



# ANNUAL REPORT 2017

GRADUATE SCHOOL, ARTS  
AARHUS UNIVERSITY



AARHUS  
UNIVERSITY

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# WELCOME TO GRADUATE SCHOOL, ARTS

Graduate School, Arts offers doctoral education for the research disciplines of the [Faculty of Arts](#) within all areas of the humanities, theology and educational studies.

Graduate School, Arts is one of four graduate schools at Aarhus University. The work of the Graduate School is carried out in the [School of Culture and Society](#), [School of Communication and Culture](#), [Danish School of Education](#) and [Centre for Teaching Development and Digital Media](#). Graduate School, Arts is organised in eight PhD programmes covering a variety of fields ranging from [Anthropology](#), [Global Studies and the study of Religion](#), [Art](#), [Literature](#), [Cultural Studies](#), [Didactics](#), [History](#), [Archae-](#)

[ology](#), [Classical Studies](#), [Theology](#), [History of Ideas and Philosophy to ICT](#), [Media](#), [Communication and Journalism](#), [Language](#), [Linguistics](#), [Communication 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](#).

# GRADUATE SCHOOL, ARTS IN 2017



Every year when I go through this report, I am intrigued by reading all the project titles of both our enrolments and our graduates. We have a very diverse Graduate School and this report is a wonderful witness of exactly this. And yet again I am able to announce that in 2017 we have been able to enroll an impressive, and record high amount of 88 new PhD students into our Graduate School. This high intake of PhD students is not due to a budget increase but rather the fruits of the hard working researchers who have success in attracting external funding for research, and who very often are eager to include PhD students in their research projects. In total 51 out of the 88 PhD students that have been enrolled in 2017, are either externally or co-financed.

Another very positive development that is still continuing, is the number of graduates who have done a research stay abroad. Out of the 2017 graduates, 72% has done a research stay of minimum two months at another institution. This is an experience of vital importance for young researchers to develop their network, their academic skills and their intellectual growth. I therefore hope that we will soon be able to say that a total of 100% of the PhD graduates from the Faculty of Arts have done a research stay abroad during their PhD studies.

This year we include in the report the number of PhD students who are enrolled in collaboration with Danish University Colleges. In 2017 a total of 44 of our PhD Students also have an affiliation to a university college and we are very proud to be the faculty in Denmark with the highest degree of university college collaboration and thus contribute to the strengthening of the research environments and cultures in a variety of educational institutions in the country.

There are still areas where GSA can and strive to improve. For instance: We would like to welcome more international PhD students to our graduate programme; we would like to bring down the completion time and we would like to have more success in attracting industrial PhDs. These are some of the areas where we hope to improve in the years to come.

In 2017 a report on "Quality in PhD Processes 2017 (KiP2017)" was done amongst all PhD students at Aarhus University. I am very pleased to conclude from the survey that the PhD students in general are extremely happy with their studies at Aarhus University and not least with the supervision they receive. The supervisors play a vital role in the successful completion of a PhD degree and it makes me proud that the supervisors within the Faculty of Arts obviously engage and take their supervisor role very seriously. However, this survey also concludes that it can be stressful and sometimes lonely to be a PhD student. This is something I will take action to discuss with the department heads, the PhD committee and the programme heads to come up with initiatives to help relieve the stress where need is.

With so many PhD students going abroad, we will also take a closer look at the quality of the stays at foreign research institutions. Can we help set up the best possible stays – the same way as we pick out very consciously the institutions with which we agree on formal cooperation and dual degrees?

With an increased intake of new PhD students come also an increasing number of PhD courses and seminars. Also in this area, we have surpassed all the previous years in activity level.

**Anne Marie Pahuus, 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. The Graduate School is organised in eight multi- or inter-disciplinary PhD programmes, each managed by a programme director. [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 three meetings and two seminars in 2017 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 Head of GSA and to monitor and present the work of the PhD administration.

- 272 PhD students (31 Dec. 2017)
- 8 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, Copenhagen).

