GRADUATE SCHOOL, FACULTY OF SOCIAL SCIENCES, LUND UNIVERSITY

ISSUE #8, Spring 2017

SPECIAL FOCUS IN THIS ISSUE: INTERNATIONALISATION
Dear students,

The world keeps turning and we have finally passed the darkest valley of the year. For many of you with roots in sunnier climes this period will feel like an exotic touch of the High North. Exotic and maybe just a bit oppressive.

You will find some comfort in the Chinese adage “better the cold blast of winter than the hot breath of a pursuing elephant”, but it remains true that Lund is not at its best when you fight the headwinds – always, always the headwinds, regardless of which way you are going – to a friend to cheer you up. Yet you should know that we Scanians have to suffer regular scorn from our countrymen because of our (in their view) positively feeble winters. When these hardy folk tell of their own misery further north, they rarely quote William Blake, but maybe they should:

O Winter! bar thine adamantine doors:
The north is thine; there hast thou built thy dark
Deep-founded habitation. Shake not thy roofs
Nor bend thy pillars with thine iron car.
He hears me not, but o’er the yawning deep
Rides heavy; his storms are unchain’d, sheathed
In ribbed steel; I dare not lift mine eyes;
For he hath rear’d his sceptre o’er the world.

Which certainly sounds bleak, I do admit. Of course some of these terrifying winter descriptions are grounded less in facts than in mythos. I have always found it interesting that Charles Dickens’s famous descriptions of Christmas, with mountains of snow glittering under high cold stars have become the nostalgic winter archetype image for so many people. As it turns out, Dickens did indeed experience a good few white winters in his childhood, but they were anomalies: less than ten truly white christmases have been recorded in Britain since 1900.
These outliers spun into yarns by a master craftsman more than 150 years ago have weaved themselves into our cultural mythos to influence millions of people; help shape narratives of understanding, wistfulness, simmering resentments and resistances. That begs the question: What yarns, ominous or pleasant, are being spun right now, and how will they help form the world as it creaks through the seasons and years ahead? These questions would seem to merit serious study. Who better to study it than us? And you?

Lund University was founded 350 years ago, and this sprawling, wild and wonderful conglomerate has spent the intervening centuries pushing the scientific boundaries – and teaching students to fix an unwavering (adamantine if you will) and systematic gaze on the human condition. A relatively recent innovation is broad internationalisation. To be the best we can be, we need to reach out; to attract the brightest minds and freely exchange ideas and creativity with the rest of the world. Graduate School itself is the fruit of such ambitions, and in this issue we take a long look at internationalisation from a variety of perspectives. Enjoy!

Mikael Sundström
Director of Studies, Graduate School

In this issue

In this issue we have decided to focus on internationalisation issues. These are naturally dear to us: our 2016 cohort of students comprised 70 per cent international students, and our alumni are spread far and wide. But what is internationalisation really? Why should it be promoted? We have put these and similar questions to staff, students and alumni to get some potential answers.

That apart we will of course as always provide information about what is going on at Graduate School, and what our students, now entering their second or fourth terms, can expect.

Remember that online versions of this and previous newsletters (with clickable links, which might be useful) are always available via Graduate School’s site.
I am the new Programme Director for the Master’s Programme Social Studies of Gender, and I am very excited to work with international master students at Graduate School! I appreciate the interdisciplinary approach in our courses, and I especially enjoy working with such a diverse team of teachers and administrators as we try to create a stimulating learning environment for students from all over the world. I have been involved in several courses here, including the two profile courses in Social Studies of Gender, courses in theories of science, and the big methods course SIMM41.

My background is in sociology, and I earned my PhD at Linnaeus University, Växjö in 2012. My doctoral thesis was an ethnographic exploration of working conditions for nurses under New Public Management. I am still very much interested in gendered aspects and effects of neoliberalism and austerity politics. My current research projects focus mostly on intersectional analyses of labour, inequality and social change.

One of my pet projects is an ethnographic study of nail salon work in Sweden; this project is exciting because it looks at the links between the expanding service sector, migration, and transformations of work and economy. I am also working on a smaller research project on anti-abortion activism, trying to figure out how the resistance to abortion in Sweden is organised. This project is interesting because it deals with social movements, processes of juridification, and nationalist discourse. However, what’s keeping me most busy at the moment is a major collaborative research project called “Exit, voice and loyalty: an intersectional study on professional turnover among nurses and social workers”, in which a diverse group of researchers working with both qualitative and quantitative methods will investigate why so many nurses and social workers in Sweden are leaving their professions.

