

GRADUATE SCHOOL NEWSLETTER



ISSUE #12, Spring 2019

The newsletter is also available online: tinyurl.com/GSstudentnews
(very handy, as that version has clickable links)



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Letter from the Director of Studies



Mikael Sundström
Director of Studies

Expanding Graduate School

Dear students,

Graduate School has been in business since 2007. In those years, we have run the three different programmes that are familiar to you: *Global Studies*, *Development Studies* and *Social Studies of Gender*. These programmes are so closely connected with the identity of Graduate School that some people around the faculty still use the “GDG” monicker in lieu of “Graduate School” when talking about us. Well, it’s time for them to update their lingo, because we are expanding.

In 2018 it was decided that Graduate School would house the *Middle Eastern Studies* programme from the 2019 intake, and we are hard at work preparing for this relatively rapid transition. For current students, the first sign of what is afoot will be that our current first year students will likely be offered a range of new options in their third term. Further down the line we will also expand our methods offerings and potentially add other exciting opportunities as well. The advantage of Graduate School and our exclusive focus on master-level studies is that we are now starting to see true economies of scale: we can simply offer more to our students using the same infrastructure and processes.

Next up is a brand new programme that we have been tasked to develop, tentatively labelled the *Advanced Social Analysis (ASA)* programme. Unlike our existing programmes and the new Middle Eastern Studies sibling, the ASA programme will not have an empirical thematic core, but will be anchored by the research process itself and by methods teaching. Such programmes already exist around the world, but we, at the Faculty of Social Sciences in Lund, have so far not offered anything like that.

Again, the whole of Graduate School stands to benefit from these development efforts – with added resources follow added course opportunities for all Graduate School programme students – albeit a bit further down the road. We expect to see our first incoming cohort in 2021, but some related courses will be rolled out before then. We will also have the opportunity to realise more of our long-term vision about methods courses, and how they should be organised.

“Expanding” in “Expanding Graduate School” can be viewed both as an adjective, and as a verb. In this issue of the newsletter, we will discuss both forms of expansion: read on!

TERM 2



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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.

What's ahead



Milan Burke
Programme Coordinator

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 2019-03-25 – 2018-05-01	
SIMM16	Introduction to Quantitative Methods, 7.5 credits
SIMM23	Theory of Science for the Social Sciences, 7.5 credits
SIMM25	Fieldwork, 7.5 credits
SIMM30	Participatory Methods of Change and Development, 7.5 credits
SIMM34	Digital Media Research, 7.5 credits

PERIOD 4 2019-05-02 – 2019-06-09	
SIMM27	Methods of Text and Discourse Analysis, 7.5 credits
SIMM29	Evaluation Research - Theories and Methods, 7.5 credits
SIMM32	Quantitative Methods: Multivariate Analysis, 7.5 credits
SIMM35	Digital Ethnography, 7.5 credits
SIMM48	Qualitative Analysis and Coding (using software), 7.5 credits

Students will soon receive an email with more information on the elective course selection process. We will be holding an information meeting on **February 5, from 15.15 – 17.00 in Eden Auditorium**, to go over the courses on offer and how to make 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/GSspring19methods

Preparing for

TERM 3

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Electives Courses in the Social Sciences at Lund University



Katie Ahlstedt,
Programme
coordinator



Annika Hughes
Information
coordinator

Uncertain what you want to do in your third term? Fear not! We at Graduate School are here to help you!

In the following article, you will be able to read which Master's courses are available to apply for in the Social Sciences at Lund University in the autumn of 2019.

Follow the links for more information and find a course that suits you with just a few clicks!

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 2019 will open for application from **March 15 – April 15**. 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 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 staff member’s 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 2019.

COURSE NAME	COURSE CODE	CREDITS	PERIODS	LINK
Introduction to Global Studies	SIMP17	15	1-2	tinyurl.com/SIMP17
Gender, Class, Ethnicity and Sexuality	SIMP25	15	1-2	tinyurl.com/SIMP25
Theories and Issues in Development	SIMP35	15	1-2	tinyurl.com/SIMP35
Integration: International Relations and the Making of a Global World	SIMS22	15	1-2	tinyurl.com/GS2019sims22
Gender, Global Development and Postcolonialism	SIMS39	15	3-4	tinyurl.com/GSSIMS39

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.

COURSE NAME	COURSE CODE	CREDITS	PERIODS	LINK
Geographical Thought	SGEM20	7,5	1	tinyurl.com/SGEM20
Geographies of Economies - Transforming Places, People and Production	SGEM21	7,5	2	tinyurl.com/SGEM21
Landscape and Political Ecology	SGEM22	7,5	4	tinyurl.com/SGEM22
Human Ecology: Culture, Economy and Ecology	HEKN11	15	1-2	tinyurl.com/HEKN11
GIS: Geographical Information System for the Social Sciences	SGER43	15	3-4	tinyurl.com/SGER43

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.

COURSE NAME	COURSE CODE	CREDITS	PERIODS	LINK
European Governance	STVP30	15	1-2	tinyurl.com/STVP30
Policy-making Processes - Actors, Causes and Consequences	STVN10	15	1-2	tinyurl.com/STVN10
Political Science Methodology	STVN14	15	3-4	tinyurl.com/STVN14
New and Old Nationalism	STVN19	15	3-4	tinyurl.com/STVN19

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. Similar to Graduate School, the Department of Gender Studies also offers its master's programme's profile courses as elective courses to a number of external applicants.

COURSE NAME	COURSE CODE	CREDITS	PERIODS	LINK
Gender in a Global World	GNVNo5	7,5	1	tinyurl.com/GNVNo506
Gender and Nation in Europe	GNVNo6	7,5	2	tinyurl.com/GNVNo506

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.

