Public Relations.

Thesis Introduction Day (June 2nd 2017)

At the very end of the spring semester Graduate School had its very first Thesis Introductory Day, a joint event for all three master programmes.

The rationale for the day was to kick-start students' thesis thinking before the second year starts by providing research inspiration and practical information. This is part of the current work at Graduate School to strengthen the thesis writing process where also the planned thesis track is one part.

During the day we listened to inspirational talks by Diana Mulinari from Gender Studies on the role of social sciences and by Erik Hannerz from Sociology on learning experiences from actually failing fieldwork. The social science librarian Maja Carlsson provided good ideas on how to start searching for literature and read up to get thesis ideas. In the end of the day the students were divided into cross-programme groups where they brainstormed fictitious thesis topics and research design.

The day was positively received by the students. They appreciated the chance to early on get starting with developing ideas and getting practical information.



Graduating Development Studies students



Graduating Global Studies students



Graduating Social Studies of Gender students

The Pedagogical Café

During Global Week, Graduate School was invited to organise an event around the theme of “internationalisation of the classroom.” Thirty participants from partner universities – mostly international coordinators, but also some teachers and a student representative – attended and shared their experiences on the following five topics:

- Marketing, recruitment, admissions (nominations)
- Soft landing: Practical aspects (housing, bank), welcoming, introductions
- Internationalisation in the classroom
- “Homemaking” for international students and programs
- Formalising the internationalisation of the curriculum

The workshop was organised using a dialogue café format whereby participants could freely choose which table they wished to attend.

For the report of this workshop, see tinyurl.com/intcaferreport



Coming Events and Dates to Keep Track of

September 14 (17-18.30) **Autumn Potluck**

Every year we invite both our 1st year and 2nd year students who are in town to join our potluck dinner together here at Graduate School. Everyone is welcome to bring a dish to share with others. This is normally a festive occasion, and we promise that no one will leave hungry!

September 18 (08.15) **Information about elective courses, internship and one-year master**

1 November – 25 November **Exchange Study Application period**

University of California exchange studies: separate application

Please note that all applications regarding student exchange at the University of California must be submitted through the UC Study Centre at Lund University (Application period 2017: 15 October - 1 November). Keep yourself updated here: www.sam.lu.se/en/education/exchange-studies

October 30 **Course start mid-term**

November 6 (16.00) **Information about Exchange Studies**

November 7 (12-13 in the Student Lounge) **Soup Lunch**

At this annual event we invite all our students to come eat some vegetarian soup with us in the student lounge. We invite representatives from some of the student support services to share with students what kind of services they offer. This includes staff from the the academic support centre, student chaplaincy, as well as student counselors.

December 11 (15-16) **Lucia fika**

Come celebrate Lucia with other Graduate School students in the Student Lounge! This includes Lucia snacks like *glögg* (non-alcoholic mulled wine), *lussekatter* (saffron buns), and other seasonal treats.

December 22 – January 6, 2018 **Winter Break**

Various dates (TBA) **Meet the crew**

We will organise several meetings throughout the term when you will be able to meet your course directors and staff to discuss any questions and issues related to the programme.

Date TBA **Homecoming Event**

As part of LU turning 350, Graduate School will be organizing its own Homecoming Event for alumni returning to visit their old haunting grounds October 20-22nd. More information will be posted on our website here: graduateschool.sam.lu.se/education/alumni-and-career

A jubilee year – twice over

Graduate School is turning 10 in 2017, but we have to admit that we are a stripling compared to the university itself. Lund university turns a mighty 350 this year. University-wide celebrations and events take place continuously throughout the year, and Graduate School will organise some as well – check the Newsflash mails for details.





Newsflash: a smarter way to reach you?

You may have noticed an email from us in your inbox with all sorts of news items. We primarily list events at the Faculty of Social Sciences, (and primarily in English). If you are not receiving this email and think you should, then please email us at master@sam.lu.se. And most importantly, if you have news that you would like to include, please let us know!

Staff News

There are quite a few staff changes this term. Rebecca Selberg will be replaced by Marta Kolankiewicz as Programme Coordinator for the Master Programme in Social Studies of Gender. Welcome on board Marta! Helena Falk is back full-time, while Pal Olsson, who was filling in for her during the last academic year, will be leaving Graduate School, but we hope to see him around at LU in the future! Shoshana Iten will be taking a leave of absence for a year to pursue a 1 year master's in sustainable urban planning. Katherine Anderson Ahlstedt will be joining the team during this period, and will be taking over most of the study-advising related tasks. Amaranta Lucia Thompson will be joining us as the student receptionist, open Mondays and Wednesdays from 10-13 except for during the beginning of the term when the opening hours are extended to include Fridays. Programme director Karin Steen (Development Studies) has recently been appointed Director of studies for the International Master Programme in Environmental Studies and Sustainability Science (LUMES). We congratulate Karin, and expect to collaborate even more with that venerable programme in the future!



My name is Katie Ahlstedt and I am the new programme coordinator at Graduate School. I have been working at Lund University since 2013, previously as the educational administrator for the Department of English. My education has primarily focused on language, literature, and writing. I was born and raised in New York State and began my undergraduate studies there. I completed both my bachelor's and master's degree in English and English Literature here at Lund University.

What we are working on

Thesis Preparation Track

In the coming academic year we will gradually roll out our planned *Thesis Preparation Track* which will tie together resources you need to be prepared for the eventual thesis work. The track will be organised by Maria Hedlund, senior lecturer at the department of political science (and also thesis coordinator at that department), and Maja Carlsson who is our contact librarian at the Faculty Library. We hope that this dual-control system will also help integrate library resources and Graduate School processes much more tightly. You will hear much more about the thesis preparation track in the months to come.

Methods development

Our methods director Chris Swader, and Annika Hughes (working in the Graduate School office) have been hard at work on a report where they compare methods offerings (for three subjects) at 8 universities, Lund included. This is meant to aid wider deliberation about how our faculty can manage methods teaching – and what we should be offering.

Double Degree options

The Faculty of Social Sciences has an agreement with Fudan University in Shanghai that allows eligible students in Global Studies, Development Studies and Social Studies of Gender to apply for a full year's study at Fudan and obtain a Master's degree from Fudan University in addition to the Master's degree from Lund.

To find out more: tinyurl.com/LUGSFudan

You will also be receiving more information about this option later this term.