



NEWS- LETTER

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Letter from the Director of Studies



Welcome back!

Dear students,

Welcome back after the holidays! We at Graduate School hope you have had time and opportunity to recuperate a bit – we know that you are hardworking people, but if you work hard, then you are allowed to play hard too from time to time. When you get back in gear it will be a roller-coaster!

Some of you are just now preparing for what will be a real trial: the final term and thus the thesis, where everything you have learned up to this point will provide a vital springboard. My one piece of advice to you is to pace yourselves. Douglas Adams, of *Hitchhiker's Guide to the Galaxy* fame, really liked deadlines, or rather the whooshing sound they made as they went by. Well, old Doug said a lot of wise things (“If you try and take a cat apart to see how it works, the first thing you have on your hands is a non-working cat” being a real methodology nugget) but this once I think heeding his implicit advice might be a bit risky.

Others are just about to complete a long and arduous course in methodology, where I have been fortunate enough to meet many of you. For you guys I have another Douglas Adams quote in store:

All opinions are not equal. Some are a very great deal more robust, sophisticated and well supported in logic and argument than others.

You are well under way making sure that your arguments are indeed becoming more robust, sophisticated and that they are propped up by sound logics.

And by Golly are those skills needed! The world in 2015 was in many ways a study in incomplete and plain stupid arguments by people who ought to know a lot better. The inanity seems contagious, and is not limited to specific political groupings (although a unifying delusion seems to be that only one's own political enemies are subject to this depressing malady).

This is where academia, and you, come in. An important but sometimes neglected principle in the academic discourse is *charity* – the conscious effort truly to consider the best and strongest possible interpretation of the argument that your opponent is trying to convey. How much of that do you detect in the average Twitter slugfest? Hmm.

Charity, together with similarly conscious attempts to present your own arguments lucidly, and humble acceptance that they can be improved if you listen to the input of other smart people, constitute an extremely powerful combo, and one that is more needed than ever: the *combo of reason*.

In this issue we will be focusing a bit of extra attention on methods-related issues – appositely so given that methods/methodology and the theory of science are after all the ultimate bastions safeguarding that very combo of reason I was talking about. Enjoy!

Mikael Sundström,

Director of Studies, Graduate School

In this issue

We are proud to introduce our new Methods Director who will dedicate a significant amount of time and energy on the faculty's and Graduate School's methods courses and curriculum to ensure that they continue offering students the skills and competencies they will need in pursuing their careers, either inside or outside academia. We have invited some of our methods teachers to contribute texts reflecting on their favourite methods, as well as a current student and how methods have been applied and developed during an internship. In this issues we have the pleasure to share with you how some of our alumni look back on their methods education in relation to their current work, and offer current students some advice. Last but not least, don't forget to read through some of the past and upcoming events and other news from Graduate School!



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Letter from the Methods Director



Chris Swader
Associated Senior Lecturer
Department of Sociology

If social theory is the language that we use in order to communicate our claims about the social world, our methodology and methods have a major role in affecting whether or not others are inclined to believe our claims. As such, methods and methodology constitute one of the pillars of any social sciences education.

The Methods Director coordinates the methods curriculum of the Graduate School. This is no easy task, considering the school caters to three graduate school programs, the many departments of the social sciences faculty, other degree programs, and visiting students from abroad.

My background is one that is interdisciplinary, international, and mixed- and multi-method. I am a sociologist, but I also have degrees in Russian language-area studies and Global Studies. My PhD institution (BIGSSS in Bremen, Germany) was also interdisciplinary, involving sociology, political science, and psychology. I also worked as the Director of Studies at BIGSSS in Bremen (which provided highly focused methods courses for PhD students), and I co-founded a methods-heavy master program in comparative social research at the Higher School of Economics (Moscow, St. Petersburg), tailored toward training professional social scientists. In my own research, I have used mixed- and single method methodologies and a range of qualitative and quantitative methods. This and my international educational experiences have made me undogmatic when it comes to disciplinary borders and methods approaches.