COURSE NAME	COURSE CODE	CREDITS	PERIODS	LINK
Classical and Contemporary Theory	SOCNo3	15	1-2	tinyurl.com/SOCNo3
Social Anthropology: Theory and Method Course	SANNo3	15	1-2	tinyurl.com/SANNo3
Social Policy and Welfare Management	SOCN17	15	1-2	tinyurl.com/SOCN17

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.

Remember: The newsletter is also available online here:

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(Very handy as that version has clickable links!)

TERM 4



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What's ahead



Katie Ahlstedt
Programme Coordinator

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.

Key Dates

- January 21, 10-12 in R:240: Thesis Course Introduction
- February 8, 13-15 in R:240: English Language Diagnostics Seminar
- February 12, 13-15 Sambib room 006: Library Research Workshop
- Late March: Post selected parts of what you have written so far from your thesis on Live@Lund in preparation for the upcoming midterm seminar
- Early April: Midterm Seminars with your programme directors. Details will be posted on Live@Lund.
- Late April: Post your working draft on Live@Lund in preparation for the upcoming English Language seminars.
- Early May: English Language Seminars
- May 13: Status Update. Notify Graduate School that you intend to submit your thesis for examination in May: master@sam.lu.se
- May 20: 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 29, June 3-5, & 7: Thesis Seminars
- June 11: Graduation Day. More information about sign-ups will be available on the Faculty's website later in the term: tinyurl.com/Sgrad2019

Keep yourself tuned in to the latest news for the thesis course on Graduate School's Thesis Portal on Live@Lund "VT 2019 SIMV07." Be sure to check in regularly throughout the entire spring so that you don't miss any important updates!



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Middle Eastern Studies @ Graduate School



Mikael Sundström
Director of Studies

A few years ago, the University decided to reorganise many of the units that had up to that point resided outside of the eight faculties. Two such units were to end up as parts of the Faculty of Social Sciences: Lund University Centre for Sustainability Studies (LUCSUS) and the Centre for Middle Eastern Studies (CMES). The smaller of the two units, CMES, was formally integrated in 2018, while LUCSUS joins the faculty this year.

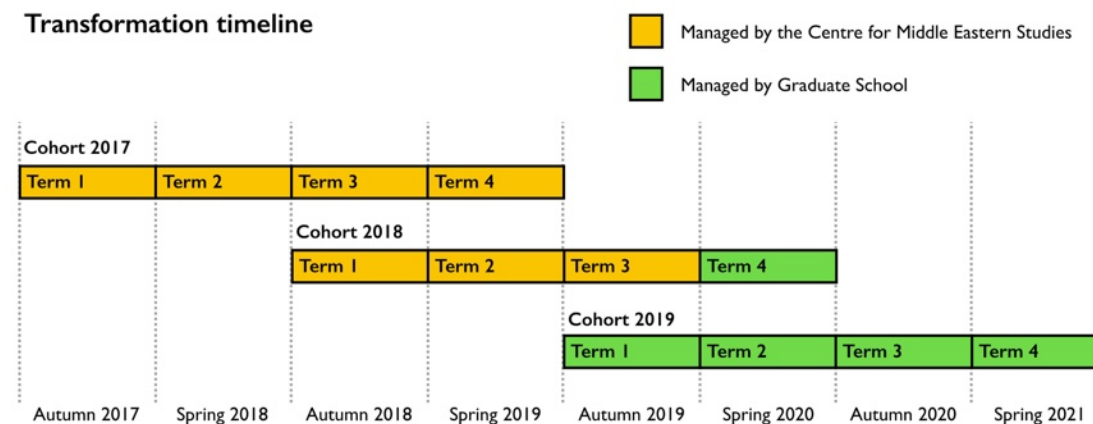
CMES' relatively modest size made it necessary to look for a sustainable way to run their master-level programme, and Graduate School was approached in the spring to explore whether we could take it on. By early autumn it was evident that it would be feasible, and since then we have worked closely with CMES staff, not least incoming Programme Director Rola El-Husseini, to implement the necessary changes. The first Middle Eastern Studies programme students will join us in September 2019.

Welcoming a New Programme to the GS Family

To decide to move the *Middle Eastern Studies* programme to Graduate School was the (relatively speaking) easy part – now we need to make it happen. In 2018, Graduate School organised the first *Programme Conclave* where representatives from most international master programmes around the faculty met to discuss common challenges and opportunities. The meeting underlined what we already knew: that master programmes can be, and are, organised very differently. The Middle Eastern Studies programme has been around since 2010, and had in fact just gone through a revision that was supposed to be implemented in 2019. A move to Graduate School would of course upend many of these plans, as the programme suddenly needed to conform with the established Graduate School structure.

Not least because of a constructive spirit at the centre for Middle Eastern Studies (CMES), we have managed to overcome this potentially dispiriting hurdle and are now hard at work transforming the programme so it is ready for liftoff later this year when we welcome the first programme cohort. To manage the added workload, the Graduate School office team will be expanding this year, as we welcome Lucie Larssonova onboard. Lucie's experience from the International Office (IO) will be a great help, and we also hope to enhance still further the links between Graduate School and the IO. In addition, our incoming Programme Director for the programme, Rola El-Husseini, is working with the GS team to establish the profile courses that anchor terms one and two for all our programmes. As the Director of Studies at CMES she will also be in charge of the remaining programme students (cohorts 2017 & 2018) to make sure they are adequately taken care of.

Transformation timeline



As you will see in the figure, we also plan to take over the thesis term (term 4) for existing CMES students in 2020. A major reason for this is so that CMES can wind down their existing programme administration quicker so we do not run two concurrent thesis management systems at that point which would be wasteful. Late this spring, CMES students then in their second term will be invited to the *Thesis Introduction Day* together with those of you in our existing programmes (and the same cohort).

Like any other Graduate School programme...