As you can see, I’m a little bit all over the place in terms of research. I always encourage my students to be curious, because it makes research – and life – more fun! I have been teaching at the Department of Gender Studies since 2013, and I teach both theory and methods.
Term 2 offers first-year students the opportunity to explore a variety of interdisciplinary courses in theory and research methods within the social sciences. After completion of Term 2, you should be able to apply the methods you learned to your master’s thesis.

The first half of Term 2 is occupied by your profile course in periods 1-2. The second half of Term 2 is comprised of two parts: one 7.5-point course in theory in period 3 and one 7.5-point course in methods in period 4.

In period 3, students in Development Studies and Global Studies will be reading SIMM23 - Theory of Science for the Social Sciences. Social Studies of Gender students may choose between reading either SIMM23 or GNVN13 - Feminist Methodologies, given by the Department of Gender Studies. Students from other master’s programmes from within the faculty will also participate in our theory and methods courses and will be taking SIMM23 and an elective methods course.

In period 4, students will read an elective methods course of their choice. Graduate School offers 6 different methods courses that the students can select from.

- SIMM16 - Introduction to Quantitative Methods (7.5 credits)
- SIMM25 - Fieldwork (7.5 credits)
- SIMM27 - Methods of Text and Discourse Analysis (7.5 credits)
- SIMM29 - Evaluation Research - Theories and Methods (7.5 credits)
- SIMM30 - Participatory Methods of Change and Development (7.5 credits)
- SIMM32 - Quantitative Methods: Multivariate Analysis (7.5 credits)

You’ll find more information about the courses on the Graduate School website: tinyurl.com/GS2017-spring

Students will soon receive an email with more information on the elective course selection process. We will be holding an information meeting (February 2nd) to go over available courses as well as how to apply. You will be sent a link to select your fourth period course and will be able to select a first choice and an alternate. We will do our best to accommodate students’ preference but cannot guarantee admission to your first choice. Places will be offered on a first-come, first serve basis.
The thesis course has now begun and the last leg of the programme is upon us. We hope that you will enjoy working with your own research project and the crowning moment of your time at Graduate School. And even if experience tells us that this sometimes is a stressful period, keep your focus and use your time and resources well. Do not forget that a well-deserved break every now and then can be inspirational.

Check information in Live@Lund – VT 2017 SIMV07: Graduate School’s Thesis Portal. Here you will find useful information and timetable for the spring term.

**Key dates**

- 22nd of February: Save the date. Library information, see further information in Live@Lund.
- 22nd of March: Post selected parts or what you have written so far from your thesis in Live@Lund, in preparation for the upcoming mid-term seminar.
- 27th of March: Mid-term seminar, details will be published on Live@Lund.
- 10th of May: Notification to Graduate School (helena.falk@sam.lu.se & pal.olsson@sam.lu.se) regarding submission of thesis – make sure you mail both addresses.
- 19th of May: Thesis submission, upload your thesis in Live@Lund, assignment will be created sorted under the respective major. Submit 2 (two) physical copies to Graduate School – 09:00-11:00 R236 (Gamla Kirurgen).
- The following week, you will receive information about exact date and time for the thesis seminar and which thesis you shall prepare an opposition.
- 29th of May – 2nd of June: Thesis seminars, more information in Live@Lund.
- 5th of June: Graduation Day. A separate information folder will be published.

Information about publication of thesis in LUP Student papers and applying for your degree is available in Live@Lund.

Make sure to regularly check the Thesis Portal in Live@Lund for updates during the entire spring term.

If you experience any problems or have any questions that are not covered by the information provided in Live@Lund, please do not hesitate to contact us.
Graduate School and internationalisation

Graduate School is turning 10 this year and the walls are murmuring that it might be time to reflect more broadly about what we have achieved, why, and where we are heading. Graduate School is the outcome of a strong wish and lots of discussions about internationalisation at the Faculty of Social Sciences, and was established alongside the Bologna process. It was the Faculty's attempt to create something innovative, meaningful, and relevant in both a local and global context.

What do we mean by internationalisation of education? There are many ways to interpret and measure this, and in this issue we try to tackle some of the dimensions. The first objective in the Faculty's Strategy for first and second-cycle education 2015-2015 is to strengthen the international perspective in the education. For more information, see tinyurl.com/socsci-intstrategy.

How this is accomplished is of course another complex mission such as the inclusion of international authors and perspectives in the course content, international examples, as well as the integration of the international experiences that teachers and students bring with them. One of the strengths that we hear over and over again from both our students and teachers is how much everyone learns from each other – their perspectives, their experiences, their backgrounds and identities. Many of the courses, especially the profile courses, enable students to discuss the course themes and topics in small groups where students can exchange their viewpoints, challenge each other, and allow for a deeper understanding of other perspectives. Graduate School can therefore only provide a framework for some of the real assets being shared – the diversity of its students.

