GRADUATE SCHOOL, FACULTY OF SOCIAL SCIENCES, LUND UNIVERSITY

ISSUE #10, Spring 2018

The newsletter is also available online: tinyurl.com/GSstudentnews
Dear students,

The word “sustain” has been known in English from about 1300 when it was imported and recast from Old French *sostenir* meaning something akin to “hold up, bear; suffer, endure”. The French had in turn snatched it from Latin, where *sustinere* was initially cobbled together from *sub* (“up from below”) and *tenere* (to hold). The complementing modern meaning of “sustain” – to endure without failing or yielding – was settled in the early 1400s. The adjective, *sustainable*, is far younger, particularly with the meaning “capable of being continued at a certain level”, which was first recorded in 1965 (in the context of “sustainable growth”).

Fifty-odd years later, *sustainable* and *sustainability* (word first noted in this sense in 1972) are on everyone’s lips it seems. That is generally encouraging. The word is woefully inexact, however, and this has consequences. If all parties nod smiling agreement when the notion of sustainability comes up, but they all really mean different things, then progress will be difficult. In the cracks between meanings inertia and confusion lurk.

In the political sphere this is sometimes used as a mediation technique: a little intentional vagueness can work short-term wonders in diplomatic communiqués. As scientists we should be a bit more wary about these “terminological glitches”, however. Many of you will soon begin writing your theses, and your aim is emphatically not to have everyone sing kumbaya around (at best) a lowest common denominator of understanding of terms you employ, still less to present something that looks like sweltering tarmac: a shimmering mirage blinking in and out of view depending on your position and attitude. The test of fire is to be able chisel out arguments that cannot be misunderstood even by unsympathetic readers – even if they do not agree they should always, always be able to understand. Vagueness is your enemy.

Leo Tolstoy has said (in *War and Peace*, that “spiritual activity, education, civilization, culture, the ideas are all vague, indefinite concepts, under the banner of which it is quite convenient to use words that have a still less clear meaning and therefore can easily be plugged into any theory.”

Well, yes, true enough. But “easy” is an easy way out. Just don’t do it.

*Mikael Sundström*

*Director of Studies, Graduate School*
What’s ahead

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 or methods in period 3 and one 7.5-point course in methods in period 4.

Students in Development Studies and Global Studies may choose a combination of our courses on offer. Social Studies of Gender students have an additional option to choose from in the third period, 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 course selection and will be joining Graduate School students on these courses.

PERIOD 3
2018-03-20 – 2018-04-24

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SIMM16</td>
<td>Introduction to Quantitative Methods</td>
<td>7.5</td>
</tr>
<tr>
<td>SIMM23</td>
<td>Theory of Science for the Social Sciences</td>
<td>7.5</td>
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<tr>
<td>SIMM25</td>
<td>Fieldwork</td>
<td>7.5</td>
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<tr>
<td>SIMM30</td>
<td>Participatory Methods of Change and Development</td>
<td>7.5</td>
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<tr>
<td>SIMM34</td>
<td>Digital Media Research, Development</td>
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PERIOD 4
2018-04-25 – 2018-06-03

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<tr>
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<td>Methods of Text and Discourse Analysis</td>
<td>7.5</td>
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<td>SIMM29</td>
<td>Evaluation Research - Theories and Methods</td>
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<td>SIMM32</td>
<td>Quantitative Methods: Multivariate Analysis</td>
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</tr>
<tr>
<td>SIMM35</td>
<td>Digital Ethnography</td>
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</table>

Students will soon receive an email with more information on the elective course selection process. We will be holding an information meeting on February 5th to go over the courses on offer and how to a first choice and an alternate for each period. We will do our best to accommodate students’ preference but cannot guarantee admission to your first choice.

You’ll find more information about the courses on the Graduate School website:

tinyurl.com/GS2018-spring

Milan Burke
Programme coordinator
Elective Courses

What are electives?

Electives are the 30 credits worth of courses that you take in your third term here at Graduate School, those which will eventually be included in your degree. Some of you may travel abroad for studies or an internship during this time, but many of you may choose to stay right here in Lund. Those of you who choose to keep it local during your elective period need not worry – there are plenty of elective courses you can study right here!

During your third term, you can apply for courses at Graduate School (profile or elective courses), at other departments at Lund University, or even at another Swedish university. Even if you are determined to do a study-abroad or an internship, we encourage all students to apply for electives as a back-up plan.

How do I apply?

All applications for courses at Lund University and other Swedish universities are made using Sweden's national admissions site www.antagning.se. Courses for the Autumn term 2018 will open for application from March 15 – April 16. It is important that you apply on-time if you want to secure a seat in your chosen course. Some courses will open up again in mid-July for late application, but far from all will be available.

Please only use www.antagning.se for your elective course applications by logging in through Lund University with your student ID. Some of you may find courses on the international admissions site www.universityadmissions.se, but these admissions rounds are generally geared toward new incoming international students and therefore course listings and information about the application process may differ. For this reason, we ask you to defer to www.antagning.se only for your electives!

Make sure to check that you meet the elective course's entry requirements and to upload your relevant transcripts to www.antagning.se with your application. It is also important to check to see when the course is given to avoid potential scheduling problems, since no one wants to end up taking 30 credits in one single period!
If you need any help, please feel free to book a meeting with the academic advisor Katherine Anderson Ahlstedt to discuss your options in detail. This you can do via Live@Lund by logging in to a course, click on “staff” in the menu and choose “book an appointment” just under the profile picture.