In most respects, the Middle Eastern Studies programme will be structured like our existing three. The first term kicks off with a profile course, and is followed by the joint SIMM41 (or SOCNo6) methods course. That course, SIMM41, will thus be even bigger than currently, and we expect just north of 160 students to take it in 2019! The second term will also start with a profile course, and then it is on to the two methods course electives (that you can read more about elsewhere in this issue). The thesis term (term 4), too, will look similar to what we are already offering.

...almost

The main difference from existing Graduate School programmes is that Middle Eastern Studies students will be obliged to take two purpose-designed 7.5 credit courses in term three, meaning a reduced freedom to organise that term according to their own whims. For all other Graduate students opting to stay in Lund in term three, this will mean new course options with a focus on the Middle East.

These courses will be fully integrated in our offerings in 2020, but plans are that some of them will be made available to Graduate School students (although not formally run by us) in 2019, and if these plans pan out those of you currently in term two will benefit from these expanded options.



The Centre for Middle Eastern Studies – a new Graduate School partner

Graduate School collaborates closely with all our departmental partners, and CMES will be no exception. While it is not yet completely clear how the eventual organisational solution for CMES in its new faculty context will look, we will work closely with their researchers and teachers to keep the Middle Eastern Studies programme up to scratch. A major component of the CMES research profile is the Strategic Research Area grant for the Middle East in the Contemporary World (MECW). This programme brings together national and international expertise on Middle Eastern societies to study four overlapping themes: *Democratisation and Social Development in the Middle East*; *Migration, Multicultural Societies and Minorities in the Middle East*; *Environment and Sustainable Development in the Middle East* and *Religion, Processes of Interpretation, and Identity Formation in the Middle East*.

This has bearing on the programme as the grant also presupposes that these four thematic areas are taught to programme students. It also explains why there is an added mandatory component for these students in their third term – the offered courses in this term correspond with the four themes.

We are always on the prowl for expertise to enhance our existing courses, and some CMES researchers will surely turn up in courses that cater to all of Graduate School as integration progresses.

This newsletter will be distributed to Cohort 2018 CMES students, as they will join us when their thesis term starts in just under a year. To you we say welcome aboard! To CMES staff who are putting in a lot of work to get synced up with Graduate School we say thanks for your efforts and constructive spirit. We aim to take good care of the programme you have built, and rely on you to help us realise its undoubted potential. In the next issue of the newsletter, Rola El-Husseini will present herself to our then new batch of Middle Eastern Studies students!

WELCOME!



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A New Programme at Graduate School



Chris Swader
Methods Director

In 2018, the Faculty of Social Sciences directed Graduate School to begin the development of a new master degree program. The program's first batch of students would start in the Autumn of 2021. The program was stipulated to include access to new and advanced methods courses (e.g. experiments, machine learning, CAQDAS). It was to be forward-leaning, and we have more generally been asked to see if it can provide education elements that have so far not been explored at our faculty.

Chris Swader convenes the development group, and we asked him to say a few words about how things are progressing.

A New Programme at Graduate School

Graduate School has begun the process of brainstorming and planning for this program. The first task is to settle on a central concept that governs the program and gives it internal cohesion. In this regard, the planning group has zoomed in on the notion of a 'research master,' a program that would especially train its students to become doctoral researchers and professional researchers in other settings. The next steps are to establish the essential content of the program, the program's structure, and finally a formal name.

The initial program suggestion draft will be submitted to the Faculty by March 2019. External experts will be selected and assist toward development of the program's validation document in the Autumn of 2019.

The planning group has discussed this research master degree as developing a particular kind of graduate well qualified for applying for doctoral education programs. We aim to step into some of the gaps left open by existing successful programs, which ensures the new program would be enhancing the faculty's profile in a different way, rather than being redundant. With this in mind, the central overarching content of the research master program would involve the research process itself.

This implies that core components in this curriculum may be research design and a more integrated version of theory of science. In addition, instead of a specific theoretical or thematic focus (as other existing programs already have), this program may provide instead coursework on applied theory, meta-theory, and theory building. In this case, students would gain their specific thematic and theoretical content from other programs and departments. In addition, the program may require a greater amount of training in both qualitative and quantitative methods, including partaking in a new set of more advanced methods courses available in the Autumn. Finally, we also plan to build publication support and opportunities into the structure of the program, so that students are well prepared for applying to PhD programs and other research opportunities. We plan for course content to be, of course, available to students from across the Faculty.

These notes reflect where we are at this moment, and of course changes may happen in the course of planning the program out in more detail. We aim to be able to develop a new master degree program that serves the Faculty's aims, provides excellent training for students, and serves as a collaborative partner for existing educational programs.



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An expanding Graduate School not only entails the expansion of our educational offerings, but also the increase in the size of our administration. As of this spring semester we are very happy to welcome Graduate School alumna Lucie Larssonova as the new Programme Coordinator on our team!

Our New Programme Coordinator



Lucie Larssonova
Programme Coordinator

“Graduate School has always held a particularly special place in my heart – from being a student, then aide, to being a close colleague and friend – having the opportunity to come full circle feels so incredibly exciting!

Letter from our New Programme Coordinator

My name is Lucie Larssonova and I am thrilled to once again be joining the Graduate School team. I was born in Prague, Czech Republic but moved to the United States at a very young age. Having done my undergraduate studies in Sociology at California State University, Fullerton, I decided to move to Sweden seven years ago, in pursuit of a Master's degree in Global Studies at Lund University.

I started working at Graduate School as a student aide in 2012, during the second year of my program. This allowed me to see and understand the university world from a completely different perspective, one I quickly found myself at home with. After my studies, having fallen in love with Sweden and knowing that I wanted to stay, I began searching for permanent employment. I continued working for Graduate School while doing a three month internship at a small international newspaper in Copenhagen. My search for full-time work was not the easiest of feats, to say the least; I sent out countless CVs and cover letters, most of which went unanswered, and the few interviews I was able to snag resulted in little more than the customary 'thank you but no thank you...'

