



**GRADUATE SCHOOL, ARTS**  
AARHUS UNIVERSITY

**ANNUAL  
REPORT  
2013**



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# WELCOME TO GRADUATE SCHOOL, ARTS

Graduate School, Arts is responsible for PhD programmes at the [Faculty of Arts](#) within the humanities, theology and educational studies.

The Graduate School, Arts is one of four graduate schools at Aarhus University. The work of the Graduate School is carried out in the [Department of Culture and Society](#), [Department of Aesthetics and Communication](#), [Department of Education](#) and [Centre for Teaching Development and Digital Media](#). The Graduate School, Arts is organised in eight PhD programmes covering a variety of fields ranging from [Anthropology](#), [International Area Studies](#), [Religion](#), [Art](#), [Literature](#), [Cultural Studies](#), [Didactics](#), [History](#), [Archaeology](#), [Classical Studies](#), [Theology](#), [History of Ideas and Philosophy](#) to [ICT](#), [Media](#), [Communication and Journalism](#), [Language](#), [Linguistics and Cognition](#), and [Learning and Education](#).

The Graduate School has extensive research collaboration with public institutions and the private sector, and conducts [ordinary PhD programmes](#) as well as [industrial PhD programmes](#).

## **Strategic objectives for Graduate School, Arts (2013-2020)**

One of the important tasks involves recruiting and training PhD researchers who are in demand both nationally and internationally

within the world of research as well as in the business community and the public sector. Taking a point of departure in the research organisation at the faculty, efforts must be made to achieve the early, fruitful integration of PhD students in research environments and international research partnerships.

The Graduate School's strategic objectives are to offer talent development at an international level, with the aim of preparing all PhD graduates for a diverse and international job market and to recruit, develop and retain excellent, talented researchers.

Consequently, Graduate School, Arts will:

- Ensure the development and quality assurance of its PhD programmes
- Create opportunities for lengthy research stays abroad
- Strengthen the internationalisation of its PhD programmes
- Strengthen career guidance services by involving the alumnus network
- Ensure the diversity of its talent pool by increasing the recruitment of talented PhD students from both Denmark and abroad

# GRADUATE SCHOOL, ARTS IN 2013



## Students

Throughout 2013 the enrolment of new PhD students was characterised by steady, strong competition for the open calls for PhD stipends. The originality, diversity and marked interdisciplinary profiles of the PhD projects remain a source of innovation of the research landscape at the faculty's centres and departments. Graduate School, Arts (GSA) has also enrolled a significant number of PhD students based on collective research projects embedded at the departments and funded by public and private research donors. The number of dissertation defences rose markedly throughout 2013 in comparison with former years. In particular, PhD students enrolled in the 4+4 track continue to do well in terms of the time it takes for them to complete their degrees; while shortening this time remains a challenge for 5+3 PhD students. We take pride in the fact that all our assessment committees are composed of three examiners, two of whom are external and at least one of whom comes from a research institution outside Denmark.

## Organisation

In 2013 the GSA was finally established as a single, unified school for PhD programmes at the Faculty of Arts, replacing the three previous independent doctoral schools (for the humanities, for theology and the study of religion, and for educational research respectively). The new regulations for PhD programmes from November 2012 have been adopted and the supporting administrative ICT tool (PhD Planner) for application, evaluation and talent management throughout the PhD programme has been implemented in all eight PhD programmes by administrators, PhD students, supervisors and evaluators. The digital monitoring of PhD plans, biannual progress reports and compliance with milestones are also now in place. Much admirable work and dedication has been invested in this process by all parties involved, and the faculty remains confident that supervisors and PhD students will come to value the importance of this key element of quality assurance. On

1 November 2013 the revised ministerial order on the PhD degree came out, helping to clarify the legal basis for international collaboration and double or joint degrees in particular.

## Courses

The organisation of PhD courses and summer schools is also falling into place gradually, although much work remains to be done in order to consolidate the infrastructure behind what is still a new organisational landscape for PhD courses at Aarhus University and at national level. In 2013 the Danish universities conducted a small survey of national collaboration on PhD courses. The existing agreements on collaboration and on the open market for PhD courses have, on the basis of the recommendations from the PhD schools, been confirmed by the rectors in 2014. In 2014, the GSA will invest in the expansion of its PhD courses aimed at the individual research disciplines as well as more generic courses aimed more broadly at all PhD students. The last course in the EU-supported LEADER project on employability training and transferable skills for PhD students was held in Edinburgh in July 2013. This collaboration continues in 2014, alongside the University of Padova and the University of Edinburgh. The GSA also very much appreciates its collaboration with the Centre for Teaching Development and Digital Media with regard to courses for PhD students on university didactics, and we are delighted that this collaboration is expanding to workshops for experienced PhD supervisors and the development of courses for new PhD supervisors. As the diversity of PhD programmes increases, involving more and more models for study plans and supervision, the GSA will increasingly need to engage new and experienced supervisors in dialogue as well as involving them in the sharing of experiences.

## Collaboration

The GSA has a broad commitment to collaboration with external partners with regard to PhD programmes. We take pride in our





extensive and nationwide collaboration with university colleges (for education research), with museums (for research into art, archaeology and history), and with hospitals, schools of nursing and regional authorities (for interdisciplinary research into health science). Currently the GSA has agreements with all the Danish university colleges, and PhD projects are conducted at museums in all parts of the country. In the area of language acquisition we are making a special effort with a number of PhD projects focusing on the didactics of language acquisition, and interdisciplinary PhD projects covering cognition research remain one of our strongholds.

The flagship in our internationalisation efforts is the joint project established with the University of Edinburgh in 2011 on excellence in doctoral education ([Exede](#)), which embraces a number of work packages on best practice and development with regard to (for instance) employability, doctoral supplements, supervision and joint degree programmes. The second main development

under the internationalisation flag in 2013 was the expansion of double and joint degree programmes with international partners including the University of Edinburgh, Queen's University, Belfast and the University of York. In addition, we are delighted to enjoy collaboration for double-degree programmes with the University of Greenland and the University of the Faroe Islands. The use of co-supervision agreements is expanding, and the international mobility of GSA's PhD students is increasing gradually as well.

Johnny Laursen, Head of Graduate School, Arts





# ORGANISATION OF GRADUATE SCHOOL, ARTS

The activities of the Graduate School are based at the two campuses of the Faculty of Arts in Aarhus and Copenhagen respectively. The Graduate School is organised in eight multi- or inter-disciplinary PhD programmes. A PhD committee elected by the faculty and PhD students monitors the quality of supervision and programme activities.

## PhD committee

The main tasks of the PhD committee are to approve PhD courses, draw up internal guidelines for the GSA, and recommend the composition of the PhD assessment committee.

The general aims of the committee as a political entity are to identify strengths, weaknesses, challenges and opportunities in the management of this area. The committee held six meetings in 2013 to evaluate the quality of its PhD courses and dissertation seminars (through meetings with the directors of the PhD programme), to respond to the faculty's talent-development strategies, to discuss related issues with the Dean, to respond to the results of the workplace assessment process (APV), and to monitor and present the work of the PhD administration.

- 239 PhD students (31 Dec. 2013)
- Eight PhD degree programmes
- Three-year programme (5+3)
- Four-year programme (4+4)
- Industrial PhD Programme

The PhD students at the GSA are affiliated to relevant research environments, which are organised at the Faculty of Arts into [research programmes](#) within the departments. Normally the PhD students will have the same affiliation as their principal supervisor (Campus Aarhus or Campus Emdrup).