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

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

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

## ANTHROPOLOGY, GLOBAL STUDIES AND THE STUDY OF RELIGION

Covering an area within the fields of Anthropology, Global 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, globalization 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:

Director of the PhD programme: Associate Professor, Anne Line Dalsgård, [ald@cas.au.dk](mailto:ald@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 academic studies of the arts in the broadest sense: visual art and culture, including painting, photographic art and more recent media such as film, video and computer; theatre, including performance and dance; music, from classical music to modern rhythmic music and sound studies; and literature, in all genres, 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:

Director of the PhD programme: Associate Professor, Karen-Margrethe Simonsen, [litkms@dac.au.dk](mailto:litkms@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:

Director of the PhD programme: Professor, Uffe Thomas Jankvist, [utj@edu.au.dk](mailto:utj@edu.au.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 Archaeology (Prehistory and Medieval Archaeology), Classical Studies (Classical Archaeology and Classical Philology), and History. It thereby spans the study of the human past in its entirety, covering a variety of different methodological approaches. The programme has a strong commitment to interdisciplinarity.



Research foci in the programme include (but are not limited to): Material Culture; Cultural Mobility; the European Bronze Age; Technology, Settlement and Landscape in Prehistory and Early History; Classical Philology; the Mediterranean world in Antiquity; Late Antiquity; the Viking Age; Buildings, Housing and Medieval Society; Cities 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 furthermore 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:

Director of the PhD programme: Associate Professor, Troels Myrup Kristensen, [tmk@cas.au.dk](mailto:tmk@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, software studies, 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:

Director of the PhD programme: Associate Professor, Christian Ulrik Andersen, [cua@cc.au.dk](mailto:cua@cc.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, COMMUNICATION AND COGNITION

This PhD programme is centered 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, business communication, translation & interpreting, 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 translation & interpreting, 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:

Director of the PhD programme: Associate Professor, Merete Birkelund, [rommbi@cc.au.dk](mailto:rommbi@cc.au.dk)

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

Director of the PhD programme: Associate Professor, Karen Valentin, [kava@edu.au.dk](mailto:kava@edu.au.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 Ph.D.-programme hosts doctoral research relating to the disciplines of Theology, Philosophy, and History of Ideas. Theological research deals with the formation, history, and contemporary interpretation of Christianity in church, culture and society. Approaches include Biblical studies, church history, the history of Christian ideas, mentalities, and doctrines, ethics, the philosophy of religion, as well as practical, ecumenical, and constructive theology. Philosophical research investigates the conditions of human experience and understanding from the most comprehensive perspective and studies contemporary norms, values, and practices. The programme offers supervision within and across areas such as epistemology, metaphysics, philosophy of cognition, ethics, political philosophy, Idealism and Post-Idealism, and philosophy of science, medicine, and technology in society. Research in the History of Ideas deals with the expression, preservation, and change of human ideas over time. Current researchers at the programme work with a wide range of humanistic and social issues including science and technology, politics and society, culture and aesthetics, and existence and religion. The Ph.D.-programme as a whole provides a multi-faceted interdisciplinary environment for doctoral research.