From a Swedish perspective, Lund University continues to thrive in attracting students, and the number of applicants grows every year (see figure 1 for a national comparison 2012-2016).
Figure 1. Sweden’s top-5 performing seats of learning (all first hand applicants)

- Lund University
- Royal Institute of Technology (Stockholm)
- Stockholm University
- Chalmers University of Technology (Gothenburg)
- Uppsala University

After the introduction of tuition fees in 2012, there was a general fear that this would affect interest in our programmes. But we can safely look back and admit that while these fears are unfounded, our student body is made up of a different group of students. Our programmes were open to students with little or no means, offering them a unique opportunity that they would have a hard time finding somewhere else. But a darker side was that many of these students did struggle financially, and yet were expected to perform at the same academic level as their peers, and, while this struggle has not been eliminated with the introduction of tuition fees, we have a sense that there has been a decrease of the number of students who are truly struggling financially. Whether this is positive or negative is of course debatable, and is an important discussion to keep alive.

We have also noted a decrease in students from the Global South, and these perspectives and contacts are missing to some degree. We are grateful to the Swedish Institute, LU Global and other scholarships that allow driven and qualified students to pursue their education with us regardless of financial means.

The Faculty of Social Sciences has done exceptionally well in attracting international students outside the EEA. Since 2012, the number of 1st hand non-EEA applicants has nearly doubled, from 400 to nearly 750. Of the Faculty’s programmes, Development Studies is one of the top three in terms of broadest range of countries from outside the EEA (see figure 2).

Figure 2. Non-EEA application to Master programmes in the Faculty of Social Sciences (2016)

Of course how we end up here isn’t entirely coincidental. Beginning with marketing, we, together with External Relations (a central administrative unit at LU), make an effort to recruit international students from both near and afar. The Faculty’s overall figures can be seen in table 1, where Development Studies continues to rank as one of the most popular programmes with 850 applicants in 2016 and a whopping 1240 for the programme start in 2017, making it the 8th most sought-after international Master’s programme programme in Sweden. Global Studies is not far behind with 563 applicants in 2016 and 751 for the current year.
Table 1. Top 20 LU Programmes Autumn 2016 (Completed applications)

<table>
<thead>
<tr>
<th>Programme</th>
<th>Applications</th>
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<tbody>
<tr>
<td>International Marketing &amp; Brand Management</td>
<td>1297</td>
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<tr>
<td>International Development and Management</td>
<td>1201</td>
</tr>
<tr>
<td>Public Health</td>
<td>1142</td>
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<tr>
<td>Finance</td>
<td>1096</td>
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<tr>
<td>International Strategic Leadership</td>
<td>1069</td>
</tr>
<tr>
<td>Entrepreneurship and innovation</td>
<td>977</td>
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<tr>
<td>Management</td>
<td>916</td>
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<tr>
<td><strong>Development Studies</strong></td>
<td><strong>885</strong></td>
</tr>
<tr>
<td>Human Rights</td>
<td>835</td>
</tr>
<tr>
<td>Accounting and Finance</td>
<td>800</td>
</tr>
<tr>
<td>Economics</td>
<td>784</td>
</tr>
<tr>
<td>Managing People, Knowledge &amp; Change</td>
<td>680</td>
</tr>
<tr>
<td>Environmental Studies and Sustainability Science</td>
<td>621</td>
</tr>
<tr>
<td>Accounting and Management Control</td>
<td>595</td>
</tr>
<tr>
<td><strong>Global Studies</strong></td>
<td><strong>563</strong></td>
</tr>
<tr>
<td>Logistics and Supply Chain Management</td>
<td>546</td>
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<tr>
<td>Architecture</td>
<td>544</td>
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<tr>
<td>Disaster Risk Management and Climate</td>
<td>510</td>
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<tr>
<td>Change Adaptation</td>
<td>509</td>
</tr>
<tr>
<td>Media and Communication Studies</td>
<td>456</td>
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<tr>
<td>Wireless Communications</td>
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**Bold** - Graduate School Programme

Some of us have attended fairs where we meet prospective students – most recently in Turkey, Ghana and Nigeria. But we also think it’s important that we have a solid number of Swedish students because we don’t wish to create an exclusively international program where international students have limited contact to Swedes. While doing our admissions we look closely at where students have obtained their Bachelor degrees and integrate this into our ranking, though it should be noted that this does not decide if they are eligible or not. Once our students have been admitted, we try to make the landing a bit softer by offering the Summer Platform where they can get to know fellow students, ask practical questions about their arrival and stay, and be introduced to their themes. After they arrive, we also organise activities around the mandatory class-time that encourage students to get to know each other and build friendships that will become vital in the months to come. While it is hard to assess the direct outcomes of this, students often ask for more of such activities.