## Eight PhD programmes

The GSA is organised in the following eight PhD degree programmes:

- [Anthropology, International Area Studies and the Study of Religion](#)
- [Art, Literature and Cultural Studies](#)
- [Didactics](#)
- [History, Archaeology and Classical Studies](#)
- [ICT, Media, Communication and Journalism](#)
- [Language, Linguistics and Cognition](#)
- [Learning and Education](#)
- [Theology, History of Ideas and Philosophy](#)

The heads of the PhD programmes are responsible for the administration of graduate programmes. The heads participate in decisions regarding admissions, academic performance, and the application of the regulations and policies of the Graduate School.



## ANTHROPOLOGY, INTERNATIONAL AREA STUDIES AND THE STUDY OF RELIGION

Covering an area within the fields of Anthropology, International Area Studies and the Study of Religion, a particular strength of this PhD programme is interdisciplinarity. In the study of culture, cognition and religion as well as human security and international development, the programme offers unique opportunities for the pursuit of new directions in and across the associated disciplines, including areas such as ethnographic methods; experimental anthropology; visual anthropology; welfare, children and youth; democracy, globalisation and transnational mobility; contemporary religion and contemplative traditions; history of religions; cognitive science of religion; gender and politics; and human security and post-conflict studies.

Theoretical interests are founded on a combination of solid social and human science theories, and range from phenomenology, post-structuralism and grounded theory over various comparative, sociological and historically-based approaches to cognitive science, with particular interest in areas from the humanities and beyond.

### Contact:

Head of the PhD programme: Associate Professor Marianne Qvortrup Fibiger, [mf@cas.au.dk](mailto:mf@cas.au.dk)

PhD administrator: Bodil Bjerring, [bodil.bjerring@au.dk](mailto:bodil.bjerring@au.dk)

Web: <http://talent.au.dk/phd/arts/programmes/anthropology-int-area-studies-and-the-study-of-religion/>



## ART, LITERATURE AND CULTURAL STUDIES

This programme covers all kinds of academic studies of the arts in the broadest sense: visual art and culture, including more recent media such as film, video and computer; theatre, including performance and dance; music, from classical music to modern rhythmic music; and literature, from national and area-defined contexts to world literature. The programme also welcomes museological studies, trans- and inter-medial studies, art and aesthetic theory, as well as more general studies in culture's history and theory, including cultural studies and neuro-aesthetic approaches. There are no chronological or theoretical barriers for the programme, which includes historical, contemporary and trans-historical projects. Likewise, the programme encourages both projects from individual disciplines and projects aiming at bridging different disciplines.

### Contact:

Head of the PhD programme: Professor Jacob Wamberg, [kunwj@dac.au.dk](mailto:kunwj@dac.au.dk)

PhD administrator: Annette Gregersen, [gregersen@au.dk](mailto:gregersen@au.dk)

Web: <http://talent.au.dk/phd/arts/programmes/art-literature-and-cultural-studies/>





## DIDACTICS

This programme focuses on the analysis of practice and policy in education, in particular the aim, content, form, organisation and performance of learning, teaching and professional development in school and pre-school settings, and analysis of school development and teacher training. Research on subject-specific (e.g. mathematics) and area-specific (e.g. sustainable development) teaching and learning in institutionalised settings at all educational levels forms an important part of the programme. Furthermore, research on workplace learning, career guidance and counselling and adult and vocational education is central in the programme, in relation to both formal and informal learning and teaching.



The programme engages with a wide range of research approaches grounded in research traditions taken from didactics and curriculum studies, and from the various forms of educational research inspired by sociological, philosophical and psychological disciplines.

### Contact:

Head of the PhD programme: Associate Professor Monica Susanne Carlsson, [monica@dpu.dk](mailto:monica@dpu.dk)

PhD administrator: Minna Elo, [minna.elo@au.dk](mailto:minna.elo@au.dk)

Web: <http://talent.au.dk/phd/arts/programmes/didactics/>

## HISTORY, ARCHAEOLOGY AND CLASSICAL STUDIES

This programme has its basis in the disciplines of Prehistoric, Medieval and Renaissance Archaeology, Classical Studies (Classical Archaeology and Classical Philology), and History. It thereby spans the study of the human past in its entirety, albeit with various methodological approaches. The programme has a strong commitment to interdisciplinarity.



The programme comprises the following research priorities: Material Culture; Cultural Mobility; the European Bronze Age; Technology, Settlement and Landscape in Prehistory and Early History; Art and Social Identity in Late Antiquity; Cultural and Religious Innovation in Antiquity; the Viking Age; Buildings, Housing and Medieval Society; Town and Rural Areas throughout History; Legal Culture in Early Modern Denmark; Political Culture in the 19th and 20th Century; Contemporary History; and Development Aid and Transnational History. Researchers active within the programme offer world-leading expertise in the study of Scandinavia as a cultural and historical region, including its relation to the outside world both regionally and globally.

### Contact:

Head of the PhD programme: Professor Rubina Raja, [rubina.raja@cas.au.dk](mailto:rubina.raja@cas.au.dk)

PhD administrator: Anders Gade Jensen, [andersgade@au.dk](mailto:andersgade@au.dk)

Web: <http://talent.au.dk/phd/arts/programmes/history-archeology-and-classical-studies/>





## ICT, MEDIA, COMMUNICATION AND JOURNALISM

This PhD programme engages with projects and provides courses within the study of information and communication technology, interaction design, print and audiovisual media, digital media, journalism and experience culture.

The PhD projects in question are often cross-disciplinary, highly influenced by technological, economic, political and cultural developments, so they require a range of approaches in terms of both theory and methods. They include projects in film studies, digital urbanity, aesthetics, reception and uses of media, games, social media, historical developments of media and technology, organisations, innovation and design processes, surveillance studies, health technology studies, structural changes and production processes in the media industry, visual digital media, journalistic ideals and practices, and the broader social, political and cultural contexts for these subjects.



### Contact:

Head of the PhD programme: Associate Professor, Anders Albrechtslund, [alb@dac.au.dk](mailto:alb@dac.au.dk)

PhD administrator: Bodil Bjerring, [bodil.bjerring@au.dk](mailto:bodil.bjerring@au.dk)

Web: <http://talent.au.dk/phd/arts/programmes/ict-media-communication-and-journalism/>

## LANGUAGE, LINGUISTICS AND COGNITION

This PhD programme is centred around linguistics in a broad sense. It includes all significant language-related aspects of human psychology, physiology and society. The programme covers a wide range of research areas: phonetics, phonology, morphology, syntax, semantics and pragmatics as well as conversational analysis, first and second language acquisition, language pedagogy, neurolinguistics, psycholinguistics, sociolinguistics and text linguistics. Adjacent areas such as cognition, philology, rhetoric and semiotics are also included.



The programme is particularly strong internationally in the areas of cognition and neurolinguistics, and it is an important contributor to the AU research area Cognition, Communication and Culture and to the research cluster MindLab. The programme furthermore offers a fruitful collaboration between the traditions of functional and formal linguistics.

### Contact:

Head of the PhD programme: Associate Professor, Sten Vikner, [sten.vikner@dac.au.dk](mailto:sten.vikner@dac.au.dk)

PhD administrator: Marianne Hoffmeister, [mho@au.dk](mailto:mho@au.dk)

Web: <http://talent.au.dk/phd/arts/programmes/language-linguistics-and-cognition/>



## LEARNING AND EDUCATION

This programme is concerned with processes of learning and becoming in a wide variety of formal and informal educational settings as well as with the organisational, political, economic, social, cultural, academic, philosophical and historical contexts in which educationally relevant relations and processes are embedded. These processes can be addressed theoretically, analytically and empirically. A multidimensional research area is covered, ranging from educational research to interdisciplinary approaches (such as sociological, historical, anthropological, ethnographic, psychological and philosophical perspectives). Central to the academic scope of the programme is empirically based research,

and analytical theory and methodology. PhD students within the programme are engaged in both basic philosophical and analytical research questions, and in innovative and intervention-oriented research. The programme thus takes an interest in synergies between studies focused on theory development, methodological refinements and empirically based analyses of educational, learning-related, social and subjective phenomena.