However in early 2014 things started to look up, my persistence and networking had finally paid off! I briefly worked with educational administration at the Department of Psychology and Department of Sociology of Law before ultimately settling into my position at the Faculty of Social Sciences' International Office. As an International Coordinator, my main responsibilities included working with student mobility, namely incoming exchange students, and internationalisation of higher education.

One of the most rewarding aspects of my job has always been working with students. I continuously aspire to be a meaningful part of the student experience in Lund, and I truly thrive on being a primary point of contact and support throughout the entirety of a student's academic journey.

Professionally, the coming months will surely not be without some level of uncertainty, but I am confident that any challenges ahead will ultimately be at the heart of what makes waking up and going to work each morning worthwhile. I am so looking forward to this new chapter and getting to know the entire Graduate School family – students and colleagues alike!



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Have you ever wondered what it's like to work as a mentor for other university students? In this segment we take a closer look at how Supplemental Instruction works at Graduate School. We asked our SI-leaders to give us the inside scoop and reflect on their experiences as mentors for their respective master's programmes this past term.

Working as a Student Mentor



Katie Ahlstedt
Programme Coordinator



Andrew Niwagaba
Development Studies



Alex Eslick
Global Studies



Andrea Tock Sican
Social Studies of Gender

Working as a Student Mentor

Supplemental Instruction (SI) at Lund University

For the past 25 years, Lund University has been a participant of a mentorship programme known as SI-PASS, which stands for *Supplemental Instruction-Peer Assisted Study Sessions*. Generally referred to as *SI* for short, the programme model embraces a pedagogy of collaborative learning in which groups of students meet to discuss course material under the guidance of an older student mentor who has previously taken the course at hand. SI functions in parallel to a student's normal studies, complementing them by giving students the opportunity to further engage with their course material and thus to better succeed in their studies. At Graduate School, SI is offered during the 1st term of students' master's programmes, as a component of the programmes' first profile courses: SIMP₁₇, SIMP₂₅, and SIMP₃₅.

The benefits to SI are many – studies show that SI helps to improve participants' course results and ability to work in teams. The brilliant (and often frustrating!) thing about SI is that it encourages students to engage with critical thinking, but there is no teacher or formal "authority" present to evaluate or even differentiate between correct and incorrect. Instead, the group has a shared responsibility to figure these things out together as they go. In addition to this, SI provides students with the opportunity to meet with peers and discuss their course work in a more relaxed setting than that of the classroom. The social value in this should not be underestimated, especially if you're new in town and everything around you seems foreign.

Working as a Mentor

The main job of an SI mentor is to lead student meetings and facilitate discussions within the group so that participants get a better handle on their given course work. This is no small feat. Not only does it require an intimate knowledge of the course material, comfort with public speaking, and a solid knack for organisation, but also good people skills, the ability to listen to the group and go with the flow, and a bright and fearless kind of optimism that gets students to open up and engage in debate. A good SI mentor is a chameleon who can switch seamlessly between different roles, from that of being a leader, to fellow peer, moderator, devil's advocate, role model, and team captain, but again,

never, ever, a teacher. Working as a mentor can be challenging, and sometimes downright exhausting, but most of those who have will also tell you that the experience is extremely rewarding.

Read more about
SI-PASS at
si-pass.lu.se/en/

But you don't have to take my word for it. Let's take a closer look at what our mentors from this past autumn term have to say about their experiences working with the SI-programme at Graduate School.

Andrew Martin Niwagaba, Development Studies

I facilitated Supplementary Instruction for SIMP35, *Theories and Issues in Development*. The course focuses on development and sustainability in times of poverty, inequality and climate change. The hot topics for the programme are/were Poverty, Inequality and Intersectionality, Global Health – (Dietary paradoxes, Heat Stress, Sanitation), Climate Change – (Impacts, Responses and Politics) and the Working Poor. I tried to balance the focus on the different topics because of the interconnections that arise when dealing with Development issues.

The sessions flowed smoothly because the discussion is among students on an issue they have studied and acquired knowledge about. The difficulties/concerns start to manifest themselves as the reality of the final paper sets in. This is anticipated. The issue in this case rotates around identifying a research topic and research questions for the final paper. As the facilitator, I asked the participants who needed help with this to present their work to the group and get constructive feedback from their peers. We patiently went through the different ideas and allowed ourselves more time if it was needed. It turned out that the feedback was helpful.

A typical SI session began with hours of preparations for the session in the library. I made it a point to prepare for the sessions and developed a coordinated plan with a clear idea on the topic a particular session was to focus on, and the instructional strategies to ease the facilitation of the session. The sessions always begun after the academic quarter and we had a break at the end of the hour (if the participants wanted it). I always made sure that I was at the venue 15 minutes before the session to arrange the room. The room setting/sitting arrangement is important because these sessions are informal with no hierarchies and it is important that we interact as equals/students.

Once the session was underway, I would then go on to welcome the students, emphasise that the session was an informal one and encourage the student to feel free to participate. I also took time to remind them that there was no wrong or right answer, and that our main objective was to try and understand the course content. I would allow for a brief introduction of the participants in the interest of those attending for the first time.

I would first engage the students to give a critical reflection of the topic basing on the knowledge they acquired in class and then continue to ask questions that relate to the topic and the course in general as a facilitator. This provided space to the participants to engage and do the talking.

I tried to encourage teamwork and collaborative learning throughout the session, gave each one of the participants' equal opportunity to speak, ask questions and respond to other participants' questions. At the end of the session, I would thank the participants for their contributions, announce the following SI session and wish them a good day.