If you are interested in spending a term at another university in a different country you have a lot of opportunities. The Faculty of Social Sciences has an international office which coordinates all applications for exchange studies. The staff is there to answer your questions and guide you through the process.

Read more about exchange studies at the Faculty of Social Sciences: tinyurl.com/LUsamexchange.

### Graduate School

Graduate School at the Faculty of Social Sciences offers interdisciplinary 2-year (120 credit) Master’s Programmes in Development Studies, Global Studies and Social Studies of Gender. There are courses available in each of the three majors in the autumn of 2018.

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<thead>
<tr>
<th>COURSE NAME</th>
<th>COURSE CODE</th>
<th>CREDITS</th>
<th>LINK</th>
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<tr>
<td>Introduction to Global Studies</td>
<td>SIMP17</td>
<td>15</td>
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<tr>
<td>Gender, Class, Ethnicity and Sexuality</td>
<td>SIMP25</td>
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<td>tinyurl.com/SIMP25</td>
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<tr>
<td>Theories and Issues in Development</td>
<td>SIMP35</td>
<td>15</td>
<td>tinyurl.com/SIMP35</td>
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<td>Integration: International Relations and the Making of a Global World</td>
<td>SIMS22</td>
<td>15</td>
<td><a href="https://tinyurl.com/SIMS22Blurb">https://tinyurl.com/SIMS22Blurb</a></td>
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<tr>
<td>Gender, Global Development and Postcolonialism</td>
<td>SIMS39</td>
<td>15</td>
<td>tinyurl.com/GSSIMS39</td>
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### Other Departments at the Faculty

There is a wide array of courses available at the Faculty in the autumn of 2018. Whether you are interested in delving deeper into the workings of gender processes, studying geographical thought or human ecology, or finding out more about policy making processes or social analysis in general, you are sure to find a course suitable for your needs.

The following departments have courses available – follow the links for more information and remember to apply through www.antagning.se by signing in with your Lund University student ID.

### Human Geography

The Department of Human Geography is active in human ecology, economic geography, historical and landscape geography, environmental geography, urban/social/political geography and development geography.

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<tr>
<th>COURSE NAME</th>
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<tbody>
<tr>
<td>Geographical Thought</td>
<td>SGEM20</td>
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<tr>
<td>Geographies of Economies – Transforming Places, People and Production</td>
<td>SGEM21</td>
<td>7,5</td>
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<tr>
<td>Landscape and Political Ecology</td>
<td>SGEM22</td>
<td>7,5</td>
<td>tinyurl.com/SGEM22</td>
</tr>
<tr>
<td>Human Ecology: Culture, Economy and Ecology</td>
<td>HEKN11</td>
<td>15</td>
<td>tinyurl.com/HEKN11</td>
</tr>
<tr>
<td>GIS: Geographical Information System for the Social Sciences</td>
<td>SGER43</td>
<td>15</td>
<td>tinyurl.com/SGER43</td>
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</tbody>
</table>
Political Science

At the Department of Political Science we want to highlight society’s increased complexity in our various courses. Still, the classic questions continue to be the most important starting points for Political Science – the analysis of politics. Questions of power, democracy, conflict and cooperation. Whatever your goal or reasons are, you are welcome to study our courses and programmes at the bachelor’s and master’s levels.

<table>
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<tr>
<th>COURSE NAME</th>
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<td>European Governance</td>
<td>STVP30</td>
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<td>tinyurl.com/STVP30</td>
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<tr>
<td>Policy-making Processes - Actors, Causes and Consequences</td>
<td>STVN10</td>
<td>15</td>
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<tr>
<td>Political Science Methodology</td>
<td>STVN14</td>
<td>15</td>
<td>tinyurl.com/STVN14</td>
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</table>

Gender Studies

Gender Studies is an interdisciplinary department in the Faculty of Social Sciences at Lund University. Research within the department is conducted within several fields and from a variety of theoretical perspectives, with a special emphasis on Intersectionality, Postcolonial and Queer Studies, and Gender Studies of Science and Technology, also including Health Studies. Gender is intersectionally connected to other social categories, such as class, ethnicity/racialisation, sexuality, disability, and age.

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<th>COURSE CODE</th>
<th>CREDITS</th>
<th>LINK</th>
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<tbody>
<tr>
<td>Gender in a Global World</td>
<td>GNVN05</td>
<td>7.5</td>
<td>tinyurl.com/GNVN05</td>
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<tr>
<td>Gender and Nation in Europe</td>
<td>GNVN06</td>
<td>7.5</td>
<td>tinyurl.com/GNVN06</td>
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</table>

Sociology

Three classical social science disciplines are included in one department encouraging a creative and interesting research environment that promotes interdisciplinary projects and collaborations. Research at the Department of Sociology revolves around explaining how people organise themselves in a social, cultural, and historical context through the three fields Sociology, Social Anthropology, and Education.