**Contact:**

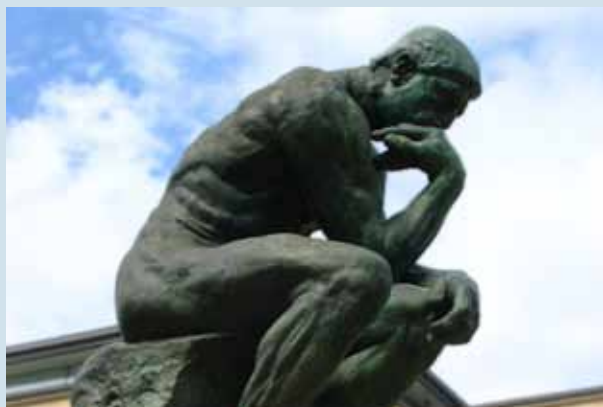
Head of the PhD programme: Associate Professor, [jette kofoed](mailto:jette.kofoed@dpu.dk), [jeko@dpu.dk](mailto:jeko@dpu.dk)

PhD administrator: Minna Elo, [minna.elo@au.dk](mailto:minna.elo@au.dk)

Web: <http://talent.au.dk/phd/arts/programmes/learning-and-education/>

## THEOLOGY, HISTORY OF IDEAS AND PHILOSOPHY

The PhD programme for Theology, History of Ideas and Philosophy offers a wide range of disciplinary and interdisciplinary doctoral research within and across the fields concerned. Theological research is characterised by interaction between historical, literary and systematic methods. Typically, research will focus on textual analysis and hermeneutics, society, the history of ideas and mentalities, dogma formation, ethics and contemporary interpretations of Christianity.



Philosophy and the Study of Ideas and Beliefs covers the areas of Philosophy, History of Ideas, and the History, Philosophy and Sociology of Science, Technology and Medicine, including interdisciplinary studies of human practices in professional and cultural contexts.

**Contact:**

Head of the PhD programme: Associate Professor, Jan Dietrich, [jad@cas.au.dk](mailto:jad@cas.au.dk)

PhD administrator: Anders Gade Jensen, [andersgade@au.dk](mailto:andersgade@au.dk)

Web: <http://talent.au.dk/phd/arts/programmes/theology-history-of-ideas-and-philosophy/>



## PHD COURSES 2013

Graduate School, Arts offers a variety of courses for PhD students, some of which are mandatory (for instance Introduction to PhD supervision for PhD students and Introduction to university teaching for PhD students). There are also programme-specific courses and transferable skills courses.

In 2013 the following programme-specific courses were offered:

### **Anthropology, International Area Studies and the Study of Religion:**

- Discourse analysis – Hindu studies
- The Anti-Mauss Musings into Unrequited Reciprocity, Mistrust, Social Parasitism and Gratitude
- From Plans to Practice

### **Art, Literature and Cultural Studies:**

- Affect and Aesthetics
- Global Footprints, Local Contexts: Literatures in Globalized Cultures
- Masterclass – Affective Analysis
- Regimes of time: Historiography in art and literature
- Æstetisk seminar
- Summer Course in Narrative Study (SINS)

### **Didactics & Learning and Education:**

- Evidens som forskningspraksis og videnspolitik
- Fra 'state of the art review' til 'systematic review'
- Fænomenologiske analyser i pædagogisk og professionsrettet forskning
- Global processes and regional spaces
- New materialism på arbejde – agential realisme og Science and Technology Studies vis a vis empirisk analyse
- Sundhedspædagogik og Samtidsdiagnose

**History, Archaeology and Classical Studies:**

- Aktuelle debatter i kønsforskning og feministisk teori
- Approaching the global – connections and frictions
- Lecture and masterclass with Monique Scheer
- Materialitet, materiale og kilde
- Political representation in the history of international organisations
- Benspænd 2013
- Writing articles for international journals and strategies of publication

**ICT, Media, Communication and Journalism:**

- Pathways to Meaning: Analytical Tools for Qualitative Researchers of Digital Media
- Post-digital research

**Language, Linguistics and Cognition:**

- Introduction to linguistic research
- Forskningsmetoder for sprogdidaktikere
- Seminar: Technologies, interaction and interculturality in foreign language learning and teaching
- Masterclass: Technologies, interaction and interculturality in foreign language learning and teaching

**Theology, History of Ideas and Philosophy:**

- Filosofiske undersøgelsesmetoder – i mødet med empiri og andre fagligheder
- Ideas at Work: Intellectual History Graduate Conference
- The Experience of Truth – The Truth of Experience – Between Phenomenology and Hermeneutics

In 2013 the following transferable skills courses were offered (in collaboration with the Centre for Teaching Development and Digital Media):

- Introduction to PhD supervision for PhD students
- Introduction to university teaching for PhD students
- Oral presentation skills
- Written presentation skills
- Literature search and references (library course)
- Intro to Academic Writing in English
- Writing for Publication in International Journals

In addition to the courses listed above, several workshops, seminars, colloquiums etc. take place within the research programmes and the PhD programmes.

PhD students at Aarhus University can participate in PhD courses offered at member institutions of the Danish PhD association. External PhD courses offered by all Danish institutions can be found in [the national course database](#).





## PHD ENROLMENTS 2013

In 2013 Graduate School, Arts enrolled a total of 72 new PhD students.

2013	Enrolments	4+4	5+3	Non-Danish MA degree	Non-Danish citizenship	Mean age	Female	Male
Anthropology, International Area Studies and the Study of Religion	20	4	16	9	9	29	18	2
Art, Literature and Cultural Studies	5	1	4	1	1	34	3	2
Didactics	10	0	10	1	1	38	5	5
History, Archaeology and Classical Studies	10	3	7	1	2	31	4	6
ICT, Media, Communication and Journalism	7	3	4	1	2	30	5	2
Language, Linguistics and Cognition	3	1	2	0	1	29	0	3
Learning and Education	11	0	11	4	4	37	9	2
Theology, History of Ideas and Philosophy	6	2	4	0	0	33	3	3
<b>Total</b>	<b>72</b>	<b>14</b>	<b>58</b>	<b>17</b>	<b>20</b>	<b>32</b>	<b>47</b>	<b>25</b>

Source: Graduate School Arts, March 2014





## Anthropology, International Area Studies and the Study of Religion

### **Doisiammoi Suantak, India**

Substance abuse and women: an anthropological study among the Vaipheis of Manipur

### **Fanny Fröhlich, Austria**

Economic Thinking and Social Conceptions in West Africa since the 1930s

### **Fie Lund Lindegaard Christensen, Denmark**

Contagion and social immunity - an analysis of young people with autism and ADHD

### **Inge Charlotte Jensen, Denmark**

Vadelandet mellem utopi og realisering

### **Isha Dubey, India**

The 'Biharis' of Bangladesh and the Idea of Home: A Study of Partition Migration from the Muslim-Minority Areas of North India, 1940s-1990s

### **Jaana Carolina Sanchez Boe, Denmark**

Of Bars and Borders. Incarcerated Foreign-nationals in France and the USA, a Comparative Analysis