While methods and methodologies are multiple, a unifying aspect of these across the social sciences is that they need ‘to fit,’ to be justified and integrated in relation to specific research questions and designs. This also implies that research questions should not be driven merely by methods path dependencies; in light of this, we want to provide the opportunity to all students to acquire a basic background in both qualitative and quantitative methods. To conclude, we hope to offer a wide range of methods courses for students at different levels of mastery.



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A meeting with an archive



Marta Kolankiewicz
Department of Gender Studies
course coordinator
SIMM27 *Discourse Analysis*

Ethnographers often claim that the knowledge produced through fieldwork is a result of a particular type of dialogical relationality between the researcher and those studied. In such an approach, experience of a meeting not only offers an entrance to the studied world, but can shape the very terms of the knowledge production, having a profound impact on the how and why of research.

But do similar dynamics occur in a work with a very different kind of method – document analysis? How does a meeting with an archive influence the frames and methods of a research project? What follows is a short account of an unexpected outcome of a meeting with court and police documents during my research on the ways anti-Muslim violence is treated by the Swedish judiciary.

I approached court and police documents as specimens of a type of knowledge regime in which the true version of what happened is being established in very categorical terms. The outcome of a trial can only be black or white: the crime has been committed or not, the defendant is guilty or not. In court, there is no place for doubt. The verdict is reached through an evaluation of the evidence which is guided by positivistic principles of probability and objectivity. Moreover, the documents are shaped by the language of judiciary attempting to grasp the messy and ambiguous reality in strictly defined terms of crime, intent, injury and motive.

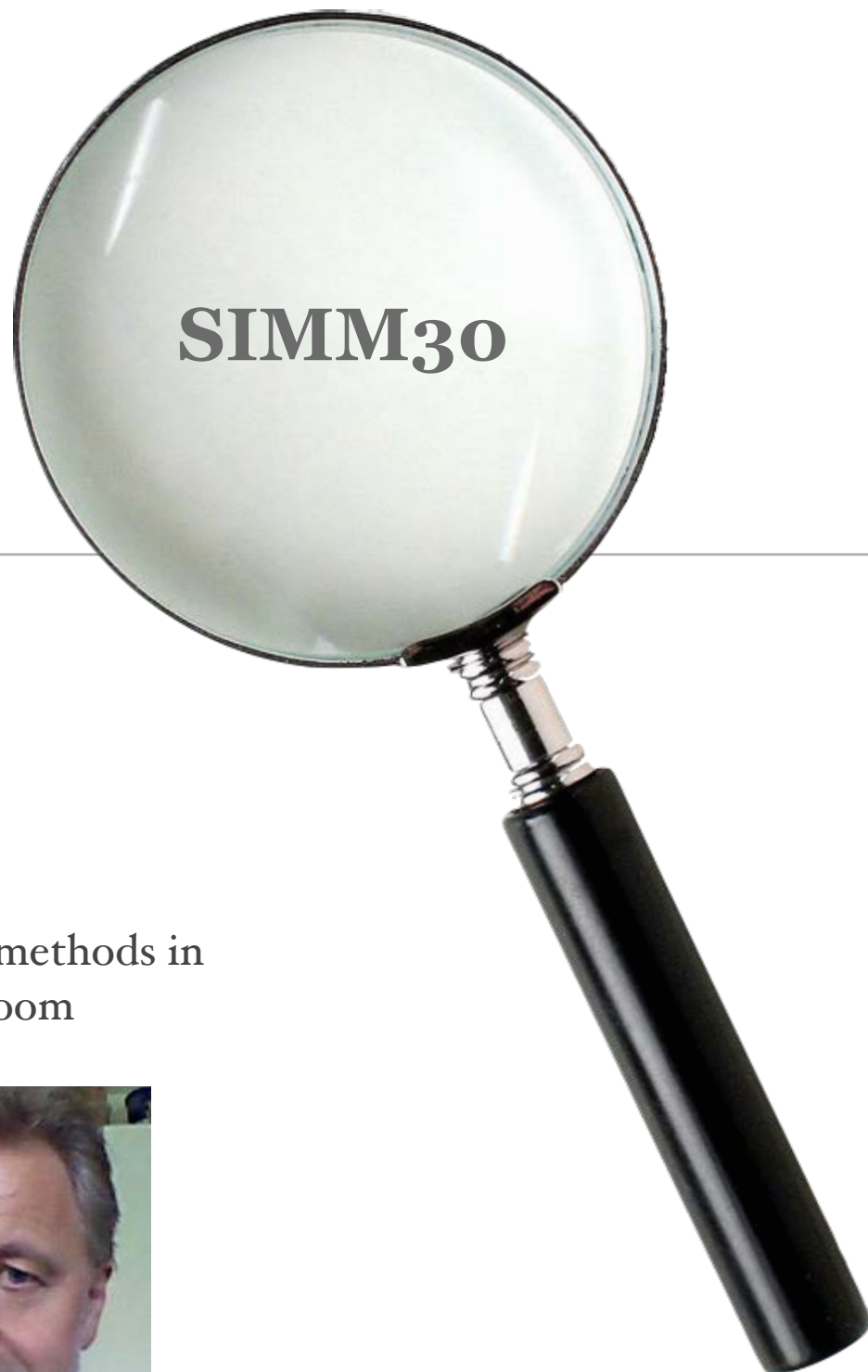
During the research process, I found myself mimicking the logics of the documents I was to investigate. Although my aim was to carry out a qualitative analysis of court documents, I was time after another recurring to statistics, which I sensed would be treated as a more convincing way for backing my argument. In this way, my research process started to resemble the process of collecting the evidence. Furthermore, my language started to resemble that of courts in its tone. Eager to disclose the courts' lack of consideration of the racist nature of the acts at trial, I found myself caught in a very categorical type of antiracism that not only allowed for no grey zones, but also paralysed my ability to understand how racism was being made invisible in court. At that point, I realised that a meeting with these documents, with their own power of establishing a truth, deeply influenced my ways of producing knowledge