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<tr>
<td>Classical and Contemporary Theory</td>
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<td>Social Anthropology: Theory and Method Course</td>
<td>SANN03</td>
<td>15</td>
<td>tinyurl.com/SANN03</td>
</tr>
<tr>
<td>Social Policy and Welfare Management</td>
<td>SOCN17</td>
<td>15</td>
<td>tinyurl.com/SOCN17</td>
</tr>
<tr>
<td>Methods and Social Analysis</td>
<td>SOCN06</td>
<td>15</td>
<td>tinyurl.com/SOCN06</td>
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You may find information about more courses available on Lund University’s website, but always remember to double-check that the course is also on www.antagning.se to avoid disappointment.
Key Dates

- January 15: Thesis course introduction meeting
- February 6 & 8, 10–12: Library research workshops
- March 20: Post selected parts of what you have written so far from your thesis on Live@Lund in preparation for the upcoming midterm seminar
- March 26-29: Midterm seminars with your programme directors. Details will be posted on Live@Lund.
- May 10: Status Update. Notify Graduate School that you intend to submit your thesis for examination in May: katherine.anderson_ahlstedt@sam.lu.se
- May 18: Thesis submission. Upload your thesis on Live@Lund under the assignment specific to your major and submit two hard copies to Graduate School on this date between 9:00-11:00 in R236, Gamla Kirugen.
- A few days after the thesis submission you will receive a schedule with the exact date and time of your own thesis seminar as well as your opposition seminar.
- May 28–June 1: Thesis Seminars.
- June 4: Graduation Day. More information about sign-ups will be available on our website: tinyurl.com/Sgraduation2018

Keep yourself tuned in to the latest news for the thesis course on Graduate School's Thesis Portal on Live@Lund "VT 2018 SIMV07." Be sure to check in regularly throughout the entire spring so that you don't miss any important updates!

What’s ahead

It may be difficult to believe, but spring is fast upon us and the fourth and final term of your programme begins. Now starts the thesis course! We sincerely hope that you all enjoy working with your own research projects in the crowning moment of your time at Graduate School.

Experience tells us that this can be a stressful period, so it is important to keep yourself focused and to utilise all of the resources at your disposal. Pace yourself - don’t forget that a well-deserved break every now and then can recharge your batteries and even provide unexpected sources of inspiration.

Katie Ahlstedt
Programme Coordinator
The public understanding of sustainability is increasing at the same time as research knowledge is deepening and more areas where the topic is addressed are emerging. Despite a rising societal awareness, some sustainability challenges are growing in severity and intricacy, and solutions for these are more pressingly needed than ever. There are many sustainability challenges – including inequality, resource conflicts, for example over water, food security conflicts and global climate change – which humankind must deal with. If the conviction held by researchers in sustainability science, where several of Graduate School teachers are based, is correct, sustainability is a complex field and is best understood and explained through interdisciplinary research in close collaboration with society.

The interdisciplinary structure of our GDG programmes fits well when tackling sustainability challenges in education. At the same time, there is an increased understanding that sustainability challenges are so much more than climate change and environmental degradation. The critical thinking aspect of our master’s programmes make them well equipped to deal with sustainability challenges of justice, democracy, power and inequality. There are also many positive developments around these very same matters addressing diversity and inclusion that can be discussed as ways forward.

Sustainability is addressed in our master programmes. For example, in Development studies – the programme of which I have most knowledge – sustainability is put into the context of historically evolving ideas of development where the UN Sustainable Development Goals are the latest addition. In the profile courses, sustainability is approached from angles theoretical, methodological, and from cases dealing with issues and ways in which to solve the challenges. In my experience, students usually appreciate this kind of content in their courses.

While there are many uncertain challenges governing our world, societies are always changing. At universities we must try to ensure that the change is positive and directed towards goals that are an improvement to the present standard. There is an acute need for interdisciplinary professionals that are able to analyse the complexities of sustainability. While the programmes at Graduate School shall keep their respective profiles, my hope is that a bit of sustainability focus can be integrated and made relevant to our programmes current core ideas in all our three programmes.
A Sustainable University?

An Issue on the Rise

Today, even if you live under a rock, the concept of sustainability is popping up everywhere, though each angle usually will be pushing a different agenda. If we zoom in to take a closer look at how sustainability fairs at Lund University, we can see that it is fast becoming a growing concern. Why now? LU has included questions of sustainability in their strategic plan since 2007, and a policy regarding sustainability since 2006, but things seem to be revving up. One could reason that the goal of maintaining a sustainable future becomes especially pertinent after just having celebrated 350 years of longevity. But a focus on sustainability at LU is increasing also in great part due to recent studies that show that our university is not doing so well in relation to its peers.

Last October saw the release of the results of the Swedish Higher Education Authority’s (UKÄ) thematic evaluation of the sustainable development in Swedish higher education, which three-quarters of Sweden’s universities and colleges failed, Lund University included. One of the main critiques aimed at LU in this report is that we lack systematic follow-up procedures that would oversee and evaluate the implementation of sustainable developments. So, we’ve been
thinking about sustainability, but not doing enough. UKÄ’s results coupled together with Naturvårdsverkets report Miljöledning i staten 2016, in which Lund University only received 15 out of a possible 23 points for its progress in working towards national and international environmental goals, reveals that we really need to get with the programme. It’s high time that we do more.

**Call for Action**

The focus on sustainable development here at Lund University is building up a momentum that will hopefully lead to more pragmatic action and on a wider variety of fronts. One can imagine that the comparisons drawn between LU and other universities with more advanced environmental praxes (ahem, Gothenburg!) will incite enough rivalry and shame for us to get the ball rolling. Cue the Lundagård exposés, such as that of its December 2017 issue which includes an article titled “The University Struggles with Sustainability” (my translation). One can hope that provocation will encourage a little more activism in the business of sustaining.