### **Karen Waltorp, Denmark**

Place-making with Smartphones: Young Muslim women on- and offline in Blågård, Copenhagen

### **Katy Overstreet, United States**

Spaces of ruination and possibility: socio-ecological relations in America's Dairyland

### **Kaamya Sharma, India**

Cultural Politics of the Sari in South Asia

### **Lea Skewes, Denmark**

Gender in interaction: Stereotypes and social identities

### **Luke John Murphy, United Kingdom**

Negotiating Spaces of Power and Cult in the North Atlantic, AD 500-1200

### **Mai Corlin Bagger-Petersen, Denmark**

Utopian Imaginaries in Rural Reconstruction - Urban Activists in Rural China



**Mette Ginnerskov Hansen, Denmark**

Does social capital matter? Institutional engagement and student-student interaction in an international educational environment

**Morten Deleuran Terkildsen, Denmark**

Constructing Genetic Sense in a Cross-cultural Perspective

**Prakruti Ramesh, India**

Visual and Textual Narratives of Environmental Movement Politics in India

**Roxana Breazu, Romania**

Romanian Economic Thought and Liberal Traditions

**Anne Sif Egede Antonsen, Denmark**

Historietænkning og historiografi som aksetidsfænomen

**Mette Bjerregaard Mortensen, Denmark**

Tidlig islam - en undersøgelse af historisk udvikling i Koranen i lyset af spørgsmålet om aksetidstænkning

**Sophie Caroline Bønding, Denmark**

Konstruktionen af Danmark - Et komparativt studie af anvendelsen af førkristen nordisk mytologi og ideologi i etableringen af Danmark som verdensligt fællesskab.

**Theresa Alin Ammann, Germany**

The Importance of Women & Psychology in Peacebuilding: How their Neglect Affects Liberian Peacebuilding

## Art, Literature and Cultural Studies

**Gertrud Oelsner Hansen, Denmark**

Dansk kunst, med mulighed for inddragelse af kunstnere fra de tidligere danske hertugdømmer i Tyskland i perioden ca. 1780-1870

**Irene Campolmi, Italy**

Art Museums of the 21st Century

**Kamma Overgaard Hansen, Denmark**

Danish Art in the 1980s

**Ulrik Eskekilde Nissen, Denmark**

Byplanens æstetiske og politiske rum / The aesthetic and political space of the town plan

**Chris Askholt Hammeken, Denmark**

Haver og hukommelse - Et studie i bevidsthedsudvidende potentialer ved analogier mellem kunstarter

## Didactics

**Jan Bisgaard, Denmark**

Nye praksisformer i de erhvervsrettede uddannelser fra EUD til LVU

**Kristine Kabel, Denmark**

Elevers begrundede vurderinger i udskolingen. Litteraturundervisningens potentiale.

**Lone Krogsgaard Svarstad, Denmark**

Interkulturelle læreprocesser i engelsk - nybrud i kulturundervisningen gennem aktionsforskning og metodeudvikling

**Micki Sonne Kaa Sunesen, Denmark**

Medieret læring og differentierede læringsfællesskaber - i en inklusionsoptik

**Mikkel Stovgaard, Denmark**

Meningsfuld målsætning - meningsfuld læring?

**Randi Boelskifte Skovhus, Denmark** Uddannelsesparathed og -vurdering - betydninger, proces og samarbejde

**Rasmus Fink Lorentzen, Denmark**

Innovativ undervisning med it og multimodalitet i dansk i folkeskolens uddanning

**Rikke Hartmeyer, Denmark**

Pupils' conceptual development and understanding of natural science/technology in primary school

**Tingting Liu, China**

Dialogical approaches to literature teaching: How to organize and practice dialogues in the learning classroom context

**Uffe Ladegaard, Denmark**

Inkluderende identiteter i skolens literacy-undervisning

## History, Archaeology and Classical Studies

**Anne Brædder, Denmark**

Crowdsourcing og historiebrug

**Jacob Kveiborg, Denmark**

Zooarchaeological investigations of horses in the Nordic Bronze Age

**Jonas Langeland Pedersen, Denmark**

The Odd Man Out Again? Denmark and the Reception of European Public Law, 1973 to 1993

**Karin Johannesen, Denmark**

Mosens glemte ritualer

**Matteo Pilati, Italy**

Mod en 3D teknologi i arkæologisk praksis: Implementering og erkendelsesmæssigt potentiale af 3D-scanning og 3D-visualisering

**Torben Trier Christiansen, Denmark**

Limfjorden - fra yngre jernalder til tidlig middelalder. Bindeled mellem øst og vest i et maritimt præget Nordvesteuropa.

**Trine Kellberg Nielsen, Denmark**

Northern Neanderthals - A systematic assessment of pre-modern human colonisation of south Scandinavia

**Christina Lysbjerg Mogensen, Denmark**

Idealstat og lov: Christian II's land- og bylov

**Niels Nyegaard, Denmark**

Homoseksualitet, borgerskab, klasse og nation i Danmark, ca. 1890-1912.

**Sjamme van de Voort, Netherlands**

Building Cuban Culture on Authoritarian Memory

The main part of the PhD programme for me is the opportunity to conduct research on the highest possible level. But it requires more skills than just conducting your own research, I believe. The ability to be a constructive participant in many different research environments, to connect with external partners and to engage in dialogue with students seems to me to be equally important. The research environment in Aarhus has already offered me new and interesting perspectives on my studies.



Anne Brædder, PhD student, History, Archaeology and Classical Studies,  
Department of Culture and Society

## ICT, Media, Communication and Journalism

**Andrew Prior, United Kingdom**

An Informational Critique of Noise and Glitch Aesthetics

**Bente Hull Frich, Denmark**

Teleomsorg: Når sygepleje, teknologi og omsorg mødes – Frem mod et paradigmeskifte i sygeplejen.

**Hoi Ting Li, Hong Kong**

A Haven for Forbidden News: The Impact of Hong Kong News Media on China's Media Pluralism

**Nicolai Brodersen Hansen, Denmark**

Generative designmaterialer til aktiv brugerdeltagelse i interaktionsdesign

**Ane Kathrine Lolholm Gammelby, Denmark**

Når borgere tager sundheden i egen hånd

**Katrine Broe Sørensen, Denmark**

Bag skærmen - produktionskultur i den eksterne tv-produktionsbranche i Danmark

**Sandra Boss, Denmark**

Lyden af formatet - En mediearkæologisk undersøgelse af auditive idealer hørt gennem reproduktive lydmedier

## Language, Linguistics and Cognition

**Aymeric Daval-Markussen, France**

Typological analysis of creoles with phylogenetic methods

**Jens Østergaard, Denmark**

Implicatures and cognitive pragmatics: An account of the goals of conversation

**Magnus Hamann, Denmark**

Interaktionelle og sociale kompetencer hos patienter med frontalt lokaliserede hjernebldninger: Et kvalitativt studie af

hjerneskadede patienters interaktion med behandlere og pårørende

## Learning and Education

**Anne Mette Buus, Denmark**

Evidensbaserede metoder: Organisering af barndom og børneliv

**Charlotte Riis Jensen, Denmark**

Vejledning – som inkluderende redskab i læreres hverdagspraksis

**Corina Balaban, Romania**

Models of Doctoral Education

**Helle Bundgaard Svendsen, Denmark**

Teknologibaseret læsning og skrivning i folkeskolen

**Jakob Williams Ørberg, Denmark**

Heroes in the global knowledge economy? Indian students' production of parallel modernities.