Other aspects of internationalisation can be more easily quantified. In figures 3, 4 and 5 you will see where Graduate School students obtained their Bachelor’s degrees. According to Swedish law we are not allowed to keep track of students’ nationalities (this goes back to the legacy of WWII and the associated risks), and we also know that some of our students have multiple and complex national identities. So while a good number of students obtained their Bachelor’s degrees in Sweden and Europe, this group is also highly diverse. These figures are nonetheless interesting. Another interesting figure (figure 6) is related to international components within the programme. It is stated in the strategic plan that the faculty’s goal is to expand the number of students who spend half a term abroad. The numbers for exchange students are straightforward but few – there are currently five Graduate School incoming and outgoing students.

Figure 3. Where Graduate School students obtained their Bachelor’s degrees (2014 cohort)
Figure 4. Where Graduate School students obtained their Bachelor’s degrees (2014 cohort).

Figure 5. Where Graduate School students obtained their Bachelor’s degrees (2015 cohort).

Where the “abroad” component is taking place is in fact through internships. Last year (during autumn 2016) there were a total of 45 students taking the internship course, of which 18 stayed in Sweden, 23 were in Europe (including Sweden), 4 in the Americas, 5 in Africa, 2 in the Middle East and 4 in Asia (see figures 7 and 8). So of 45 students, 27 or 60% spent their internships outside of Sweden, and most of them for the duration of the term. The numbers are similar to what we had in 2015 with a total of 38 students taking the internship course. Of these, 25 students or 65% studied outside of Sweden. With the continuous work on this course, we can expect a similar trend for the coming years. Of course some of these students are returning to their home countries to do their internships, but these experiences can nonetheless contribute to the overall internationalisation dimension with contacts, networks, thesis topics and of course career prospects.
While international students are here in Lund and contribute with their experiences to enrich the learning environment, it is also clear that the university has to work harder on offering more in return. Students invest both time and money in their education, and the returns need to be relevant for the students’ ambitions whether they plan on staying in Sweden, returning back home, or following their paths in another international context. We also need to work harder on providing more support to international students who might not have a strong social network, and are not drawn to the Swedish social life which often centres around Nations and/or partying. Academic Support recently obtained more resources to expand their academic writing support for international programmes, which we warmly welcomed. Other support structures such as international academic advisors, international career advisors, health services with international specialisation, etc. are still in want. The university spends a great deal as a whole on attracting international students here, but much less on resources for them once here. This is delegated to faculties or departments, with some doing more than others, and in general this aspect is not considered a high priority. The university and faculty have come a long way, but there is still ample room for development. As the word implies, “internationalisation” is a process, not a state of being.

Data provided by External Relations and Graduate School
We are witnessing a constant increase in the number of students coming from outside Europe at our Faculty. Compared with 2011, when tuition fees were introduced, we now have more students from countries outside the EU. We interpret this as a positive development and a recognition of the Faculty's educational quality, as well as a result of improving how we take care of our students.

In previous years it was not part of the university’s tradition to take responsibility for students outside the lecture hours. Student life beyond lectures and exams were left up to the students to organise with the help of academic associations and the student union. There was not even a graduation ceremony. But in recent years we have taken an increased responsibility for many international students that do not have local social networks, and we have made a strong contribution to the developments that have taken place in recent years. We see that the social environment is strongly interlinked with the students’ studies and are significant dimension of making the study environment accessible for all kinds of students, both Swedish as well as international. If one were to highlight one organisation it would be the secretariat of Graduate School and the Faculty of Social Sciences Student Union that have been the catalysts in this development. The establishment of an international office during 2016 has provided an additional leg in the work. The Office offers service and collaboration related to student mobility and thereby improves the efficiency and legal certainty for students.

We hope you have enjoyed your holidays wherever you may have spent them, and look forward to seeing you again during this spring term!

Best wishes,

Ann-Katrin Bäcklund, Dean of the Faculty of Social Sciences
What is the role of the International Office? What are your wishes?

Lund University is a research-intensive and multidisciplinary university with extensive cooperation worldwide. The vision of the University is to be a world-class university that understands, explains and improves our world and the human condition.

International cooperation is a prerequisite and internationalisation is therefore one of the university’s four strategies to develop education, research, innovation and collaboration with the community. Although the field of internationalisation has evolved to include many different aspects, mobility of students and staff remains as central. Teachers with international contacts often serve as sources of inspiration and role models for students. Well-integrated and meaningful periods abroad increase the quality of our research and education, and it prepares students for an increasingly globalised labor market. International mobility is also a requirement for the global classroom. The Lund University Strategic Plan 2012-2016 thus highlights the importance of mobility of students, teachers as well as technical and administrative staff and states that foreign students, teachers and researchers are necessary for the university.