Student involvement in sustainable development at Lund is not to be quaffed at, because let’s face it. Attacking the problem from the ground-up has great potential in actually getting something done. LU is beginning to recognise this fact and has taken steps towards adopting a more democratic approach to the issue. On October 18 this past autumn Lund University’s Sustainability Forum held workshop seminar for both staff and students to brainstorm about what we can do in the immediate future. The workshops involved a wide scope of themes relating to sustainability, from a focus on education, research and our physical campus to questions of gender equality and student involvement in sustainability projects. Let’s hope there is much more to come. If we continue to address all sides to the issues, all sides of this broad beast, we will see a sincere development of sustainability at Lund University.

**Want to get involved?**

If you are interested in contributing to the active side of things, there are many organisations for students here in Lund with which you can affiliate yourself. Here’s a short list, just to get you started!

<table>
<thead>
<tr>
<th>Organisation</th>
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<tbody>
<tr>
<td>The Climate Reality Project</td>
<td>tinyurl.com/Climatereal</td>
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<tr>
<td>Fossil Free Lund University</td>
<td>tinyurl.com/FossilfreeLU</td>
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<tr>
<td>Lunds FN-förening</td>
<td>tinyurl.com/LU-FNforening</td>
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<tr>
<td>PUSH Sverige</td>
<td>pushsverige.se</td>
</tr>
<tr>
<td>ABC Sweden</td>
<td>tinyurl.com/ABCsweden</td>
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<tr>
<td>Hållbart universitet</td>
<td><a href="http://www.hallbartuni.se">www.hallbartuni.se</a></td>
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<tr>
<td>Food Saving Lund</td>
<td>tinyurl.com/LUfoodeat</td>
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<tr>
<td>(LISN) Lund Inter-faculty Sustainability Network</td>
<td>tinyurl.com/LULisn</td>
</tr>
<tr>
<td>Greenhouse Educational Ecosystem</td>
<td>tinyurl.com/GreenhouseED</td>
</tr>
<tr>
<td>UPF Lund (The Association of Foreign Affairs)</td>
<td>tinyurl.com/UPFLund</td>
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<tr>
<td>Lund Sustainable Engineers</td>
<td>lundsustainableengineers.com</td>
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<td>Oikos Lund</td>
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<tr>
<td>Miljöbron</td>
<td>skane.miljobron.se/english/</td>
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<tr>
<td>FemiLund</td>
<td>tinyurl.com/femilund</td>
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<tr>
<td>Institute for Degrowth Studies</td>
<td>malmo.degrowth.org/about-us/</td>
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You can read the full summary of this workshop and find other upcoming events on LU’s Sustainability Forum! [www.sustainability.lu.se](http://www.sustainability.lu.se)

Remember: The newsletter is also available online here: tinyurl.com/Gstudentnews (Very handy as that version has clickable links!)
Degrowth

Politicising the Economic and the Ecological

The objective is not to make an elephant leaner, but to turn an elephant into a snail. In a degrowth society everything will be different: different activities, different forms and uses of energy, different relations, different gender roles, different allocations of time between paid and non-paid work, different relations with the non-human world. (Kallis et al. 2015:4)

Degrowth (in English), decroissance (in French), decrescita (in Italian), decreixement and decrecimiento (in Spanish) and nerväxt (in Swedish) are all terms that seek to question the obsessive logic of growth within the contemporary economic imaginaries. Degrowth as a socio-political, environmental, and economic movement critiques high growth rate, measured by nations through Gross Domestic Product (GDP). The aspirations of nation-states to achieve a perpetually increasing growth rate not only results in high production, consumption, and extraction of natural resources but it also harbours exploitative relationship between capital and workers, and capital and environment.

At this moment in history, when sustainability has become a key issue for academia, activism, and policy-making, degrowth has emerged as an activist-led-academic movement which also critically evaluates the growing market of sustainability. Sustainable development as a concept and through policy-measures also needs to be closely re-evaluated in order to understand how the capitalist market can appropriate and sustain its exploitative means of production under ‘green initiatives’ and ‘green technology’. For example, Isabella Anguelovski writes that many urban green initiatives tend to overlook working class and racialized neighbourhoods and invest in middle class residential localities; hence, reproducing racialized and classed ghettoization with and through the process of ‘greening’ (Anguelovski 2015).

Riya Raphael is a Graduate School alumna who completed her master’s degree in Global Studies with a major in Political Science in 2016. During her third term of studies at Graduate School, Riya did an internship with Degrowth Research team at the Pufendorf Institute at Lund University and then went on to write her master’s thesis on feminist critiques of degrowth. Riya is currently working as a PhD student at the Department of Gender Studies here at LU and is helping to organise the 6th International Conference on Degrowth in Malmö in August 2018.
Despite its various critiques such as overlooking the vast contribution by eco-feminist and Marxist Feminist writings, degrowth has managed to bring many overlapping issues into a dialogue with each other. Research and Degrowth (R&D) set up in Barcelona has been one of the most active degrowth groups in Europe, which has collaborative academic and activist initiatives with the local municipalities and communities. Furthermore, the International Degrowth Conferences, held for the first time in Paris 2008, have been successful in bringing together various actors as well as pushing forward a more self-critical and self-reflexive movement and concept. In Sweden, the Degrowth theme at Lund University (2015-2016), funded by Pufendorf Institute, brought together scholars from various disciplinary backgrounds and has led to the establishment of Institutet för Nerväxtstudier (Institute for Degrowth Studies). The Lund group is responsible for hosting the 6th International Degrowth Conference in Malmö, from 21st to 28th August, 2018. The Malmö 2018 conference, titled: Dialogues in Turbulent Times seeks to address some key issues that are important for the local Swedish context as well as the future of degrowth scholarship, for example, racialized and classed migration, exploitation of Sami land and population, Nordic welfare during times of increased financialization, and so on. Please find more information regarding the conference on our website: malmo.degrowth.org/.