**Jie Gao, China**

Conjunction of Chinese and Western educational traditions in the design and teaching of Sino-Danish Centre courses (UNIKE Doctoral Project 3)

**Kia Wied, Denmark**

Elevpotentialets kompleks - elevrettet ledelse og organisering i spændingsfeltet mellem selvrealisering og performance-krav

**Lonni Hall, Denmark**

Ledelsesvilkår, pædagogisk ledelse og elevernes læringsudbytte

**Mei QU, China**

Combination of Chinese and Danish Educational Cultures in Transnational Higher Education: the Case of Sino-Danish Centre

**Mette Marie Ledertoug, Denmark**

Styrkebaseret læring

**Miguel Antonio Lim, Philippines**

Audit culture and the industries of ranking (UNIKE Doctoral Project 5)

## Theology, History of Ideas and Philosophy

**Lars Frølund, Denmark**

Nysgerrighed i strategisk vidensudveksling

**Sandy Andersen, Denmark**

Cultural-anthropological Perspectives on the Culture of Food in the City of Horsens, with Special Regard to Diminished Consumption of Meat Products - A Supplement to the Healthy City Program of Horsens

**Stefan Kristoffer Larsen, Denmark**

What Sociable Robots Ought to See - Groundwork for a new algorithm for social perception and symptom handling in next-generation welfare technology.

**Vanja Thaulow, Denmark**

Grundtvig som polemiker. Retoriske analyser af Grundtvigs stridsskrifter i perioden 1810-1825.

**Christoffer Basse Eriksen, Denmark**

Kroppens økonomi - et idéhistorisk studie af forplanthningsteoriene i det 18. århundrede

**Tone Frank Dandanell, Denmark**

"At staa ved det vidunderliges grændse": Kierkegaard og den postmetafysiske spiritualitet



The research environment at Aarhus University has been a pleasant surprise. Here in Denmark I particularly appreciate the collegial environment and the truly open and frank relationships I have with my supervisor and my peers. The fact that PhD fellows are employed here at Aarhus, with the benefits and responsibilities that Danish employment brings, makes a big difference compared to the Philippines, France and the United Kingdom.

Miguel Antonio Lim, PhD student, Learning and Education, Department of Education



## PHD GRADUATES 2013

In 2013 Graduate School, Arts awarded the PhD degree to 64 graduates.

2013	Graduates	4+4	5+3	Non-Danish MA degree	Non-Danish citizenship	Mean age	Female	Male
Anthropology, International Area Studies and the Study of Religion	9	2	7	0	2	38	6	3
Art, Literature and Cultural Studies	14	7	7	1	3	35	8	6
Didactics	12	0	12	1	1	44	4	8
History, Archaeology and Classical Studies	5	3	1	0	0	33	0	5
ICT, Media, Communication and Journalism	7	2	5	1	0	37	3	4
Language, Linguistics and Cognition	1	1	0	0	0	36	1	0
Learning and Education	10	0	10	0	1	43	7	3
Theology, History of Ideas and Philosophy	6	1	5	0	0	37	0	6
<b>Total</b>	<b>64</b>	<b>15</b>	<b>48</b>	<b>3</b>	<b>7</b>	<b>38</b>	<b>29</b>	<b>35</b>

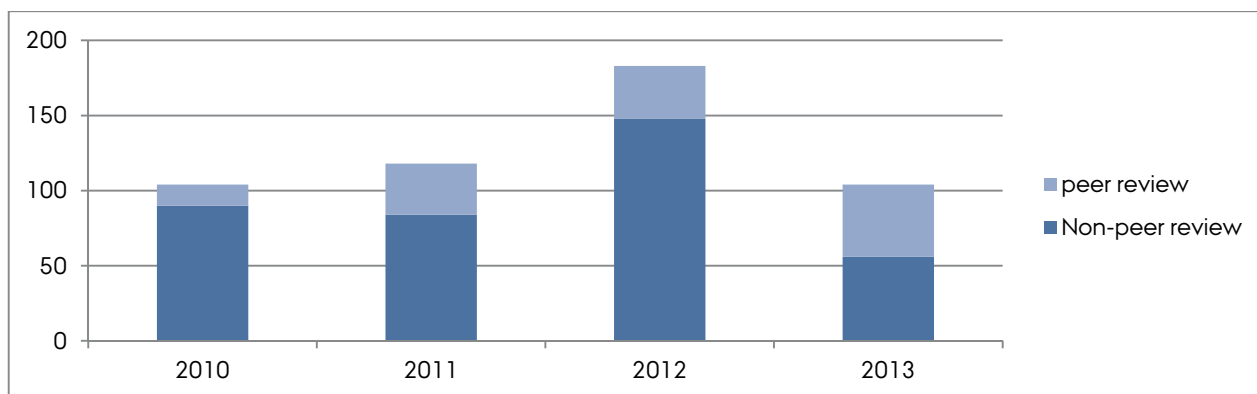
Source: Graduate School, Arts, March 2014

### Publications by 2013 graduates

The 64 GSA graduates of 2013 have registered a variety of activities in the AU database PURE. The figures below show the academic production of these graduates in 2010-2013 (the period of enrolment). It is important to note that most publications based on a PhD dissertation will be published in the period following

the PhD degree (from 2013 onwards); these publications are not included in the figures below.

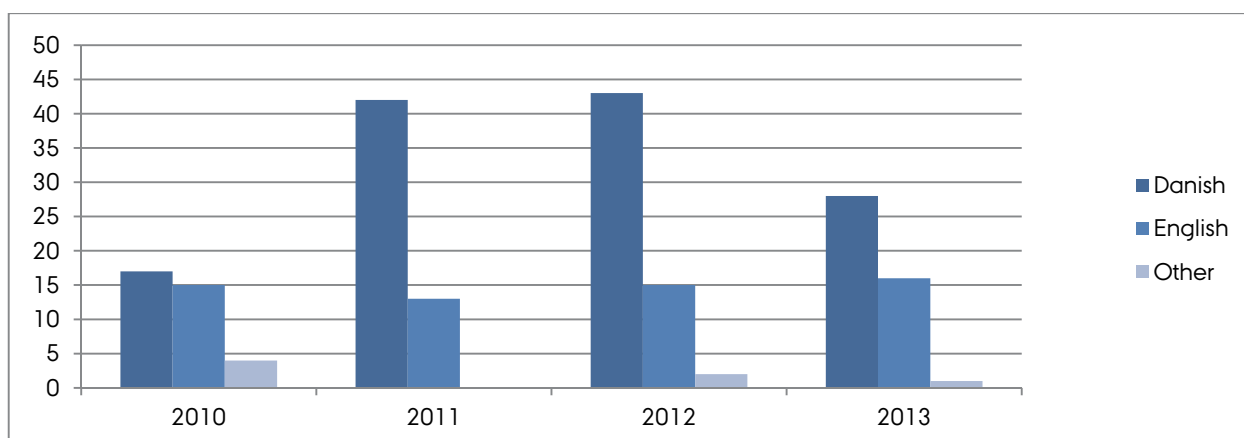
## Peer reviewed and non-peer reviewed publications, all publication types (2013 graduates)



Source: AU Library, April 2014

Note: Not all PhD students register their publications in the database and the actual number is therefore likely to be higher.

## Publication language, scientific articles (2013 graduates)



Source: AU Library, April 2014

Note: Not all PhD students register their publications in the database and the actual number is therefore likely to be higher.