The Faculty of Social Sciences has a large number of international programmes, and the strengthening of international perspectives in all education is an important aspect of the Strategy for first and second cycle education at the Faculty of Social Sciences 2015–2020 that reflects the Strategic Plan of the university: “Students at the faculty are to be prepared for professional life in a globalised labour market. Internationalisation of education in the form of studies or internships abroad is to provide opportunities for new knowledge and broadened perspectives. International students are to contribute to broader perspectives in the local learning environment”.

Among the actions the faculty shall undertake in order to strengthen the international perspectives listed in the strategy are to:

* reinforce international perspectives in education
* increase and deepen collaboration with strategic partners and leading universities
* increase the number of outgoing students who spend at least half a semester of their study programme abroad
* promote mobility among teachers and other staff

Our students and staff have excellent opportunities to spend a period abroad and we work with top-ranked partner universities world-wide.

The Faculty of Social Sciences also has an agreement with Fudan University in China that allows eligible students to apply for a full year’s study at Fudan and obtain a Master’s
degree from Fudan University as well as the Two years Master's degree from Lund and we will increase the number of places from next year.

The international Office at the Faculty of Social Sciences supports the strategy and mobility for students, teachers and other staff with a focus on student mobility. Since the 1st of January this year the office manages mobility related administration for student mobility for all departments. From the Faculty we send and receive close to 200 exchange students every year through our agreements and we hope to increase the numbers.

Katarina Follin

Why go on exchange studies?

In case the thought of packing your bags, travelling to a new country, and studying abroad isn’t enticing enough, we at the International Office for Student Mobility have jotted down some of our top reasons for why we think an exchange term is worth considering:

*Your CV will stand out*
Any level of international experience looks great on a CV and, who knows, the experience could one day prove to be the ‘little extra’ that sets you apart during a recruitment process.

*Build or improve your language skills*
There’s no time like the present to touch up on those foreign language skills or, better yet, why not learn another language altogether?

*Form an international network*
Chances are, in an increasingly globalised world, having several international contacts will at some point come in handy!

*Learn about new cultures and traditions*
Not only will you gain from learning about new cultures and traditions, you will be able to introduce a different set of views and values to your host country.

*Make lasting (lifelong?) friendships*
Being immersed in a strange and unknown environment becomes a little less strange and unknown if you make a friend or two that can help you along the way; these friendships are undoubtedly ones you will cherish for years to come.

*Experience a new academic system*
Adapting to an unfamiliar educational system and teaching style may not sound like the easiest of feats, but new contexts of teaching lead to new levels of learning.

*Broaden your horizons*
When you’re submerged in a different cultural climate, you discover other perspectives from which to see and make sense of the world around you, be it abroad or at home.

*Gain independence*
Maybe you’ve already experienced living on your own, maybe you haven’t – regardless, moving to and living in a foreign place allows you to realise a newfound sense of independence.

Lucie Larssonova
According to an old Asian proverb, it is better to see something once than to hear about it a thousand times. If we replace “to hear” with “to read”, we get pretty close to the core mission of the Minor Field Studies (MFS), namely to make students see with their own eyes what they usually only get to learn about from journal articles and books. The applications that we have received each year from students intending to do fieldwork abroad cover a fascinating array of different research areas, academic disciplines as well as highly diverse social, political, and cultural contexts. This year’s topics included for example educated rural Dalit women in urban South India, adolescent girls’ vulnerability to HIV in Mozambique, the rights-based approach of a Swedish development organisation in Nepal, contraceptive use and reproductive health amongst women in Eastern Cape, South Africa, and community informatics and reading rooms in rural Yunnan, China. It is no exaggeration to state that for us as reviewers it was joyful and rewarding to read and discuss all these exciting projects.

From our perspective, MFS are valuable in at least three aspects. Firstly, they contribute substantially to the academic training of students, such as gaining experience in framing a case study, deciding on appropriate empirical data, and selecting feasible methodological approaches. In most cases, these experiences also include dealing with (partial) failures and adapting to changed realities and work plans. Secondly, MFS are often connected to a student’s career ambitions and prospects. In some cases, students have already established contacts in the region through previous volunteer work so that they can extend these networks by going back within an MFS framework; in other cases, the MFS experiences have opened up new job opportunities for students upon graduation. Thirdly, and perhaps most importantly, MFS expand each student’s horizon. Only the experience in the field can sensitise students for the complexities of the social world – probably the best remedy against thinking in simplistic categories and stereotypes. Arguably, the MFS experience can also generate intuitive and genuine feelings of solidarity with people in developing contexts, a sine qua non for any involvement in development work.