References


Photo: Pensiero, G. 2017. Snails on a Table. Unsplash.com. Available at: unsplash.com/photos/PlkN_pN2ryc
Dumpster Diving in Lund

A hip and trendy way to achieve a sustainable lifestyle?

As I think about it more in-depth I find that my reasons and motivations for dumpster diving (DD) changed, merged, and diversified with time. Initially being related to sustainability and economy, it evolved, and rather surprisingly became a way of socialising, as well as forcing more creativity in the kitchen.

Being vegetarian, I found that buying the fresh vegetables I needed was very expensive and taxing on a student budget. More so I really enjoyed dairy products a great deal, especially cheese, but felt that I should reduce my consumption of dairy. I thought that DD gave me the option to continue eating dairy, but minimised the amount I purchased from stores. Connecting my vegetarianism to DD made a lot of sense. It was a good way to simultaneously live more sustainably, improve my economy, and show that there are ways to use food that has been discarded as garbage.

When I did it regularly, about twice a week, I didn't buy fresh vegetables or fruits at all. This had a positive effect on my economic situation and it also forced me to be very creative with my cooking, as peppers, apples, zucchini, and tomatoes were things I found in abundance. It was a recurring shock to see how much perfectly edible food was thrown away by stores. It was sad to see how huge quantities of food are unnecessarily produced and carelessly disposed of, food that could be made available to those who cannot afford it.

Based on my observations and findings during DD I find that three things seem to increase store waste. First is the consumer demand on each individual store to have a wide selection of products, for example budget stores like Netto and Lidl, in offering expensive 50 kronor ecological juices and cheese. We all want a “one stop shop”. Second is the demand from consumers on stores to have huge varieties of vegetables and fruits in the stock all year around. I sure do like my avocados! Finally, the use of oversized plastic packages for vegetables and fruits causes staff to throw away 2 kilos of apples, even if only a single apple inside the package is damaged. These are just three examples which if approached and solved, could thereby contribute to more sustainable management of food. It is both the consumer’s and the store’s responsibility to make this happen.

Fredrik Eklund is a Graduate School alumnus who completed his master’s degree in the Social Studies of Gender with a major in Political Science in 2017. He recently returned from Nepal, where he worked in a school with the prevention of discrimination, harassment and bullying. He is currently looking at different options to continue his academic career in Germany.
I suspect that Lund, being a student city, has a significant influence on the availability of and accessibility to dumpsters. Few stores lock their dumpsters, and the many employees one meets when searching for edible products understand and accept that students do it. It is also likely that many employees are students themselves. Hence, it is rather unproblematic to dumpster dive in Lund, particularly as a student. This most likely influenced me into doing it so regularly.

This led me to think about and reflect upon the social position and individual and ideological reasons for dumpster diving. An individual with a very favourable social position like myself, legitimises his choice to search through garbage with sustainability, student income, and vegetarianism. This turns it into something cool, hip, and even trendy called dumpster diving, framed within discourses of sustainability from the position of a white male student. I highly doubt that a socially marginalised individual, homeless and hungry, can give store owners, security, or society the same “acceptable” explanation. I think that there is a risk that these individuals’ actions would just be seen as unsanitary, desperate, problematic, and even criminal. The point I wish to make is that depending on why dumpster diving is done and by whom, it will be viewed differently by other people, yourself, and society. Therefore I wish to conclude by posing the following question: Would dumpster diving be as accessible, easy, and accepted in Lund if it were done by people other than students and for reasons perceived to be other than those of sustainability and student economy? I know that in other cities, for example Stockholm, many if not most stores lock their dumpsters.

Thank you for the opportunity to share my experiences and reflections, and I do encourage you all to start dumpster diving! In addition to the above mentioned reasons it’s also a lot of fun! I sure will continue where and whenever possible.

Regards,

Fredrik Eklund
Where did you intern?

During the Autumn period of 2016/2017, I worked at the Youth Harvest Foundation Ghana (YHFG) in Bolgatanga, Northern Ghana. The YHFG has different programme areas such as Sexual Reproductive Health and Rights (SRHR), life and entrepreneurial skills development and agribusiness development. During my internship, I was involved in the SRHR program called FLASH (Friendship, Love and Sexual Health). This is a teacher-led program in Upper Primary and Junior High Schools in three districts in the Upper East Region in Ghana.

The Burning Question: Internship?!?

Whether you’ve just completed one or plan on pursuing the option in your third term, Graduate School students often have internships on their minds. Here’s a closer look at where Michelle van Raalte interned in 2016.

Michelle van Raalte is a Graduate School alumna who completed her master’s degree in Development Studies with a major in Education in 2017. During her third term of studies at Graduate School, Michelle had the opportunity to intern for the Youth Harvest Foundation Ghana (YHFG). Michelle is currently working as a Junior Project Officer at Hivos – Humanist Organisation for Social Change – at the Hague.

My role during the internship was threefold. First of all, I trained teachers on the effective delivery of the FLASH program in their schools, where ‘effective’ refers to the Comprehensive Sexuality Education (CSE) in which students do not only learn how to abstain from sex but also about contraceptives in a rights-based approach.
approach. I taught these teachers some evidence-based methods to use when teaching sex-related issues, such as using discussion and scenario-based methods. Furthermore, I also engaged different stakeholders such as the Ghana Education Service (GES) and the Ghana Health Service (GHS) in order to get community support for teaching sex education in schools. Finally, I was involved in monitoring the program by visiting the various schools, talking to the headteachers, the FLASH teachers, as well as to students to find out whether the program was going on and to talk about possible challenges in their schools.