The course is interdisciplinary in nature and attracts students from different social science disciplines and diverse academic/university cultures. It is thus important for the students to have a platform and space to learn from each other and share experiences. This space is provided for by SI sessions.

At the individual level, I was presented with the opportunity to continue to grow my ability to communicate with others, facilitate discussions and actively listen to others thoughts and reasoning. Having the opportunity to actively listen to the participants discuss the course issues, sharing views and making meaning of their own knowledge and experiences serves as a memorable experience for me.

I also had the opportunity to inspire different individuals, help the participants learn from each other and improved my self-confidence. I gained a deeper understanding of the course by learning from the diverse views/perspectives of the participants.

Alex Eslick, Global Studies

In acting in the role of SI mentor, it immediately took me way, way back to when I started my journey here at the grandiose and perhaps intimidating environment of Graduate School. How did I feel, what were my troubles, where can I buy a cheap beer? How best could I aid these fresh faced and enthused scholars on the start of their path into the academic unknown. I believe I first tried to assuage anxieties with sharing my own feelings of incredulity, of inadequacy with my talents and knowledge, and that this was a first step, a time to investigate ideas, to work on a process that would see students through two years of study and eventually to face the behemoth that is a master thesis.

As Global Studies is a panoply of broad and diverse areas of research, the majority of our sessions were focused on making connections between topics, readings, case studies and disciplines; mostly messy mind maps on the whiteboard, in an attempt to pull red strings together, to germinate ideas for arguments and assignments. Additionally, questions were raised on reading with purpose, the writing process, paper structure and how to produce those treasured balanced 'elegant' arguments.

I would like to thank all those students who participated, I personally really enjoyed meeting those individuals and the invigorating discussions they produced. The sessions would have been nothing if it weren't for those brave few. I hope in some way the time has helped and has aided those initial steps on what I am sure is to be a fruitful, stimulating and enjoyable time in these hallowed halls and beyond.

Interested in becoming a mentor?

Graduate School will be announcing vacant SI positions later in the spring. If you are a first-year student and are interested in working as mentor for your programme next autumn term, contact your academic advisor for more information!

Andrea del Carmen Tock Sican, Social Studies of Gender

One of my priorities was to encourage new students to engage with critical thinking and how they could develop their ideas using the course literature. I warned them against memorisation, individualistic thinking and being competition-driven since education is so much more than that – especially in Sweden. It can be a very rewarding experience when learning communities are in place and people can begin to produce knowledge.

For the course I was tutoring – SIMP25 – the main topics were intersectionality, post-colonialism, gender performativity and masculinities. Many times, the students had already grasped the contents of the topics but were still interested in discussing them further. The diversity of thinking was one of the things that I found more inspiring.

The session for me usually started one or two days before meeting the students: I would start by taking a look at that week's topic and the reading list. I would then look at my notes and afterwards I would focus on the most important concepts and read those particular pages so I would have it "fresh." After that I would think in different questions to start the conversation in case the students were shy or did not have any particular questions. On the meeting with the students we would usually have interesting conversations regarding the topics and if there was something in particular that was difficult, I would encourage everyone to try to solve it together.

Overall, being an SI tutor has been one of the most rewarding experiences during my master studies. Not only did I get to learn from the first year students and their perspectives, and reread and strengthen the knowledge acquired in my first year but also I got to make new friends.



9

Alumni Perspective



Amaranta Thompson
Social Studies of Gender, 2015 cohort

Where Are They Now?

Graduate School alumna and doctoral candidate Amaranta Thompson shares her working experiences after Graduate School.

“I started at the Graduate School in 2015 after a long gap in my studies. My intention had been from the start to get onto a PhD at the Gender Studies Department in Lund. However, I had been advised (rightly so) that the best way was to complete a masters and get to know the university and how it functions.

Alumni Perspective

The Graduate School and the Social Studies of Gender programme was the obvious choice for me and boy am I glad I made it! The master was a huge learning curve as I hadn't studied a lot of Social or Feminist theory before so most of the literature was new to me. Nevertheless, the learning environment produced by the teachers, administrative staff and directors of study was supportive and encouraging. Therefore, even though my time at the Graduate School was challenging, it was productive. I finished the programme in August 2017 and wrote my thesis on Sex Work based on fieldwork carried out in Argentina in the Summer of 2016.

As the end of the thesis term loomed, I realised that it was time to think of where I was going to go next as my aim was to stay in Lund and pursue the PhD. However, the way that the PhD application works meant that I had to wait until January to even apply, which also meant at least a year of having to work elsewhere.

Having to apply for work in a country in which I did not speak the language was daunting and I worried incessantly that it would be nearly impossible to get work. However, I started with the university and applied for a few research assistant positions whilst I was writing my masters thesis. I was lucky enough to get a part-time position at the Political Science Department with the Legitimacy in Global Governance project for a year. As I was finishing my thesis during the summer the research positions started drying up and I began to look elsewhere. I had experience teaching in Argentina and England, therefore my next port of call was looking for positions at schools; and I ended up working as a Mathematics teacher for the 2017-2018 academic year. I also worked with the Graduate School – on administrative tasks, organising the 2018 Graduation and helping out with the arrival of the new 2018 cohort. I was also offered other short-term jobs, among them the opportunity to help organise the Marxist Feminist conference which took place in October 2018. My initial worry of not getting a job quickly went away. I was able to play on my strengths as well as the contacts I had made to work for the time that it took to get onto the PhD.

In the meantime, I had to work on the objective of getting a PhD, which, in itself, was a huge challenge. There is a lot of competition to get into a PhD and the applications are time-consuming, requiring research into the topic of your proposal as well as the departments you are applying to. Therefore, it is an

investment of time and energy for an application that, more than likely, won't succeed. In the end I managed to submit 7 applications and was rejected by one after the other, that is, until I got an interview...