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Learning methods in the classroom



Hans-Edvard Roos
Course Coordinator SIMM30
Department of Sociology



Here we focus on one of our methods courses, SIMM30 – Participatory methods of change and development, which offers students a unique opportunity for hand-on training in various participatory methods.

In this course, students get practical training in methods that are directly useful in their professional careers. In today's developing societies as well as in post-industrial knowledge societies, risks and uncertainties continually challenge established orders and habitual skills. In a globalised world, knowledge needs are constantly identified, articulated, tested and applied to new situations. Our reflections are confronted with non-knowledge, i.e. a hybrid of assessments of current factuality and a non-existent future. This raises the question: Who has the legitimate right to make capable decision in such a situation? Purely factual claims or exclusively value-based statements are not enough.

The complexity of today has increased through the diversity of stakeholders and a multiplicity of voices in the public, private and civil sectors, who all claim the value of their particular knowledge and experience in almost every area in society. Increasingly, there is a coordinating compulsion between and within professions, organisations and nations. Examples are increased “horizontal” requirements on developing a transcendent competence that are multi-professional, inter-sectoral, inter-organisational and transnational. Other examples are the increased pressure to reduce a “vertical” distance and isolation by integrating expertise and everyday knowledge, theory and practice, as well as science and experience. Valid knowledge should also be relevant and accountable knowledge, and vice versa.

An overall aim of this course is to meet these growing external needs of a transcendent and knowledge-integrative competence of “participation” in addition to established specialist skills. The less risks are publicly recognised because of a far-reaching specialisation and function differentiation (in the sense of optimal calibration between means and ends), the more risks are produced. However, a highly

developed division of labor does not necessarily imply a fragmented division of knowledge in practical action contexts.