**How did you end up there?**

I was lucky to find this internship in the first place; the Director of the YHFG is a good friend of my boyfriend's family and he did his PhD in the Netherlands. I met him while he was still in the Netherlands and I got very enthusiastic when he told me about his organisation. He has been very helpful with offering me a place in the foundation and I would strongly recommend to contact him if you are interested in one of the programme areas listed above. The organisation offers great practical experience of NGO work in a developing country such as Ghana. This is not an internship in which you have to prepare coffee for your director, but the kind of internship in which you directly get a great responsibility and where you will immediately feel that you are taken seriously.

**Any tips to recommend to current students?**

I would suggest to start on time with looking for an internship and getting the internship agreement form signed and agreed by the Director of Studies at Graduate School as soon as possible; it gives you some feeling of rest when that process has been completed. I would also strongly recommend to look online for organisations that appeal to your interests and to send them an email, even if they have not posted an internship on their websites; you provide free labor and organisations can be very happy to accept any help. Also, start thinking about your final report straight away. Make notes of things that happen from the start of your internship on things that surprise you or make you think. These notes can be very valuable when you are brainstorming about your report. The final, and most important suggestion is: have fun! It sounds really cliché but find an internship that really interests you. Even though some kinds of organisations have a “big name” and therefore might seem appealing, make sure that the description of your role within the organisation feels right for you. Five months can be a very long period if you do not enjoy your role in an organisation.
Working with women, peace and security is of utmost relevancy in a post-conflict context. United Nations Peacekeeping Mission in Liberia (UNMIL) is drawing down according to UN Security Council Resolution 2333, which means we enter a new phase for the country after 14 years of heavy UN presence. At the same time the elections for Presidential and Legislative bodies were held in late 2017, meaning a double transformation for the state administration. Liberia is in transition, and transitions in fragile states are always a matter of uncertainty. Liberian women have been exceptional in their peace building contributions, and they truly are agents of positive change and stability.

What threatens such positions are, for example, deep-rooted harmful and traditional practices such as female genital mutilation and widespread sexual and gender-based violence, especially rape of women and children. Statistically Liberia is the world's fourth poorest country, all adding to factors of how challenging of a context it is to work for the advancement of gender equality. But no matter how big the obstacles are, or perhaps just because of them, it is easy to find a purpose of why we are here and why we do the things we do.

Where Are They Now?
Salla Turunen shares her working experiences after Graduate School.

First of all – I cannot believe I was asked to write a piece for the Alumni section of the Graduate School Newsletter. When did I became this old? Shaking that off, let me introduce myself: My name is Salla Turunen, and I am a 2017 graduate from Social Studies of Gender, major in political science. During the final stages of my thesis writing last spring I got a position with the United Nations gender equality and women's empowerment entity, UN Women, in West Africa. A month after graduation I was already on a plane towards Monrovia, the capital of Liberia. Here I have worked now more than half a year as Peace & Security Specialist, simultaneously being a UN Volunteer funded by the Foreign Ministry of Finland.

Orange Activism! Every 25th day the entire UN Liberia Country Office wears orange to support raising awareness against sexual and gender-based violence.

Liberia’s Ministry of Foreign Affairs, where a conference on women in the security sector was organized in December 2017.

What threatens such positions are, for example, deep-rooted harmful and traditional practices such as female genital mutilation and widespread sexual and gender-based violence, especially rape of women and children. Statistically Liberia is the world's fourth poorest country, all adding to factors of how challenging of a context it is to work for the advancement of gender equality. But no matter how big the obstacles are, or perhaps just because of them, it is easy to find a purpose of why we are here and why we do the things we do.
When I started last year I didn't know where I would end up, a common place for young world citizens. At times, I have referred to the importance of changing surroundings in preparation for future challenges by saying that it is not necessarily what one studies, but where. By having studied in four universities in three countries, I have been able to gain different skills that benefit both professional and private life. From my personal experience, in Finland one has to be strong in academic writing. In France, oral presentations and debate is of importance. Then, in Sweden, one cannot complete a degree without continuous teamwork efforts. Being able to study in a multidisciplinary and international context such as at Lund University's Graduate School is a tremendous asset. Especially if pursuing an international career, social intelligence, respect (and at times, patience) for diversity, and the ability to be flexible are all attributes that your will need perhaps sooner than you think. So whereas you might forget some contents of the books you've read or the lectures you've attended, you are more likely to remember the success or the bad experiences you had during joint efforts, and the key learning takeaways moving forward. And that is actually one of the best preparations for your future ahead.

My home compound in Monrovia, where I live

Typical scenery from Monrovia, the capital of Liberia
As a student or employee at Lund University you have access to a wide range of electronic resources through the library. As of December, 2017 you can read international newspapers as well, via the database LexisNexis. (Nordic newspapers and popular science magazines are, as always, accessible in the databases Retriever Research and Artikelsök).

In our experience, users at the Social Sciences Faculty are mainly interested in the news section of the database – you can search more than 3,000 newspapers from around the world, along with, for instance, blogs, TV and radio transcripts and daily wire services. However, there is also a substantial legal section, and business information from a large number of sources.