The only drawback regarding MFS is their parochial eligibility criteria, which confine potential candidates basically to Swedish nationals (or citizens permanently settled in Sweden). These regulations seem outdated and bizarre in a time when an increasing number of study programs are becoming internationalised. Why should a Chinese student not be able to conduct MFS fieldwork in Tanzania, and vice versa? We have protested against this
discriminatory practice in the past, and hope that in the future, also the eligibility criteria of MFS will become truly global in scale.

**MFS grants: the formalities**

Through Sida's Minor Field Studies (MFS) scholarship you can spend 8–10 weeks in a developing country conducting a minor field study for your Bachelor’s or Master’s degree project. The purpose of MFS is to broaden and deepen the international expertise available at Swedish higher education institutions. MFS is administered by the Swedish Council for Higher Education.

**Important to know:**

* Only certain majors are eligible. The routines for how Minor Field Studies will function at Lund University are currently being revised. More detailed information will be available during the spring. Students are recommended to keep themselves updated on the central LU website here: tinyurl.com/mfsinfo17

* Make sure you meet the eligibility requirements before you apply. This includes the completion of at least 150 credits at the time of departure, as well as being either a Swedish citizen or having permanent residency in Sweden.

* The scholarship only partly covers the travel expenses and is often complemented by CSN. The total scholarship amount is SEK 25 000.
Having been an exchange student at Malmö before my master’s degree here in Lund, I had an idea of how student life in Sweden would be. But at that time I had not had the chance to see real Swedish student life since my friends were also mostly international.

Beginning a degree programme and living in a ‘Swedish dorm’, which is a dorm where mostly Swedish students live, gave me an opportunity to see what Swedish student life was all about. In contrast to the common belief that Swedish people are cold and unfriendly, I found them quite friendly and actually mostly extrovert. Of course this was individual, but the Swedes that I met are mostly outgoing, like to make friends, and hang out with them. Especially weekends are nothing but fun. They dedicate their weekdays to studying and weekends to fun. That is a quite ‘strict’ norm of student life in Lund, as far as I have observed. This is actually motivating and supports your studies since you know that there is always something to do on weekends so that you should study hard to party hard.

I don’t want to give the mainstream picture that student life of Lund only revolves around partying, so I would also like to mention other alternatives. Since the city is a multicultural university city, various types of people with lots of great minds will definitely make your time here enjoyable. The suburbs, the green areas, as well as the historical texture of the city will feed your creativity. Not to mention the closeness to the international airport, Copenhagen, Malmö, Helsingborg et cetera. For sure there are some challenges for introvert people, and it might be a bit hard to socialise since the focus is on ‘partying’. But many social activities are available for any background or lifestyle. I would highly suggest trying to socialise as much as you can since there will be times you can feel homesick. Friends help and are valuable in these kinds of periods. Additionally, you should not forget that even though statistically it is a really safe city, one should always be cautious after dark.

Zikri Mert Demircan, Lund University
I tend to avoid using the word “Global Citizen” whenever possible. Unfortunately, it has become a somewhat overused cliché, devoid of any real meaning. I think this is unfortunate, since it describes a mindset that the world—now more than ever—desperately needs.

All around us walls are being built, bridges are burned, and lines are drawn; telling us who we should treat with respect and who to shun and ignore. A global citizen, however, places their identity within a “global community”. When a country is consequently experiencing senseless and cruel violence, when lives are lost or threatened, and vulnerable communities targeted by vitriol and hate, it is not news that can be easily ignored, but something deeply personal.

Lund University provides many opportunities for students to become global citizens, be it through international cooperation, international internships or their many exchange programs. Of all the options, however, I wanted to apply for an exchange semester at the University of York, UK. Having been fortunate enough to study in Sweden, South Africa, Germany, Czechia, and Italy, I knew the value of an international perspective. I therefore wanted to study in an environment that would challenge me both academically and personally. As an added incentive, I was drawn to the University’s international reputation as one of the best universities in the world, its strong emphasis on human rights, and active student participation and activism.

In this way, my semester abroad exceeded my expectations in wonderfully unique and life-changing ways. Spending time with both local and international students, from countries such as Afghanistan, China, Swaziland, France, Nigeria, and Japan, exposed me to different types of lived experiences, perspectives, and knowledge. Every day was consequently an opportunity to learn and broaden my horizons as even seemingly mundane topics were constantly presented and challenged in intriguing new ways.

I finished my semester as a more well-rounded student with new international connections and friends. I left with a wealth of knowledge and experiences that I would not have gained had I not chosen to spend a semester as an exchange student. Because of this, my exchange semester remains one of the best decisions I have ever made. I would thus recommend it to anyone interested in becoming, like myself, a global citizen and student.