## Anthropology, International Area Studies and the Study of Religion

### **Rachel Charlotte Smith, Denmark**

Designing Digital Cultural Futures: Design Anthropological Sites of Transformation

### **Mette-Louise Eskildsen Johansen, Denmark**

In the Borderland: Palestinian Parents Navigating Danish Welfare State Interventions

### **Regine Grytnes, Norway**

Tryghed i nuet - Arbejdssikkerhed blandt tømrerlærlinge i Danmark

### **Jeanett Bjonness, Norway**

At vælge det nødvendige - prostitution, stofbrug og kampen for anerkendelse blandt marginaliserede danske kvinder

### **Christian Suhr Nielsen, Denmark**

Descending with Angels: The Invisible in Danish Psychiatry and Islamic Exorcism

### **Kim Lee, Denmark**

Tid til pleje - En antropologisk analyse af arbejdet som social og sundhedshjælper

### **Sidse Vive Jensen, Denmark**

It has nothing to do with religion. Governance of Muslim practices in Danish public schools

### **Søren Feldt Thomsen, Denmark**

Heresy and Historiography. A comparative analysis of E.D. Colberg's Das Platonisch=Hermetische Christentum and Gottfried Arnold's Unpartheyische Kirchen=Und Ketzer=Historie.

### **Ina Katrine Frøkjær Baunvig, Denmark**

Forsamlingen først. N.F.S. Grundtvigs og Émile Durkheims syn på fællesskab





My time as a PhD student has been characterised by hard work and good mentoring from supervisors and colleagues at the department. The opportunity to dive into matters that interest me has inspired me. Even though the environment is competitive at times, I have experienced much generosity and willingness to share ideas. I have learned how to master a multitude of different academic genres and to convey expert knowledge to many different audiences. The toughest and most important genre, though, is capitalising on your qualifications after graduation.

Nina Gram, PhD, awarded AUFF PhD prize 2013

## Art, Literature and Cultural Studies

### Ingrid Vatne, Norway

Dramatiseret Museumsformidling. En undersøgelse af deltageraspektet i formidling på frilandsmuseer og historiske centre

### Nina Gram, Denmark

Når musikken virker - en undersøgelse af lydernes mobilisering og mediering i det urbane rum

**Elisa Ruiz Velasco Garcia, Mexico** Cold War Icon or Literary Hero? A Study of the Western Reception of Alexander Solzhenitsyn

### Louise Brix Jacobsen, Denmark

Fiktiobiografisme. Fiktionalisering som performativ strategi i dansk film og tv fra 2005 og frem

### Kjersti Hustvedt, Norway

Kontingente iakttagelser. Bidrag til en konstruktivistisk dramapedagogikk

### Pernille Leth-Espensen, Denmark

Art, Hermeneutics, and Technoscience

### Lars Christiansen, Denmark

Stengæsten og Lucifer. Friedrich Nietzsche, Georg Brandes og arven fra oplysningen

### Mette-Marie Zacher Sørensen, Denmark

Digital poesi. Æstetisk analyse og det mediales rolle i kunstværkers kommunikation

### Mathias Bonde Korsgaard, Denmark

Music Video Today: Audiovisual Remediation in Postmillennial Music Video

### Thomas Bøgevald Bjørnsten, Denmark

Værkets støj, værkets stilhed. Mediale passager i lyd, litteraturens og billedets æstetik

### Lasse Gammelgaard, Denmark

Digtets fortælling: Lyriske og Narrative linjer i poesien

### Andreas Hjort Møller, Denmark

Der lebensphilosophische Frühromantiker.

Zur Rekonstruktion der frühromantischen Ethik Friedrich Schlegels.

### Susan Yi Sencindiver, Denmark

The Fissured Female Missing in the Mirror: Sexual Difference, Motherhood, and the Double in Literature and Theory

### Mikkel Birk Jespersen, Denmark

Utopiske forestillinger mellem kongemord og kolonier. Litteratur og utopier i Den engelske revolution og Den amerikanske revolution

## Didactics

### Ole Henrik Hansen, Denmark

Stemmer i Fællesskabet

### Lone Lindegaard Nordin, Denmark

Fra politik til praksis. Implementering af kommunale sundhedsfremmeprojekter med fokus på kost og fysisk aktivitet fra et lærerperspektiv

**Lars Emmerik Damgaard Knudsen, Denmark**

Teori og praksis i læreruddannelsen - kundskabsformer, kultur og kropslighed

**Kamilla Pernille Johansen Nørtoft, Denmark**

"Did you imagine that old people could be like this?" A kaleidoscope of ageing, health and processes of identity in an urban Danish context

**Kristian Bernt Karlson, Denmark**

Unequal expectations: Subjective beliefs, academic performance and inequality of educational opportunity

**Arnt Louw Vestergaard, Denmark**

Indgang og adgang på erhvervsuddannelserne - Analyse af tømrerelevernes muligheder og udfordringer i mødet med faget, lærerne og de pædagogiske praksisser på grundforløbet

**Finn Holst Christensen, Denmark**

Professionel Musiklærerpraksis. Professionsviden og lærerkompetence med særligt henblik på musikundervisning i grundskole og musikskole samt læreruddannelse hertil

**Anders Skrivers Jensen, Denmark**

Didaktik on postmodernism's doorstep: A critical approach to teaching and researching literacy in early childhood education and care

**Helle Rørbech, Denmark**

Mellem tekster: En undersøgelse af litteratur, kultur og identitet i danskfaget

**Roger Kjærgård, Norway**

Karriereveiledningens genealogi: Den suverene stats regulering av det frie utdannings- og yrkesvalg

**Søren Smedegaard Ernst Bengtsen, Denmark**

Didaktik og idiosynkrasi: En undersøgelse af vejledningssamtalen på universitetet

**Helle Schnor, Denmark**

Håndtering af kronisk sygdom i et hverdagslivs- og sundhedspædagogisk perspektiv

## History, Archaeology and Classical Studies

**Rasmus Rosenørn, Denmark**

SWING - Unge og pop

**Anders Gade Jensen, Denmark**

Landet i tekst. Stedet som samlingspunkt for historie, erindring og geografi i landnámabók - traditionen i Island 1100-1300

**Kasper Grotle Rasmussen, Denmark**

The Men Behind the Man: McGeorge Bundy, the NSC Staff, and the Making of American Foreign Policy, 1961-1963

**Jens Wendel-Hansen, Denmark**

De jordbundne - Danmarks godsejere og det konstitutionelle monarki i 1835-1919

**Mads Thagård Runge, Denmark**

Dannelsen af regionale bebyggelsesmønstre i sen bronzealder og ældre jernalder sen bronzealder og ældre jernalder

## ICT, Media, Communication and Journalism

**Jacob Thorsen, Denmark**

Mediating Transitions. Local Radio and the Negotiations of Citizenship in Rural Nepal

**Rikke Toft Nørgård, Denmark**

Gameplay corporeality -the corporeal-locomotive dimension in gameplay activity and experience

**Claus Toft-Nielsen, Denmark**

Gamingpraksis: en vidinkeloptik på computerspil, køn, genre og hverdagsliv

**Line Hassall Thomsen, Denmark**

New Struggles, Old Ideals. The everyday struggle towards being a 'Good Journalist' inside public service TV newsrooms in the UK and Denmark

**Stinne Gunder Strøm Krogager, Denmark**

Når piger og drenge bruger medier og mad. En metodeeksperimenterende mediebrugsanalyse i 4. og 9. klasse

**Tobias Ebsen, Denmark**

Material Screen - Intersections of media, art, and architecture

**Morten Suder Riis, Denmark**

Machine Music. A media archaeological excavation

## Language, Linguistics and Cognition

**Katrine Planque Tafteberg, Denmark**

Le décalage pronominal danois - dans une approche contrastive et typologique

## Learning and Education

**Helen Laustsen, Denmark**

En mixed methods undersøgelse af specialundervisningens effekter på individniveau baseret på lærervurderinger