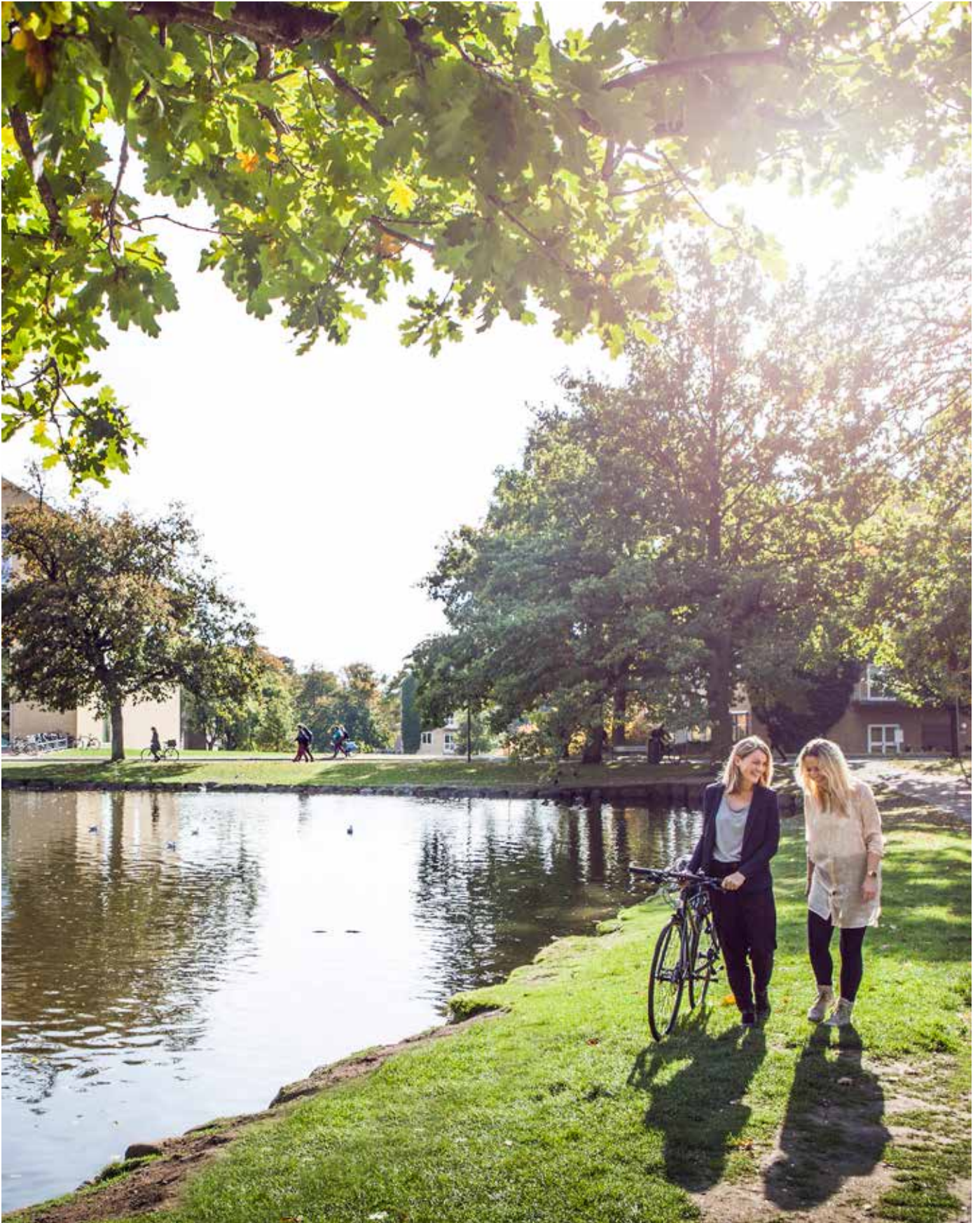
### Contact:

Director of the PhD programme: Associate Professor, Kasper Bro Larsen, [kbl@cas.au.dk](mailto:kbl@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 2017

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 2017 the following programme-specific courses were offered:

## Anthropology, Global Studies and the Study of Religion:

- Time work: what people do with time (2 ECTS, 14 participants)
- Decolonial thought and environmentalism in Latin America and Africa (3.5 ECTS with paper, 1.5 ECTS without paper, 6 participants)
- From plans to practice (2 ECTS, 6 participants)
- From analysis to text (3.5 ECTS, 6 participants)
- Gender and culture - part 1 (3 ECTS, 3 participants)
- Gender and culture - part 2 (3 ECTS, 8 participants)
- Landscapes of sovereignty: Everyday Life at the Margins of the State (3 ECTS, 10 participants)
- From fieldwork to analysis (3.5 ECTS, 16 participants)
- China - Researching Cultural Encounters (4 ECTS, 15 participants)
- Software carpentry (4 ECTS, 11 participants)

## Art, Literature and Cultural Studies:

- Literature and arts in context (4 ECTS, 30 participants)
- Operative Images (3 ECTS)
- Aesthetic Posthumanism – masterclass (2 ECTS, 3 participants)
- Sandbjerg seminar 2017: The politics of comparison (4 ECTS, 25 participants)
- SINS 2017 (5 ECTS, 40 participants)
- Evolution, Aesthetics, Media (0.5 ECTS)
- Writing for journals in the field of art, literature and cultural studies (2 ECTS, 8 participants)
- Krop, teknologi, æstetik: Masterclass med Aud Sissel Hoel (1.5 ECTS, 7 participants)
- Administrations of Memory (5 ECTS)
- Masterclass with Terry Smith (1.5 ECTS, 4 participants)