In an international perspective, there are a variety of participatory methods and approaches. This course provides the opportunity to practically test three methods in a systematic way. These exercises promote the skill to organise a common knowledge development that aims to create an orientation to action and action plans. One method – “Open Space” – is more exploratory in nature and is focused on identifying different fields of knowledge and areas of interest as a possible first phase of a development. A second method is “Future Workshop” where the focus is to mobilise commitment and formulate concrete action plans. A third method is “Participatory Design” where the focus is a concrete shaping of an environment where the “participation” consists of how cooperation and solutions emerge from the practical design work itself. An important part of the course is to compare and evaluate the advantages and disadvantages of the methods relative to each other.

Further aims of the course are to clarify the scientific basis of the methods, and to critically examine these methods: How about the risks that these participatory practices become counter-productive and maybe strengthen the status quo? What are the reasonable options to transcend and transform dominant societal conditions? What about the methodological awareness that the choice of a particular method may affect the outcome of the chosen method? A particular method – a certain outcome? Here, the course tries to encourage students’ ability to integrate literature, practical exercises and reflection.



Workshop on *Participatory Design* held during the Spring term 2015 of SIMM30 at IKDC (Ingvar Kamprad Design Center) with Elisabeth Dalholm Hornyánszky and Susanne Frennert.



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Stories from the field



Jana Daron Canavan, M.Sc. student in Social Studies of Gender, cohort 2014, currently enrolled in the 30-credit internship course

I am enrolled in the master's program of Social Studies of Gender and my academic internship evolved around my research interest in critical animal studies. I worked together with Tobias Linné from the LU Department of Media and Communication on a project focusing on the Swedish dairy industry. The interdisciplinary character of the project allowed me to contribute with a gender and political science perspective, and it was great to learn from each other and to conduct work related to the emerging field of critical animal studies.

Being able to conduct an academic internship during my studies has been a huge opportunity for me to obtain first hand experiences of how it is to work within research. We conducted semi-structured interviews with dairy farmers and other persons working within the dairy sector. Since I did not previously focus on interviews as a method during the method courses offered during the first two terms of the program, practically applying interviews as a method during the internship was both a new and highly interesting experience! I learned a lot about the planning, scheduling, conducting, and transcription of interviews, and being part of the entire process was a lot of fun!

I could also focus on the planning of my master's thesis while doing the internship and hope to be able to use parts of the collected material for the thesis. Besides working for the research project, I also worked with Kurtis Boyer from the LU Political Science Department through helping out with administrative tasks for the new journal Politics and Animals. Conducting an academic internship was one of the most interesting and rewarding experiences of my studies, and I can highly recommend it to anyone wanting to learn more about a specific topic or method as it certainly provides for more varied and real-life experiences than much of the course work.



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Our alumni – where are they now?

Jenny Pobiega
M.Sc. in Social Sciences in Education
graduated 2011

Mareike Fehling
M.Sc. in Global Studies
graduated 2013

Nancy Okwengu
M.Sc. in Development Studies
graduated 2010

This time around we asked three of our recently graduated alumni to reflect on methods and methodology, and how their academic learning experiences relate to what they are now doing.

Methodology courses in hindsight

by Jenny Pobiega

M.Sc. in Social Sciences in Education, graduated 2011

When graduating from Lund University in 2011, I did so not only with a collection of courses in gender studies, rhetoric and (mostly) pedagogy, but also with a deeper understanding of scientific methodology and philosophy. My favourite methodology course was probably *Social Studies of Science*,* although it did on occasion cause arguments at home with my then nuclear physicist partner. Together with the other methodology courses at Graduate School, it provided me with the arguments needed to defend social sciences and their continued funding, influence and relevance.