Gabriel R. du Plessis, Lund University
In 2009, I was admitted to a Master’s Programme in Social Work at Linné University (then formally Växjö University). After a few months studying there, I got very excited and motivated to do another Master’s Programme at some other university because the study environment was so great in every aspect that urged me to make use of my 2 years in Sweden just to study and learn. My endeavours led me to an admission to Master’s Programme in Development Studies at Lund University that opened up a very new and challenging academic environment to me and made me produce more and more efforts. I was so lucky to have opportunities to be with the best professors and fellows at the two schools. My classmates were from nearly 30 nations which made it very international and diverse not only academically but also culturally. Therefore, I benefited greatly and was very thankful for this experience.

After my graduation in June 2011, I immediately went back to my home town Hanoi, Vietnam to contribute. With two Bachelor’s degrees from Vietnam and two Master’s degrees from Sweden enclosed with a lot of new knowledge and experiences, I worked as a visiting lecturer at Thang Long University where I studied among the very first Social Work students in Vietnam. At the same time, I got a job of Programme Manager at Humanitarian Services for Children of Vietnam, an American non-governmental organisation helping orphans and poor children and their families in order for them to have a better future by supporting them in terms of education, food, transportation, medical care, shelter and comprehensive care package for disadvantaged girls.

In my daily work and life, including in my teaching and training, I apply all kinds of skills and competencies I have gathered such as: being helpful, informative, comprehensive; critical thinking skills, ability to work in teams and groups; follow instructions etc. in my teaching and training as well as daily work and life. At first, my students found it hard to keep up with new study method and approaches adopted from Sweden. But gradually, they began to enjoy the lectures more and more and did well with their reports and final exams. In my other work, my clients were very professionally, friendly and effectively taken care of. Many of them have become independent and been able to make better and higher living quality.

I am now married with a boy and live in Minnesota, USA. Minnesotans are, mainly, originally from Europe. My husband is half Norwegian, a quarter Swedish and a quarter Czech. I have been living here now for one and a half years and I am in a lovely traditional Scandinavian family and in a town which is very much Swedish. At the same time, my American friends have a lot in common with my
Friends in Sweden in terms of being kind and helpful. Even people working at grocery stores are the same way as Swedish people when providing services. Social services and health care here are excellent and professional which is very similar to what I got there in Sweden. Overall, I have had advanced experiences that I would love to share and apply to developing countries one day for my work and to be able to contribute to society.

After graduating, Tran Thi Minh Thu moved back to Vietnam where she worked as a visiting lecturer at Thang Long University and as Programme Manager at Humanitarian Services for Children of Vietnam. She has now moved to Minnesota together with her husband and child.
This Spring’s Events

DPS (Development Practitioner Seminar) series

The DPS is a seminar series hosted by Graduate School during the spring semester. Development practitioners are invited to share their expertise and experiences from specific organisations and fields. Find out more about life after studies, build up your professional network, and link theory to practice!

January 23
Matilda Flemming, Policy and Campaigns Officer, European Women's Lobby, UN, Brussels

Credible Advocacy – connecting grassroots to international policymaking

Matilda leads the European Women’s Lobby’s Women in Decision-making campaigns – aiming to put women at the heart of decision making in politics and business. Together with EWL members she designs EWL’s campaign for the 2019 European Parliament Elections.

Before joining EWL, Matilda led the successful civil society campaign for UN Security Council Resolution 2250 on Youth, Peace and Security at UNOY Peacebuilders. She has been in the leadership of a party political European-wide organisation where she focused on strengthening the role of young women in politics and she has run in local elections. As a youth activists she headed several national youth organisations and as a member of the Advisory Council on Youth she advised the Council of Europe on youth participation. She has extensive experience of leading international capacity building programs – online and offline, and has spoken repeatedly in international policy fora.

She is a member of the UN Advisory Group of Experts for the Progress Study on Youth, Peace and Security and of the European Policy Centre’s Future Lab Europe and holds an MA in Development Studies – with a specialisation in feminist economics - from the International Institute of Social Studies in The Hague, the Netherlands. She is originally Finnish, but have spent the last seven years in the Netherlands.
February 20

Nela Porobic, Project Coordinator, Women’s International League for Peace and Freedom, Sarajevo

**Women, peace and security – a peek into practical experiences of activism for women's rights and gender justice in conflict and post conflict countries**

Nela Porobic will, based on her current and previous experiences in the field of transitional justice, peace building, and women's human rights, talk about her professional and personal experiences in engaging with women activists from Bosnia and Syria, as well as countries such as Ukraine and Iraq. She will talk about how women's struggle to gain access “to the table” looks like beyond UN Security Council Resolutions on women, peace and security, and what it takes from the broad range of actors (civil society, governmental bodies, UN agencies, individual countries) to overcome the gap between the global aspirations to include women in peace building and the actual levels of inclusions of women.