**Nina Hein, Denmark**

Forældrepositioner i elevmobning

**Anna-Vera Meidell Sigsgaard, Denmark**

Who knows what? - the teaching of knowledge and knowers in a fifth grade Danish as a second language classroom

**Jens Hansen Lund, Denmark**

Ny styringsformer i folkeskolen - en videnssociologisk og fænomenologisk baseret undersøgelse af læreres meningsdannelse af elevplanen i et suborganisatorisk perspektiv

**Kasper Porsgaard Nielsen, Denmark**

What captivates the subject? An investigation of the concepts "object" and "identification" in the works of Jacques Lacan with a view to establishing a model for analyzing relations of power and structures of authority

**Grete Brorholt, Denmark**

Fit for work - Attraktiv sundhed og sikkerhed på en hospitalsafdeling i Region Hovedstaden

**Susanne Murning, Denmark**

Social differentiering og mobilitet i gymnasiet - kulturel praksis, sociale positioner og mulighed for inklusion

**Lise Tingleff Nielsen, Denmark**

Teamsamarbejdets dynamiske stabilitet. En kulturhistorisk analyse af læreres læring i team

**Bjørn Fritjof Hamre, Denmark**

Potentialet og optimering i skolen - Problemforståelser og forskelssætninger af elever - en nutidshistorisk analyse

**Benjamin Brink Jeune-Allsopp, United Kingdom**

Introducing Arc Form. Designing a satisfactory highly non-linear alternative to texts for general-purpose idea development.

## Theology, History of Ideas and Philosophy

**Andreas Østerlund Nielsen, Denmark**

Missional Transformation. A Constructive Discussion Applying the Theologies of the Mission as Transformation Movement and Stanley Hauerwas

**Jakob Bek-Thomsen, Denmark**

Nicolaus Steno and the Making of an Early Modern Career. Nature, knowledge, and networks at the court of the Medici c. 1650-1675

**Bo Bergholt Grymer, Denmark**

Tro og ontologi. Et luthersk grundproblem. En undersøgelse af forholdet mellem tro og ontologi i luthersk teologi på baggrund af Oswald Bayer og K.E. Løgstrup

**Bjørn Rabjerg, Denmark**

Tro og forståelse

**Morten Ziethen, Denmark**

At tænke sig om. Heidegger og den tyske idealisme genbesøgt

**Christian Bøgh Normann Gade, Denmark**

Ubuntu and Restorative Justice: Addressing the Strife and Divisions of the Past in Post-Apartheid South Africa



The four-year PhD gives a clear research profile to the final years of the MA and ensures a smooth transition to the doctoral programme. The demand to take academic ownership of a large-scale project has given me an immense personal and academic self-reliance, and has required a swift maturing process. This – to me – emphasises both the necessity of professional, personal and sensitive supervision and the need to produce independent students at BA level who can make sound academic choices when thrown to the 70,000 fathoms of the PhD programme.

Jens Wendel-Hansen, PhD (4+4), Curator, Vejle Museum



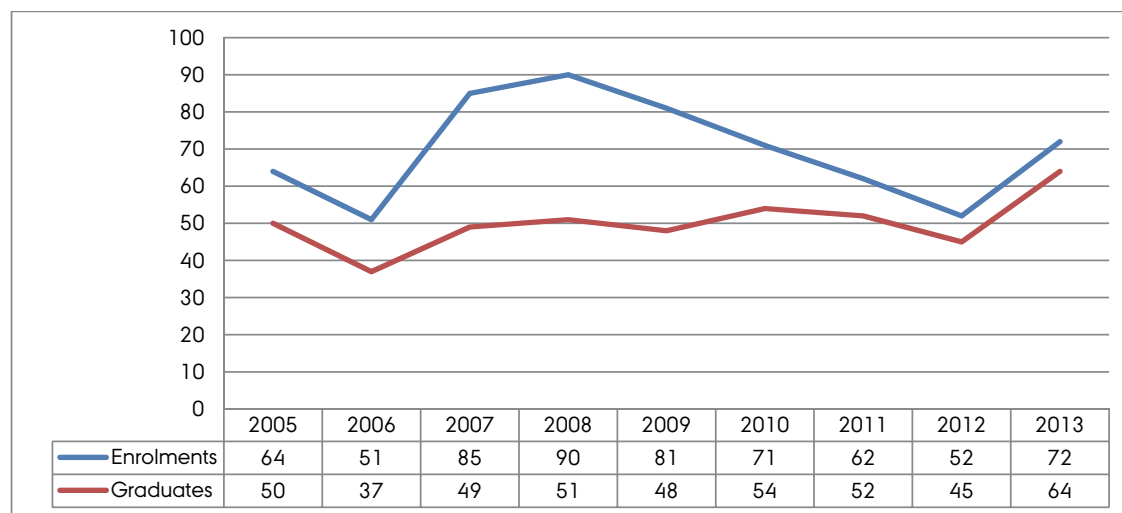
# GRADUATE SCHOOL, ARTS, NUMBERS AND FIGURES

Graduate School of Arts,

Total number of enrolled PhD students by December 2013

2013	Enrolled	4+4	5+3	Non-Danish MA degree	Non-Danish Citizen-ship	Mean Age	Female	Male
Anthropology, International Area Studies and the Study of Religion	39	17	22	12	14	32	30	9
Art, Literature and Cultural Studies	35	18	17	4	2	34	21	14
Didactics	25	0	25	7	5	39	14	11
History, Archaeology and Classical Studies	32	22	10	4	4	37	20	12
ICT, Media, Communication and Journalism	23	8	15	3	4	33	14	9
Language, Linguistics and Cognition	12	6	6	1	3	29	7	5
Learning and Education	39	0	39	5	5	39	32	7
Theology, History of Ideas and Philosophy	34	17	17	1	1	30	21	13
<b>Total</b>	<b>239</b>	<b>88</b> <b>37%</b>	<b>151</b> <b>63%</b>	<b>37</b> <b>15%</b>	<b>38</b> <b>16%</b>	<b>34</b>	<b>159</b> <b>67%</b>	<b>80</b> <b>33%</b>

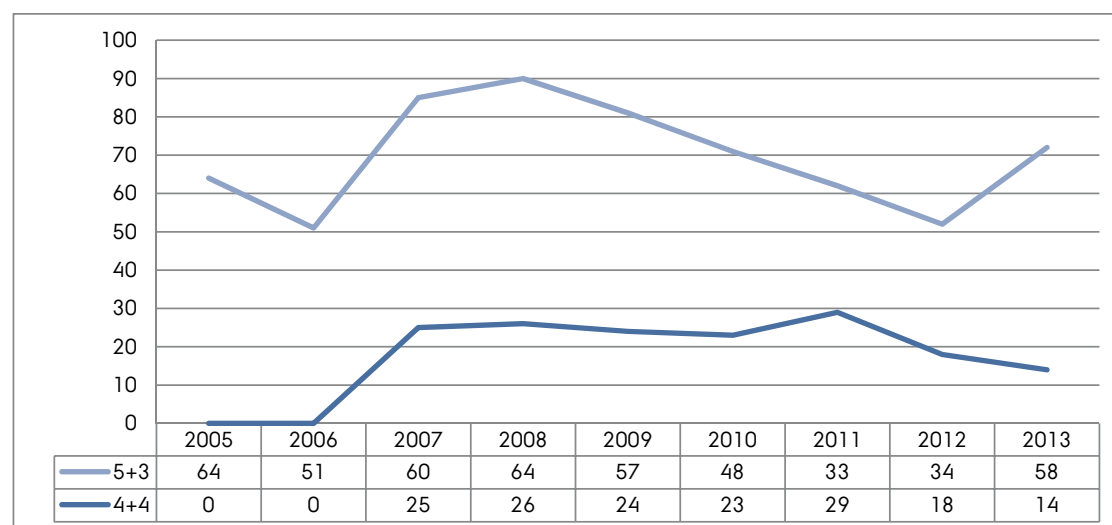
## Graduate School, Arts, enrolments and graduates 2005-2013



Source: Graduate School, Arts, March 2014

Note: Prior to 2012 PhD students from the programmes based at the Department of Education (Didactics; Learning and Education) are not included.