Despite looking like I have been lucky on the job front there, are of course, countless failed applications that I do not mention here. It is important when job-searching to remember that this is the nature of the job market – with hundreds of applicants for every job, we can be overlooked various times before being selected. For this reason, the pathway to the 'dream job' (whether or not you know what it is) is not always straightforward. I would also like to add that it is important to enjoy this trajectory as an opportunity – I enjoyed it and also feel that working with different people and in different environments has significantly contributed towards my work experience.

I started a PhD in September 2018 at the Gender Studies Department. My PhD focuses on the effect of war on drugs policies on feminized bodies in the Brazilian context. I am just at the beginning of the PhD so right now it mostly involves settling into the department, taking courses and starting some preliminary work on how the suggested research in my proposal will be carried out. However, doing a PhD also involves teaching – which, for me, currently includes some teaching on the quantitative aspect of the SIMM4I course at the Graduate School. I am happy to be back working in some capacity with the Graduate School team and am looking forward to being able to give back in some way, especially in the exciting days coming with the added CMES and new Advanced Social Analysis masters programs starting in the fall.

Thank you Graduate School, and all the best in these exciting times!!

Interested in pursuing a PhD?

Information about PhD studies and announcements for doctoral positions at the Faculty of Social Sciences can be found here:

tinyurl.com/SocSciPhD

Don't forget to attend Graduate School's annual PhD lunch in the spring for more inside information on how you can enter academia! *Date TBA.*



10

The Paradise Quarter



Annika Hughes,
Graduate School

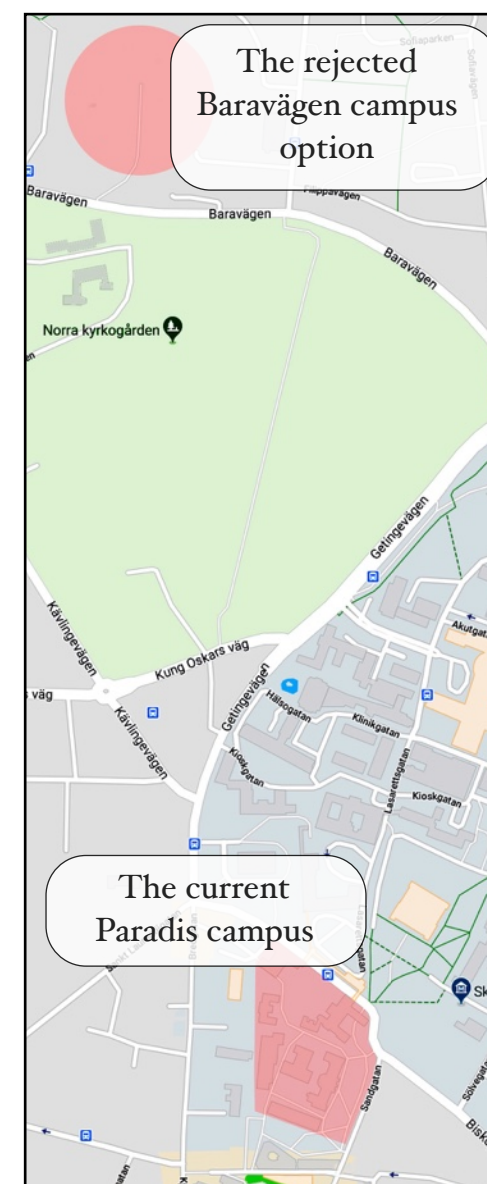
While we're on the topic of expansion, let's not forget to talk about the plans to physically expand the Paradise Quarter, the Faculty of Social Science's home turf.

In the following article, you will be able to read about the whole process: why and when did the plans develop, how far are we now in the building process and when will students be able to utilise the new Quarter?

The Paradise Quarter

Why and when did the plans develop?

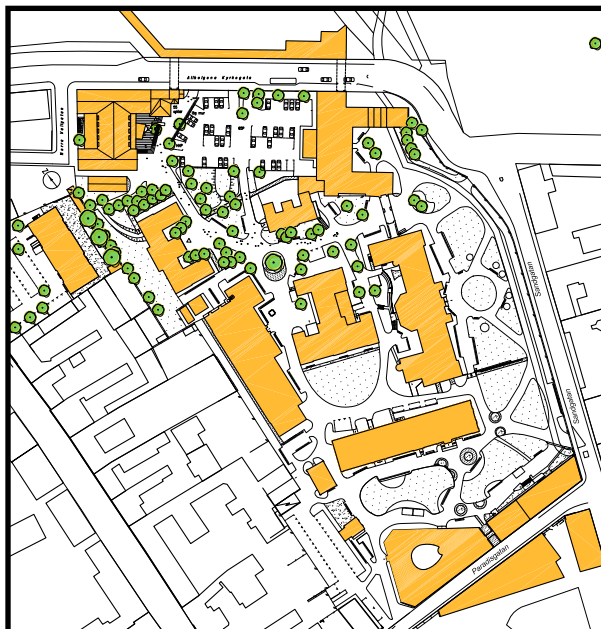
The first decision to develop the Paradise Quarter was taken by the then principal of Lund University in 2008. The Social Science Faculty's need for new premises had the highest priority, with a clear goal to build new buildings in the Paradise Quarter. A suggestion was made to move most of the Faculty out to Baravägen – a suggestion which was eventually rejected and the process to find a solution was temporarily halted.



Akademiska hus and *Statens Fastighetsverk* opened an architectural competition in 2009 for suggestions to develop the Paradise Quarter. It was won by Juul & Frost, whose winning design can be found on www.juulfrost.dk/projekter/135/#1.

Their drawings included a suggestion for a new building – a *study centre* – by Allhelgona kyrkogata in the northern part of the Paradise quarter. These plans were then sent to the City of Lund Council (Lunds Kommun) for approval.