## Didactics & Learning and Education:

- Concepts of man in the human disciplines and professions (5 ECTS with paper, 3 ECTS without paper, 7 participants)
- Den akademiske tekstdomptør (2 ECTS, 15 participants)
- Understanding the practices of organizing, learning and education (4 ECTS, 13 participants)
- Advanced research design and applied data analysis (4 ECTS, 8 participants)
- The psycho-politics of self-exposure (5 ECTS, 18 participants)
- The industrialization of education: a socio-historical approach (3 ECTS, 4 participants)
- The Transnational Turn in European National Education Policy: A politics of knowledge scrutiny of OECD, EU and Bologna Process impact (5 ECTS, 16 participants)
- Fænomenologi og fænomenologisk metode (5 ECTS with paper, 4 ECTS without paper)
- The Philosophy of the human and social sciences (5 ECTS, 18 participants)
- Ph.d.-café 3 (1 ECTS for participation in four cafés, 14 participants)
- Ph.d.-café 4 (1 ECTS for participation in four cafés, 17 participants)
- Critique rather than criticism (3 ECTS)
- Masterclass with Thomas Fuchs (1 ECTS, 14 participants)
- Health, Wellbeing and Educational Achievement: Focus on Inequalities (5 ECTS with presentation, 3 ECTS without presentation, 15 participants)

## History, Archaeology and Classical Studies:

- Isotopes in archaeology (3 ECTS, 8 participants)
- Networks (3 ECTS)
- "Lav en poster"-kursus (2 ECTS, 6 participants)
- High Definition Chronologies (3 ECTS)
- Journal Writing Seminar (4 ECTS)
- The Digital Revolution in Archaeology: Theory, Method and Practice (5 ECTS with presentation, 2 ECTS without presentation, 5 participants)

## ICT, Media, Communication and Journalism:

- Concepts as companions (5 ECTS, 18 participants)
- Transnational television - changing conditions and research challenges: production, creativity, distribution and reception (4 ECTS, 15 participants)

- The Softening of Journalism (3 ECTS with paper, 1.4 ECTS without paper)
- 3rd International Death Online Research Symposium (3 ECTS, 10 participants)
- Constructive and experimental practice in PhD research (5 ECTS)
- Online Course in Web Archives and Web Archiving (3 ECTS)

#### **Language, Linguistics, Communication and Cognition:**

- Lexicography and information search: theory and methodology (5 ECTS with paper, 3 ECTS without paper, 7 participants)
- DCOMM workshop on theoretical aspects of deictic communication (1 ECTS)
- Basic linguistics (4 ECTS)

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

- Textual scholarship: Humanities and Source Criticism (2.5 ECTS, 7 participants)
- Paradoxical Theology from Origen to Gregory Nazianzen: Epistemology, Linguistics, and the Grammar of Theological Argumentation (1 ECTS, 5 participants)
- Empiriværkstedet spring 2017 (3 ECTS, 24 participants)
- Materiality, waste and time, with William Viney (1.5 ECTS, 7 participants)
- Academic Writing and Publication (2 ECTS, 20 participants)
- Sellars, McDowell and Brandom: An introductory workshop (2.5 ECTS, 3 participants)
- Reading theological classics: H. Richard Niebuhr, Christ and Culture (1.5 ECTS, 6 participants)
- Imitation and Classicism and New Testament and Hellenistic Textual Worlds (2.5 ECTS, 5 participants)
- Empiriværkstedet Fall 2017 (3 ECTS, 12 participants)
- Web presentations of research results (2 ECTS, 7 participants)
- Theory and methods in sociology (2 ECTS, 11 participants)
- Martin Jay – masterclass (1 ECTS, 5 participants)
- Working with Early Christian Manuscripts (1.5 ECTS, 7 participants)
- The question of modernity (0.5 ECTS, 9 participants)
- The 'Judaic-Christian Rule of Law' and the 'Reformation' (1 ECTS, 5 participants)

#### **Joint courses:**

- Forskningsintegritet og etik (1.5 – 2.5 ECTS, 21 participants)

**In 2017 the following transferable skills courses were offered (in collaboration with the Centre for Teaching Development and Digital Media):**

#### **Mandatory:**

- Introduction to PhD Supervision for PhD students (0.5 ECTS, 86 participants)
- Introduction to University Teaching for PhD Students, ITU (2 ECTS, 58 participants)

#### **Offered:**

- Introduction to Research Writing (2 ECTS, 20 participants)
- Conference Presentations: Preparation and Delivery (1.5 ECTS, 12 participants)
- Literature Search and Reference Management (State Library) (0.5 ECTS, 19 participants)
- Abstract Writing Workshop (0 ECTS, 4 participants)

In addition to the courses listed above, several workshops, seminars, colloquiums etc. take place within the departments 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 [the national course database](#).