LexisNexis is available both on and off Campus (login via LU-account). You can access LexisNexis via the database list Databases A-Z found in the top banner of LUBsearch (we also provide direct links below).

Use LexisNexis whenever you are looking for news; find coverage of earthquakes in the Kurdistan region, heated tax debates in Canberra or maybe just look up who got married in your home town. Depending on what you need, you can tailor your search strategy.

To make subject searches in multiple newspapers, go to the News entrance in LexisNexis. You can use different options such as date range to search within a specific segment of the articles. It’s easy to download or e-mail specific articles, as well as the entire item lists, in different formats. If you prefer, you can simply link to or print the records.

When you want to find publications from a specific region or country, use the Sources entrance in LexisNexis. It’s possible to narrow down the search by for example topic or language.

Another option is to search a specific newspaper. That can be done within the LexisNexis search interface, but the fastest way is probably to find the newspaper via ePublications in LUBsearch. Simply look up the newspaper you want, and access is provided via a link to LexisNexis.

The LexisNexis team will probably come to Lund during the spring term for a more in-depth demonstration. Stay tuned! Until then, don’t hesitate to ask us at the library.

**Search news articles via LexisNexis**

Linda Grandsjö
Librarian

Ellen Fall
Librarian

Remember: The newsletter is also available online here: tinyurl.com/GSstudentnews

(Very handy as that version has clickable links!)

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**Relevant links**

LUBSearch (the main library search portal): tinyurl.com/LUsearch

**LexisNexis database**: academic.lexisnexis.eu.ludwig.lub.lu.se

Epublications: tinyurl.com/LUepublications

Artikelsök (Nordic newspapers and magazines): tinyurl.com/LUBartikelsok

Retriever Research (Nordic newspapers and magazines): tinyurl.com/LUBretriever
Event focus: past, present and future

Graduate School formally celebrated its 10-year anniversary together with colleagues, students, and alumni on October 20, 2017. The purpose of this event was to celebrate Graduate School turning 10 years old, but we also wanted to take stock of Graduate School's past, present, and future as a means of gaining some perspective. Graduate School enjoys a unique position at the Faculty of Social Sciences, but how did we get here? What is it that we do, exactly? And where are we going? At our anniversary event we zoomed out with the intention of being able to zoom in on some of our most pertinent issues. We wanted to commemorate our achievements and honour the good work that we do, but with the greater goal of being able to steer our development, and essentially, to find ways to make Graduate School better.

Past and Present

The afternoon kicked off with a delicious soup lunch from Govindas which our guests enjoyed in our Future Café in R:236. Guests were then ushered into the Past & Present lounge in R:240 for a panel discussion about the history of Graduate School in relation to its present state. Jenny Soep was brought in as an artist for the day to capture the event in both pictures and words. This lent a quirky, interactive quality to the discussion – guests were drawn while speaking in real

Looking Ahead

Our anniversary event on October 20 included a future-looking workshop component, where participants were invited to discuss and share their own visions for Graduate School in the coming decade. In this article Katie Ahlstedt writes about the event in general, but with a particular focus on what came up in the workshop.
time, and the audience got to view the process projected on the screen. The ongoing artwork contributed to the feeling that the things we say now, will and do make history.

But the founding champions and early supporters of the institution saw it through. Graduate School offered something truly unique in that it succeeded in bringing teachers and students from a variety of backgrounds and disciplines together for the sake of collaboration. Today, Graduate School is generally considered to be an asset to the Faculty of Social Sciences. This being said, panel discussion made it evident that there is still work to be done to make things better. As our director of Studies Mikael Sundström has said, “When we stop evolving, we stop being relevant, and when we stop being relevant...” The punctuation says it all. We must continue to strive for excellence to ensure our future.

A workshop about the future of Graduate School

After the panel discussion, cake and coffee were served and guests proceeded to the Future Café to discuss a range of topics concerning the future of Graduate School. This dialogue café-style workshop was organised with eight different thematic tables, each of which had a designated table-chief responsible for leading the discussions and taking notes. Guests were given the opportunity to attend one of the following tables for the duration of the workshop:

- Internationalisation
- The Use of IT and LMS
- Faculty and LU Collaboration*
- Alumni
- Outreach*
- Sustainability
- Diversity
- Programme focus

* Not all of the tables were occupied by guests – Outreach and Faculty and LU Collaboration were topics not discussed in this workshop
Each table spent 30 minutes discussing their topic, focusing on what we should be doing in our current situation and what we can do to improve upon it in the next 5-10 years.

After the discussion segment, tables were asked to select three main priorities for the topic and to rank them accordingly. Here are their findings:

**Internationalisation**
1. Create better financial aid and scholarships for international students;
2. Better information for international students about everyday life, but also more information about the possibility of doing international studies;
3. Widen access to internationalisation, further enable and expand exchange options.

**The Use of IT and LMS**
1. Create ONE platform for everything one could possibly need at Lund University (student profile, course work, housing fees, etc.);
2. Make online activity a complement to studies, but one that does not replace a face-to-face interaction in the classroom;
3. Artificial Intelligence – smart system, making things easier.

**Alumni**
1. Devote more resources to an alumni network;
2. Create student-alumni collaborations and networking opportunities;
3. Active use of an alumni database for events, courses, outreach.

**Sustainability of our Programmes**
1. Continue course development - ongoing innovative development of new courses, methods, and technology;
2. Create a sustainable alumni network – how do we know where we are going if we do not know where are alumni are now?;
3. The importance of continuity in administration, teaching staff, and leadership for the survival of the programme.