Although my thesis rested on the methodology of discourse analysis, which also was one of the courses I took within my master's programme, I have had plenty of use of all the courses in methodology and theory of science. One course in particular is memorable, maybe because of its practical approach: *Participatory Methods of Change and Development*. The course let us do some hands-on practicing with various methods for working with groups that need democratic means of development. The practical training meant I could make use of the methods within organisations such as the student union right away. My knowledge of these methods also come in handy when faced with all kinds of workshops, meetings and other ways of introducing new ideas and organisational changes at work.

* This course has since been developed into the current SIMM24: *Social Studies of Science and other Forms of Knowledge*

But we also read up on the implications of using these participatory methods and discussed various critical approaches to using them. Authorities and other powerful organisations sometimes use participatory methods as a way of keeping the public happy in thinking they are invited to make a difference, when in reality they are not. If you use participatory methods, your intention must always be to give the participants real influence. If this is not the case, then you are misusing their trust, and wasting their valuable time as well as commitment. Real participation and democracy come with a side of unpredictability that can be hard to handle but is essential to a truly democratic process. This course provided me with tools not only to involve others in participatory and democratic methods, but also to question and refuse such methods when the object is not sincere.

My recommendation for students about to take their courses in methodology and theory of science is to choose the courses that seem the most interesting to you. It is fine if you already know what method you need for your thesis but don't underestimate the fun and satisfaction you get from a deeper understanding and questioning of how you can do (social) science.



Jenny

Applying methods in International Development Cooperation

by Mareike Fehling

M.Sc. in Global Studies, graduated 2013

After finishing my Master's degree in Global Studies, I started working for a consultancy which works in the area of development cooperation. Most of my work is of administrative character, but I was also involved in carrying out two evaluations. The methods course *Evaluation*

Research: Theories and Methods has helped me to understand the purpose of evaluations and the theory behind them. However, evaluation theory can only give a framework. Each evaluation has to be filled with specific methods depending on the evaluation subject. In both evaluations I had to go into the field and interview stakeholders as well as hold focus groups with the target population. The *Fieldwork* course has therefore also been helpful to me. I also supported a few other socio-economic studies. A lot of studies contain a part on quantitative data and it is therefore also important to have a sound understanding of basic statistical methods. Looking back on my Master's studies, one course which really helped me make sense of the world and the way I do my work was *Theory of Science for the Social Sciences*. It explained to me the different approaches on how to study social developments. I find myself in the feminist/critical corners of theory of science which departs from the positionality of the researcher. I think this is a very important insight, especially when one is working in different cultural contexts. It has helped me to be more open to the points of view of the people I interviewed in India and South Africa. In



Mareike in front of Laxmi Vilas Palace in Vadodara, India, taking a break from the field study to learn about Indian history

order to assess a project, it is essential to be open to the life realities and standpoints of those who are directly affected by the project as well as those who are implementing the project.

The daily of an Aid worker – Applying research methodology lessons from Lund

by Nancy Okwengu

M.Sc. in Development Studies, graduated 2010

Day 1

I have just arrived in Kigali, the capital of Rwanda from a late night flight. It is always nice to be here. Despite it being the scene of the 1994 genocide, Kigali still ranks at the top of my list of best places to visit while in Africa. In fact, this is a country with a well-preserved history, the type of history that connects with today, tomorrow and brings so much life and many lessons that are well preserved in museums and parks.



Nancy at work

I could do an exploratory article on anthropology of Kigali but the main reason for my travel is to meet a women's group in Gatsibo, a village not far from Kigali, and generate stories, photographs and short video clips of an agricultural charity project that is closing down in a few months. The type of information that I will be collecting will be used for fundraising and starting similar projects in other countries; support an advocacy campaign for African governments to support agriculture; and lastly, to collect evidence of change to support accountability to donors of the same project. Typically, towards the end of such a project, half of the staff have left and there are only a few left who will take us (a team of a local driver, a staff who was key in implementing the project, a translator and myself) to visit these beneficiaries of the project. I am lucky that I can still find these key staff for this visit. A few weeks ago I had received a project profile that highlighted the facts of this five-year project. I was compelled to visit these communities due to the evidence of impact and visible change.