In 2011, the Faculty started a renovation project of the *Eden* building in the quarter, which housed (and still houses) the Department of Political Science, and parts of the faculty administration. This went on until the end of 2013. During that time, the Political Science department was moved to the Department of Chemistry's old building (Kemicentrum) in north Lund. The Faculty administration (Kansli S) was evacuated to Gamla Kirurgen, the home of Graduate School, and would not be moving back to Eden after the renovation.



Situation plan of the Paradise Quarter by Jais architects, 2018

During 2012, there was a new inquiry launched for the Paradise Quarter with the goal to develop a strategic plan for the whole quarter. In the investigation were included all of the buildings that are used today as well as existing and planned buildings in the quarter. The inquiry was launched by Akademiska hus in cooperation with LU Byggnad and the Social Science Faculty.

Fojob Arkitekter were hired to conduct the analysis part of the inquiry between January and February 2013. Before the next stage could begin, the Social

Science Faculty, LU Byggnad and Akademiska Hus had to identify and specify those parameters that would be guiding future work.

The parameters that the Faculty decided on read as follows (below is a shortened version – please see the following link for the full length version in Swedish):

www.sam.lu.se/sites/sam.lu.se/files/styrande_parametrar_lokalprojekt_paradis.pdf

1. To plan for a new study centre in the Paradise Quarter that includes a library, a variety of study places, meeting places, a café, effective and flexible work places/teaching rooms and some common functions such as a student reception and the Faculty administration (Kansli S). Graduate School is also likely to move to these new premises.
2. The faculty's institutions will be gathered in the Paradise Quarter, quarter 51, including the Department of Human Geography. If the need for teaching rooms cannot be satisfied, Allhelgonaskolan will be seen as an alternative.
3. The use of all of the Faculty's buildings will be optimised – that is to say that the buildings and spaces will be used in the best possible way and with the 'right' operations and functions. The Faculty wants smart solutions at the same time as they have to be restrained. They want as much as possible for the money they spend.

4. Each institution's staff including administration will sit collected in one or nearby buildings.
5. The Student Union will be placed where students move most and be on the ground floor, with generous opening hours.

In the spring of 2017, Akademiska hus started a renovation project of *Gamla köket* in the Paradise Quarter, with the aim to gather the School of Social Work under one roof. The renovation is estimated to cost approximately 80 million SEK and the renovation work covers an area of circa 4,000 square metres. The School of Social Work is expected to be able to move in during the autumn of 2019 – please see the Excerpt at the end of this article for more information.

Where are we now in the process?

A new architect has been found to develop the drawings for the area – Jais architects (see www.jais.se) won the official contract. On February 1, 2018, the Social Science Faculty decided to push on with Stage 3 of the project for the Paradise Quarter. The previous parameters were confirmed, with the addition of:

6. Houses M (Gamla Poliokliniken) and O (Gamla Barnbördshuset), as well as possibly Houses R (Gamla Kirurgen) and J (Gamla Barnsjukhuset) will be renovated.

Certain risks were acknowledged, for example the need for permission to build in the area. The parking lot in the area has been identified as one possible building site but it is currently unclear how much of this can be used to build upon. This uncertainty creates a risk that can possibly delay the building process and create an inferior final solution. Other risks include a change in the number of students and employees at the Faculty. Jais architects are working based on the number of students that the Faculty has today and a small increase in the number of employees.

After this decision, the Faculty, together with LU Byggnad, is comprising a list of functions – e.g. x number of students with a need of x square metres. There are also plans being mooted for a methods lab which may include for example interview rooms fitted with cameras etc. These plans raise interesting questions, such as which methods we will be using in 20 years time, since the new buildings will need to last at least 50 years.

Until the drawings are finalised, it is unclear what the new quarter will look like. For example, the proposed new study centre might be comprised of a whole new

building or be an extension/adaptation of an existing building. The Faculty does not decide how the final layout will look like: this is decided by LU Byggnad. All of the buildings in the Paradise Quarter are owned by Akademiska hus and LU Byggnad acts as intermediators between them and the Faculty.

There are no plans to build open landscape offices, according to Matthias Baier, the project leader (and Head of the Sociology of Law Department). Teachers will as far as possible continue to have their own offices.

At a workshop with the architects, *Jais arkitekter*, on May 7, 2018, initial ideas were presented and views collected in order to be able to present sketches of the new quarter later in 2018.

Jais presented 3 main areas of interest when thinking about the new buildings in the quarter:

- i) *structure* (e.g. size, how meetings will be held, a robust structure that can manage change, entrances, views and sun spots)
- ii) *Room quality* (e.g. facing outwards or inwards, quiet, views, character, noise levels); and
- iii) *engagement/empathy* (e.g. acoustics, levels, computer connections, work places, light, people's measurements).

Special attention has to be paid to current flows of people in the quarter and how to optimise them so that the whole quarter is “active”. The idea is to connect all buildings and to open up the quarter, in part by gathering people in certain spaces, e.g. the new proposed study centre.

Later, in a lecture given by Jais architects on October 11, 2018, another new idea was presented, namely to put most of the large teaching areas on the ground floors of the buildings. Further attention was also paid to buildings M and O and how to make them more welcoming. Whereas they today form the rear of the Paradise area, it is the intention to open up these spaces and integrate them into the “inside” of the quarter. Drawings of any new buildings are still being worked on, and the council has yet to decide whether it will be possible to build on the parking space between the two buildings.

When will you be able to study in the new Paradise Quarter?