Nela holds an MA in political science from University of Lund and has for past ten years worked with variety of international organisations in Bosnia and Herzegovina, from Office of the High Representative, to UN agencies such as UNDP and UNFPA. Her current work is with Women's International League for Peace and Freedom (WILPF) where she works on feminist analysis of the Bosnian peace process and the outcomes of the different interventions as part of peacebuilding efforts. The WILPF-led initiative in Bosnia, *Women Organizing for Change*, is conducted in partnership with local women organisations and activists. The outcomes of this work are continuously shared with women's organisations in other post conflict and conflict countries.

To attend this seminar, sign up no later than Feb 19.

March 27

Marie Bengtsson, Ph.D in Political Science from Lund University; Expert, Swedish Migration Agency, Section for Operational Control and Coordination; National coordinator, Swedish National Contact Point to the European Migration Network; Co-chair, European Migration Network

**To be a Swedish civil servant in the European migration context**

Marie obtained my Ph.D. with a dissertation on central – local government relations within the migration area at Lund University in 2002. She worked as a lecturer at the Department of Political Science and began working for the Swedish Migration Agency in 2005. Since 2008 she has been working as a national coordinator for the Swedish national as contact point to the European Migration Network (EMN). The EMN provides objective, up-to-date, relevant and comparable information on Migration to Europe by producing studies, responding to ad-hoc queries and analysing the information to make it useful for policy makers both at European and national level. This line of work means quite a lot of travelling, mostly to Brussels but also to other capitals of the EU member states, and professional and personal relations with colleagues from all over Europe.

The lecture will focus first and foremost on what it is like to be a Swedish civil servant in the European migration context and what it takes to cooperate with migration experts from 27 other countries. Secondly what happened within the migration field during 2015 will be discussed together with different priorities at EU and Member state level and how they develop and influence the work of the EMN.

April 24

Liesbeth-Marije Hoogland, Disaster Response Coordinator at Dorcas Aid International

**Doing things right or doing the right things? Quality and learning in post-conflict recovery and development programmes**

More info TBA: see the Graduate School web site

May 10

Roi Silberberg, Peace Educator, Director of School of Peace – Neve Shalom, Founder and Co-Director of the Association for the Promotion of Spoken Arabic in Israel, Educator & Group Facilitator, The Association for Civil Rights in Israel

**Peace Education in a Conflictual Context**

More info TBA: see the Graduate School web site
Internship Lunch
Graduate School will be organising a lunch with students who have conducted internships, the internship course coordinator Catia Gregoratti as well as the Study Advisors from Graduate School. Students will have the chance to hear about the different experiences, ask questions, and get tips on how to get the most out of an internship.

Spring Lunch with PhD students
In late April Graduate School will hold its annual Spring Lunch with PhDs. Various teachers from the GDG programs as well as PhD students from the Faculty will be invited to attend and participate in a panel discussion.

The PhD students will present their research areas, how they obtained their positions, and speak about some of the challenges and highlights that they have experienced as a PhD student.

Graduation Ceremony
The graduation ceremony will take place on Monday, June 5 in the University Building. This year we have the honour of welcoming his Excellency Ambassador Lars Danielsson, Permanent Representative of Sweden to the European Union as our commencement speaker. Invitations and information will be sent out in April, and we look forward to seeing the graduating class there!

More information can be found on our website here: tinyurl.com/gradcer2017

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
Graduate School’s Study Advisor Helena Falk is back from parental leave, and will be working 50% in the spring and full time from July 1. Pal Olsson will be staying on with us for the first six months of the year, filling in for Helena.
Important Spring Term Dates

January 16: Course start for Period 1
Jan 23: DPS with Matilda Flemming
Mid-Feb: Application round for methods courses, period 4 (1st year students)
Mid-Feb: Internship Lunch
Feb 20: DPS with Nela Porobic
March 20: Course start period 3
March 27: DPS with Marie Bengtsson
Mid-April: Lunch with PhDs
April 25: DPS with Liesbeth Marije Hoogland
April 27: Course start period 4
May 10: DPS and workshop with Roi Silberberg
May 19: Thesis submission (2nd year students)
June 2: Thesis Introduction Day (1st year students)
June 5: Graduation Ceremony

A jubilee year – twice over
Lund university turns 350 this year. Compared to that, Graduate School is a mere stripling at 10, but a feisty one! University-wide celebrations and events will take place continuously throughout the year, and Graduate School will organise some as well – check the Newsflash for details.

Up next
Our next newsletter will be our 10 year anniversary edition. We will fill it with a quick history lesson on Graduate School, further reflections, perspectives and lots of goodies. We are planning an event in the autumn to mark the occasion and will be sending out more information during the spring. If you have your own ideas of how you would like to contribute to our celebration – and to the upcoming newsletter, let us know!