As we retire to bed, I am cognisant of the short hours of sleep that I have to hold on to in order for me to wake up early enough before the sun becomes too bright and hinders our visual content gathering. But sleeping is not easy on such a night. It is hard to sleep when logistical plans are not tight, but I hope we have covered all areas. Before coming here, I remember making last minute calls from Nairobi, Kenya to our local contacts before and trying to ensure everything is in place. Is the translator there? Do we have a photography permit from the city council? Do we have electricity in the hotel to charge our equipment's? Is the community expecting us? Is the car fuelled? What is the likely weather forecast during our visit? Are they aware of the time schedules? Do the communities understand our main purpose of visit? Do we have copies of the translated consent forms? The questions can be endless.



To be honest, even after years of doing this (content gathering of evidence through writing, photography and video), I still find it necessary to always go through “The content gathering checklist” and I do this before I sleep tonight. The checklist is typically made of the primary audience and recipients of the content that I am collecting. In this case, the primary audience is a group of sponsors from the UK who are keen on knowing how the funds were spent. If they are convinced that the money was used wisely, they can put in more money for scaling up of the projects. My secondary audience is typical media that most NGOs target to showcase their impact and increase local visibility. Governments are also important, and I keep this in mind, especially linking the project with current affairs that interest politicians.

My checklist also includes coming up with key messages that should be gathered for the above audiences; the modes or channels of sharing the content, whether online or offline. This helps to inform the nature of methods that I will use tomorrow.

This pre-field visit checklist reminds me of my days in Lund when I was studying anthropology and using various research methodologies. On

this mission I will study the impact of the project on these communities, their past before the project was implemented and their present in order to see how the project solved complex challenges they were encountering.

Day 2

Taking an early breakfast is not everybody’s cup of tea; I am one of those. I must say I have no choice but try to eat something because of the long day ahead.

Our driver, Alphonse Basiyenge, is impressively on time. Alphonse and I have worked together for some years now. I have learnt that relationships are very important, learning basic language and a good rapport with field-based staff can make my life much easier.

“Mukakaza neza” (welcome), Alphonse says.

“Murokeze” (Thank you) I reply

“Amakuru” (How are you?) He asks

“In meza” (I am fine) I reply.

We both burst into laughter because we know that that this is all the Kinyarwanda language I can speak. Alphonse is impressed that I still remember these few words. We exchange handshakes and switch to English. It is amazing that a handshake is a universal way of greeting each other in this part of the world. We drive off to pick up the project manager and the translator before traffic builds up in the city.

Soon we are a whole team and are set for the one-hour drive to our first location. Rwanda is a beautiful country and observing the landscape

forms part of the most introductions to the stories I am writing: How the countryside is green and has huge potential for agricultural projects for local consumption and export. We stop once in a while to take video shoots and cuts of different landscapes. A comparison of various sceneries will help build a story for the importance of agricultural project especially in areas that are affected by floods.

During this hour I also go through another checklist. It is no surprise my checklist also has modes of collecting information that we learnt from qualitative and quantitative research methods while at Lund. Memories and flashbacks of my thesis paper come back to me at this hour. I remember trying to formulate research key questions; formulating the questionnaire and zeroing down to my sample size. At that time I was writing a research paper on the impact of media on politics and used the case study of Kenya's 2011-2012 post-election violence. The research methods- ranging from administering questions through face-to-face interviews (both open and closed ended) that are captured through video, writing and photographs are still fresh in my mind. I must say I feel confident doing a data collection this time round.

During this ride, I also get an opportunity to go through the project monthly reports (which are typically written in technical jargon by project staff) as well as decode the information to simple language that can be understood even by my grandmother.