So far so good – the project has not hit any existential obstacles and looks like it will keep to the 2023 deadline. At the moment, we are still in the decision phase; next comes the plans and then of course the construction work. It is however a

very complex process so we should be prepared for snags along the way. If you have any questions about the new quarter, please feel free to contact lokalprojektet@sam.lu.se



Picture of exhibition that travelled the departments showing an idea of what the new Paradise Quarter will look like

Remember: The newsletter is also available online here:

tinyurl.com/GSstudentnews

(Very handy as that version has clickable links!)

Excerpt from Press Release from Akademiska Hus

Nov 28, 2016 12:10 CET (original in Swedish)

www.mynewsdesk.com/se/akademiska_hus_ab/pressreleases/akademiska-hus-investerar-i-kvarteret-paradis-foer-lunds-universitet-1670276

Akademiska Hus is investing in the Paradise Quarter for Lund University

The School of Social Work is today spread between four different buildings in Lund. To be able to coordinate parts of its organisation, Akademiska Hus is investing approx. 80 million kronor in a renovation and extension of the 'Old Kitchen' (Gamla köket), the Theology department's previous facilities in the Paradise Quarter, in order to transform the building into a modern place of learning.

The 'Old Kitchen' was built in 1927 and is located centrally within the Paradise Quarter. The Quarter is part of the so-called 'Knowledge Thoroughfare' (Kunskapsstråket) which is a strategically valuable area for Lund University with strong cultural and historical meaning. The building, which has been rented by the university since the 1970s, will now be fully modernised to meet today's requirements for knowledge environments and stand ready for the School of Social Work.

"The rebuilding and co-location is part of our commitment to creating an open and flexible study and research environment," says Ann-Katrin Bäcklund, [then] Dean of the Faculty of Social Sciences at Lund University.

Focus on the refurbishment is on study environments, a new auditorium and opening the house vertically to create natural meeting places. A new entrance, communication and meeting spaces and a patio are also created. To improve the indoor climate, house installations are upgraded.

"The reconstruction means that we continue to modernise the Paradise Quarter. Creating varied study environments along the 'Knowledge Thoroughfare' is an important step in developing Campus Lund and the rebuilding is a good example of this," says Tomas Ringdahl, Regional Director of Akademiska Hus Region South.

In total, the renovation and extension totals approximately 4,000 square meters. Construction start is scheduled for spring 2017 with occupation in autumn 2019.



Our house a hundred years before the current plans to develop the Paradise Quarter were hatched! (Photo by Per Bagge in 1906)



11

What's happening at
Graduate School

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: <https://tinyurl.com/DPSseminars2019>

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 the main University Building on Tuesday June 11. A formal invitation to this event and sign-up will be sent out to all prospective graduates this March. More information will be available on the Faculty's website later this spring: tinyurl.com/Sgrad2019.

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!

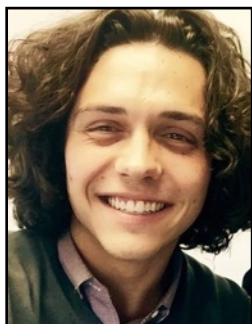
Student Representatives

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*
- Diana Rodríguez Benítez, *Global Studies*
- Malte Breiding Hansen, *Social Studies of Gender*

Staff News

Change is in the air, and this spring term we are preparing to switch things up. Graduate School's expansion allows us to welcome a fourth programme coordinator permanently to the team. We could not be more pleased that Lucie Larssonova from the International Office will be joining us as our new programme coordinator. *Welcome onboard Lucie!* Katie Ahlstedt will be off on parental leave from late February or so until the end of 2019, and her replacement is currently in the works. Helena Falk has extended her leave and we do not expect her back for another year at least. We borrowed the esteemed Johanna Hansen from the International Office this Autumn, but as she begins her parental leave this January, our former student receptionist Frank Schreier will be stepping up his game as a full-fledged team member. *Welcome to the team Frankie!*



Hi! My name is Frank Schreier and I am a new program coordinator at the Graduate School, starting this spring semester. My previous professional experience includes working for the graduate school as a receptionist, as well as five years working in internal/external communications roles for both for- and non-profit organisations in the United States. My bachelors and masters degrees are in Communication and Media Studies from the University of Cincinnati (in Ohio, USA) and here at Lund University. In my spare time, you'll find me reading, trying out new vegan recipes, or looking for the next best places to go hiking.

Our student receptionists Magrith Mena and Faith James will continue with us this spring, but we will be looking for new student workers as the term progresses.

Steady as a rock, the directors' team is unchanged, but both our director of studies Mikael Sundström and our methods director Chris Swader will have their hours bumped up in 2019 to help cope with the expansion work ahead.

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:

Diana Rodríguez Benítez, *Student Representative for Global Studies*

Jakob Gustavsson, *Director of Studies for Political Science*

Henrik Gutzon Larsen, *Director of Studies for KEG*

Malte Breiding Hansen, *Student Representative for Social Studies of Gender*

Marta Kolankiewicz, *Programme Director for Social Studies of Gender*

Leili Laanemets, *Director of Studies for Social Work*

Jan-Olof Nilsson, *Director of Studies for Education, Social Anthropology and Sociology*

Andrew Niwagaba, *Student Representative for Development Studies*

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*

Mikael Sundström, *Director of Studies for Graduate School*

Chris Swader, *Methods Director for Graduate School*

Important Spring Term Dates

January 21:	Course start for Period 1
Feb 5:	Info meeting about elective methods courses 15:15-17:00, Eden Auditorium
Feb 19:	Info meeting about 3rd term elective studies 13:15-15:00, Eden Auditorium
March 15:	Application round for fall electives opens (for term 3)
March 25:	Course start period 3
March-April:	DPS seminar series
April 15:	Last day to apply for electives on antagning.se
May 2:	Course start period 4
Early May:	Spring lunch with PhD students
May 20:	Thesis submission
June 5:	Thesis Introduction Day (1st year students)
June 11:	Graduation Ceremony