**Diversity**
1. Establish an administrative office that can help international students both with questions relating to administration and financial support;
2. Increase the possibility for study-work programs and funding for students;
3. Provide a more diverse range of course literature and study areas.

**Programme Focus**
1. Implement programme-specific pedagogies, for example, an introduction class in the Social Studies of Gender program could begin with a pronoun round, and/or utilise non-traditional activities (journals, poetry);
2. Maintain an international and intercultural representation in course literature that reflects the student body, one with varied perspectives (trans, disabled, etc.);
3. Create a better balance between the amount of practice and theory in our courses. (opportunity for projects in 3rd term).

Table chiefs then listed and presented these priorities for the entire group. Every guest was then given 3 small label stickers (blue for staff, red for students) and were asked to place a sticker next to the thematic priority they considered most important. Here are the top ranked priorities for both teachers and students:
STUDENT PRIORITIES | STAFF PRIORITIES
---|---
Create better financial aid and scholarships for international students | Create better financial aid and scholarships for international students
Create student-alumni collaborations and networking opportunities | Devote more resources to an alumni network
Provide a more diverse range of course literature and study areas | Create ONE platform for everything one could possibly need at Lund University
Create ONE platform for everything one could possibly need at Lund University | Continue course development- ongoing innovative development of new courses, methods, and technology

**Future: a Workshop**

What are we going to do to work with these priorities for the future? Some of these priorities are not necessarily something that Graduate School can solve alone, but are greater issues for Lund University as a whole to address. But I can say that the Graduate School core team has already started brainstorming about what we can do, and that some of our ideas will be put into practice already in the coming spring term. The advantage to being a newer institution is that change is, sometimes, not so difficult to implement.

Graduate School is not one of those institutions personally celebrating 350 years of existence – we are only 10, mere infants in relation to many of our peers. The upside to this is that we are not bogged by traditions that could potentially impede the fast track to our evolution. Our strength lies in our ability to readily adapt to new circumstances. If we continue to keep playing to this strength, the future relevancy of Graduate School will be assured. Stay tuned.

The Future: Unfiltered and Straight from the Source
This Spring’s Events

DPS (Development Practitioner Seminar) series
The DPS is a seminar series hosted by Graduate School during the spring semester, usually in March and April. 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! A detailed schedule with lecturers will be available on our website this February: tinyurl.com/DPSsem2018

Spring Lunch with PhD students
This spring Graduate School will hold its annual Spring Lunch with PhDs in early May, so look for an invitation sometime in March! In this yearly tradition, Graduate School invites current PhD candidates, teachers, and students from the master’s programmes to a brown-bag lunch together in the Student Lounge. The PhD students present their research areas, talk about how they obtained their positions, and about some of the challenges and highlights that they have experienced as a PhD student. Date soon to be announced!

Graduation Ceremony
The graduation ceremony will take place at AF-Borgen on Monday, June 4. A formal invitation to this event and sign-up will be sent out to all prospective graduates this March. For more information please see our website: tinyurl.com/Sgraduation2018 or contact the graduation ceremony coordinator Amaranta Thompson: Amaranta.Thompson@sam.lu.se for more 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!
Student Representatives

Do you have an idea about how to make your programme better? Get in touch with the student representative for your programme to ensure that your feedback gets heard! You can reach all student representatives at boardrep.graduate@samvetet.lu.se

- Andrew Niwagaba, Development Studies
- Lena Huck, Global Studies
- Tawanda Nyamangara, Social Studies of Gender

Staff News

Not so many changes in staff this spring term here at Graduate School. But we can formally extend a warm welcome to our newest student receptionist Magrith Mena, who started working with us mid-term last autumn! Amaranta Thompson will also continue working in the reception desk and will be taking over as new coordinator for the Faculty's graduation ceremony this spring 2018.

Graduate School Board

The Graduate School Board meets 2-3 times per term in order to make decisions about our course syllabi, course literature, and overall general policies. Board meetings provide an important opportunity for Graduate School to connect with the heads of other Faculty institutions for the purpose of exchanging information. Here are current the members of the Graduate School Board:

Mikael Sundström, Director of Studies for Graduate School
Jakob Gustavsson, Director of Studies for Political Science
Lena Huck, Student Representative for Global Studies
Marta Kolankiewicz, Programme Director for Social Studies of Gender
Leili Laanemets, Director of Studies for Social Work
Thomas Niedomysl, Director of Studies for KEG
Jan-OlofNilsson, Director of Studies for Education, Social Anthropology and Sociology
Andrew Niwagaba, Student Representative for Development Studies
Tawanda Nyamangara, Student Representative for Social Studies of Gender
Annika Bergman Rosamond, Programme director for Global Studies
Rebecca Selberg, Director of Studies for Gender Studies
Anna Sonander, Director of Studies for Sociology of Law
Karin Steen, Programme Director for Development Studies
Chris Swader, Methods Director for Graduate School

Important Spring Term Dates

January 15: Course start for Period 1
Mid-Feb: Application round for methods courses
February 19: 3rd term info meeting (exact time & locus will be posted on Live@Lund)
March 15: Application round for fall electives (for term 3)
March 20: Course start period 3
March-April: DPS seminar series
April 16: Last day to apply for electives on antagning.se
April 25: Course start period 4
Early May: Spring lunch with PhD students
May 18: Thesis submission
June 1: Thesis Introduction Day (1st year students)
June 4: Graduation Ceremony