We finally arrive at Gatsibo and meet a women's group. With support from charity organisations, these women have turned their lives around. The reception is grand. There are songs and dancing. Pleasantries, hugs and smiles are exchanged. We settle after this high moment and state the reason for our visit. I also take considerable amount of time to go through the consent forms. Morally I have a duty

to explain to the subjects what I am doing, why am I doing it, how it will be used and the risks to the person if they take part. I must also make it clear that at any time they can stop the process or demand that certain restrictions are in place on the way I will use the images and text I gather.

In order to legally store and use the case studies, photographs and videos we use, my employer must also be able to prove that it obtained consent at the time these were gathered. I therefore strongly believe it is the responsibility of everybody who gathers case studies, films and or photographs to keep records of their case studies and provide proof that this consent was obtained, e.g. through a signed affirmation from the accompanying project worker. The best evidence of consent is a signed consent form. This states when, where, and why I was videoing, interviewing, or photographing, where and how the material will be used, along with the full name of the subject and a signature and date. I always carry these forms with me. This time around I also asked our translator to translate from English to Kinyarwanda since most of the women don't speak English. We also carried finger ink for the women who don't know how to append their signatures. The ink is applied on their index finger and stamped next to their names on the forms. I must say we are lucky that all of them agreed to be part of process.

We then go through how we will conduct a focus group discussion with the aim of getting as much information as possible on how the project has impacted their lives. Group dynamics modalities are also agreed on and then we proceed to have a round of introductions (name, age, marital status, size of family, role in the group/community) through a game that is interactive and helps everyone remember each other's introduction statements.

I am excited because they are all happy and very engaging. Without further ado we get into the flesh of the matter and start discussing the following:

Food and livelihood

- How do they earn a living?
- Smallholder farmer?
- How long does their food last?
- Who helps when times are difficult?

Issue

- What was life like before the project started?
- What impact is this project having and what still needs to be done?
- What are the wider issues at stake? (i.e. potential social changes)
- What needs to be done to improve these?

As I write, I am keen to observe the local surroundings (i.e. clothing, food and housing) and unique cultural differences (i.e. cooking methods, local customs). I also find that first person quotes are important and need to be accurate in order to describe their situations, the interviewee's emotions and reactions. After the interview, I take some time to take strong photos (mix of close-up's and videos), draft captions of the photos in my notebook, adding strong statistics (the money spent, how many women were trained on agricultural skills), etc in order to make the stories authentic. Quotes from the project staff are also important and lend credibility to the content. I have also found it useful to interview a range of people with different roles and social standing to create a well-rounded collection of stories.

Day 3

Sifting through the content collected over eight hours needs skills for analysis, summarising and generalisation. As I sit down to come to the conclusion, I realise that a title of a story can make it or break it. Headlines are crucial to pull people into my content – a strong, intriguing headline makes them more likely to click on one's links. Headlines also enable one to break up the text into easily readable chunks, allowing the reader to easily skim the content. Over time, I have also learnt to keep the headline to under 65 characters to optimise search engine indexing.

In addition, the use of an active voice, strong verbs and the present tense makes up great content. The art of being descriptive is almost a natural thing for most of people from where I come from, that is cultural. The language semantics tend to make us descriptive and perhaps too wordy sometimes.

It is easy for me to be tempted to write more than is necessary. After all, compressing five years of a project into 300 words is not the easiest job. I therefore ensure that I have kept important project facts, first person quotes, and words that show outcome as opposed to input. In short, once poor, dependent-on their husbands, these women are now generating income through growing fruits and keeping pigs. Their families' nutrition has improved, their children are able to go through school and they have fewer family conflicts that result from poor household income.

I have a story, and I hope we will get more funding for such projects.



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What's happening at Graduate School



Shoshana Iten,
Programme coordinator

Events

Autumn Potluck

Both first and second year students were invited to this year's autumn potluck, held on Nov. 24th in the Student Lounge. As usual, there were interesting dishes to taste and share, and there was plenty of time to chat and get to know each other.