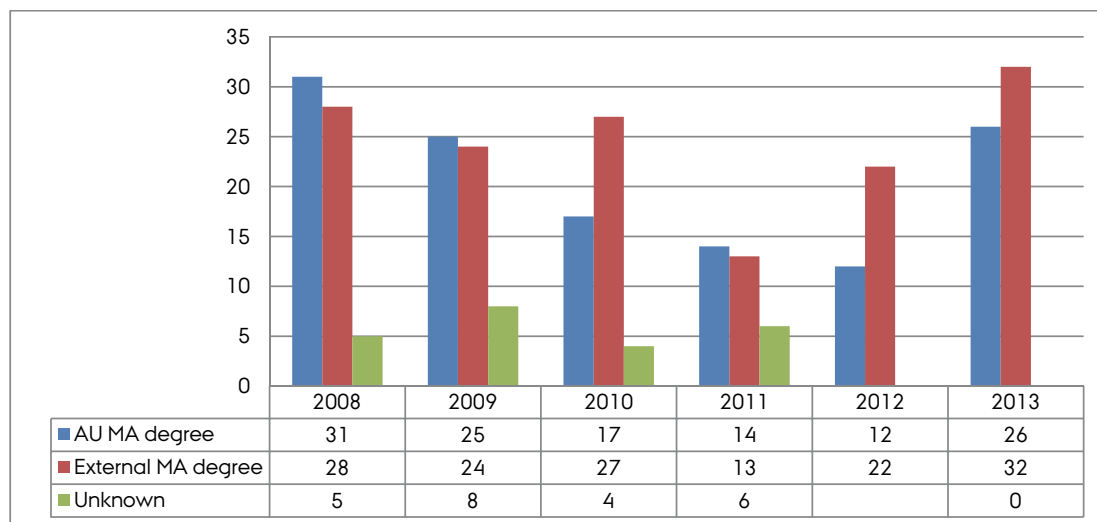
## Graduate School, Arts, enrolments divided into 5+3 and 4+4 2005-2013



Source: Graduate School, Arts, March 2014

Note: Prior to 2012 PhD students from the programmes based at the Department of Education (Didactics; Learning and Education) are not included.

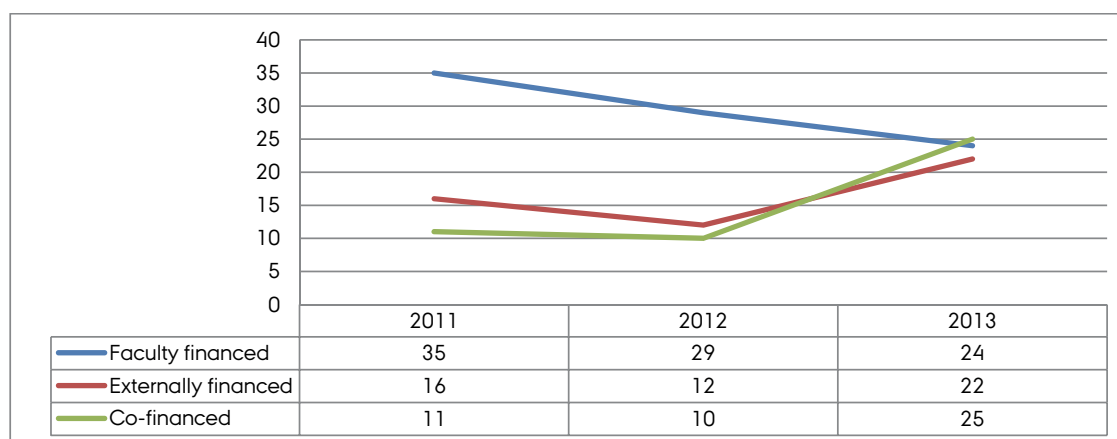
## Origin of MA degree of the 5+3 enrolments 2008-2013



Source: Graduate School, Arts, March 2014

Note: Prior to 2012 PhD students from the programmes based at the Department of Education (Didactics; Learning and Education) are not included.

## Financing of the PhD students enrolled in 2011-2013 (head count)



Source: Graduate School, Arts, January 2014



## Graduate School, Arts, completion time 2010-2013

Average completion time (effective study time) excludes leaves of absence and part A (MA credit) for 4+4 students

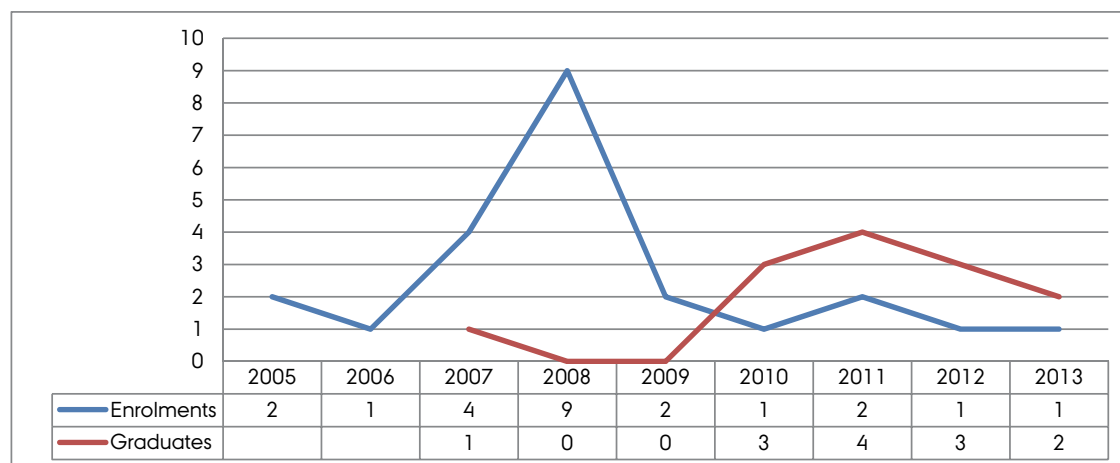


Source: Graduate School, Arts, March 2014

Note: Prior to 2012 PhD students from the programmes based at the Department of Education (Didactics; Learning and Education) are not included.

The figures exclude one student in 2010 who completed eight years after enrolment, and one student in 2013 who completed 11 years after enrolment.

## Graduate School, Arts, industrial PhD students, enrolments and graduates 2005-2013



Source: Graduate School, Arts, March 2014



## CONTACT INFO AND WHERE TO LEARN MORE

Please visit Graduate School, Arts webpage  
<http://talent.au.dk/phd/arts/>

On the webpage you will be able to find detailed information about programmes, courses, application announcements, deadlines, rules and regulations.

Open calls:  
<http://talent.au.dk/phd/arts/open-calls/>

Contact Graduate School, Arts:  
<http://phd.au.dk/gradschools/arts/contact/>

Head of Graduate School, Johnny Laursen

PhD Team Leader, Anna Louise Dolan Plaskett