Soup Lunch

As autumn descended, students were invited to some soup on Nov. 10th while listening to a short presentation by Ulrika Linse Strömmand (Psychologist) and Åsa Probert, both from Student Health, as well as Jan Kjellström from the Student Chaplaincy. Graduate School staff served a delicious vegetarian soup, salad, bread from local Govindas. This year we also invited students from other programs to attend, and the atmosphere was informal and friendly. Unfortunately there is limited support that students receive from the university Student Health, and we hope that this section will receive more resources in the future.

Lucia Celebration

On Dec. 11th Graduate School along with other department at the Faculty celebrated Lucia with a choir, saffron rolls, alcohol-free *glögg* (mulled wine), and *julmust* (a Swedish Coca Cola-equivalent consumed in inhuman quantities during the holidays). The event was held at Eden and created a cozy "julkänsla." It was the first time we have arranged a choir, and they did a fantastic job! Led by PhD student Sofie Gustafsson, the choir was made up of international students and staff and the program included the classics *Sankta Lucia*, *Lusse Lelle*, *Staffansvisan*, and *Julafton*.



This was organised through the *masternetwork*, a network of programme coordinators at the Faculty who collaborate on joint initiatives, share experiences, and organise internal meetings around topics that are most relevant in certain periods of the academic year.

Upcoming Events

DPS Kick-off is January 25th

The Development Practitioner Seminar series is a biweekly seminar hosted by several programs at Lund University during the spring term. Development practitioners are invited to share their expertise and experience with the next generation of development practitioners. This series is open to all programme students at Graduate School. We would like to emphasise that while there is a development focus, this series will hopefully be interesting to both Global Studies and Social Studies of Gender students as well. Other participating programmes include Master in International Development and Management (Lumid), Master's in Human Ecology (Culture, Power and Sustainability), Master's in Human Geography (HUGE), as well as Bachelor in Development Studies (BIDS). In other words, this is a good chance to meet and network with students from other programmes who are interested in similar topics. Some of the seminars will be hosted at the Department of Human Geography and the Human Ecology Division, while others will be hosted at Graduate School.

The seminars have been entered into your schedules for first-year profile courses, but we would still like you to sign up for each seminar to help us with planning.

The Kick-off is January 25th, at 3 pm! Continue to check our website here for news and updates concerning the series:

<http://tinyurl.com/GS-DS2016>

Staff News

Graduate School has a new Methods Director, *Chris Swader*, who joined the team in September (but will be off for a while on parental leave in the Spring). Chris presented himself earlier in the newsletter.

Kristina Jönsson will be leaving her position as Programme Director of Development Studies. While we will miss her, we would also like to congratulate her for the funding she has obtained for research projects (which is also the direct reason she is leaving). We are thankful for the great energy and dedication she has put into her role, and wish her the best of luck with her new projects.

Another update is that *Shoshana Iten*, Programme Coordinator, will be taking 2 months of paid leave from January through March. Her replacement will be *Tove Ekstrand*. If you have any questions related to schedules, the website, the Development Practitioner Seminar (DPS) series, Live@Lund, or faculty-level PhD courses, please contact Tove Ekstrand (contact information will be posted on our website and Live@Lund).

Newsflash: a smarter way to reach you?

We have begun to collect relevant information, events and opportunities in a bi-weekly newsflash that we send out to our students and post on our website here. We hope this will reduce the amount of emails you receive in your inbox, but we also hope that you will read through this flash as there may be important information.

If you know of events that you would like to include here, please email us this: master@sam.lu.se

Important Spring Term Dates

Jan 19:	Course start for Period 1
Jan 25:	DPS Kick-off
Mid-Feb:	Application round for methods courses, period 4 (1st year students)
March 1:	Application deadline for exchange studies
March 23:	Course start for Period 3
May 2:	Course start for Period 4
May 23:	Thesis submission
June 5:	Last day of classes
June 8:	Graduation Ceremony