# PHD ENROLMENTS 2017

In 2017 Graduate School, Arts enrolled a total of 88 new PhD students.

2017	Graduates	4+4	5+3	Non-Danish MA degree	Non- Danish citizenship	Mean age	Female	Male
Anthropology, Global Studies and the Study of Religion	14	3	11	2	3	30	10	4
Art, Literature and Cultural Studies	14	5	9	1	1	29	9	5
Didactics	9	0	9	0	0	43	6	3
History, Archaeology and Classical Studies	12	3	9	3	4	27	4	8
ICT, Media, Communication and Journalism	9	1	8	5	6	28	4	5
Language, Linguistics, Communication and Cognition	4	0	4	1	1	31	3	1
Learning and Education	12	1	11	0	0	40	9	3
Theology, History of ideas and Philosophy	14	3	11	0	1	28	4	10
<b>Total</b>	<b>88</b>	<b>16</b>	<b>72</b>	<b>12</b>	<b>16</b>	<b>30</b>	<b>49</b>	<b>39</b>

Source: Graduate School Arts, January 2018





## Anthropology, Global Studies and the Study of Religion

**Camilla Brændstrup Laursen, Denmark (supervisor Lotte Meinert)**

A gendered epidemic of gut trouble? Exploring the experience of irritable bowel syndrome among young women and practitioners in Denmark

**Flora Botelho, Brazil (supervisor Morten Nielsen)**

Privacy within the Home: middle class urbanism and the production of family and person in Maputo, Mozambique

**Astrid Kieffer-Døssing, Denmark (supervisor Mads Daugbjerg)**

The Heritage of Return: Negotiations of essence and change in the case of the Brazilian Katxuyana

**Harmandeep Kaur Gill, Norway (supervisor Lotte Meinert)**

Aging in Exile. Experience of good old age among elderly Tibetans in India and Nepal

**Frederik Vejlin, Denmark (supervisor Andreas Roepstorff)**

Finding the Soul of Sociality in the Social Robots: Exploring human-robot relations in Japan through the lens of techno-animism

**Abir Mohamad Ismail, Denmark (supervisor Mikkel Rytter)**

Aging, Care and Religiosity in Arab Families: A study of the influence of ethnic, cultural and religious background on attitudes to filial obligations in Arab Muslim families

**Andrea Zuppi, Italy (supervisor Martijn van Beek)**

Dealing with the invisible: catholic exorcism and diabolic possession in Italy. For

an anthropological study of the concepts of real and unreal

**Katrine Duus Terkelsen, Denmark (supervisor Nina Holm Vohnsen)**

Implementing Utopia: A radical reconceptualisation of the relation between state and citizen?

**Julie Nynne Bune, Denmark (supervisor Mikkel Rytter)**

Young Afghans in Denmark facing uncertain futures: Negotiating and performing narratives of belonging and future-making through Forum Theatre

**Mette Schlütter, Denmark (supervisor Lotte Meinert and Lise Hounsgaard)**

Living with uncertainty in old age. An ethnographic exploration of the experience of old age in Greenland

**Marie Kølbaek Iversen, Denmark (supervisor Nils Bubandt)**

Neo-worlds: the transformative potentialities of fright

**Jakob Brink Rasmussen, Denmark (supervisor Christian Axboe Nielsen)**

The role of interactions between Nordic peacekeepers and local elites in implementing 'civil' peace in Bosnia and Herzegovina between 1995 and 2004

**Zenia Henriksen, Denmark (supervisor Martin Riexinger)**

Syrian sectarianism in television media: Mediated sectarianism within the Syrian diaspora of Northern Europe

**Bjarke Aae, Denmark (supervisor Mark Sedgwick)**

The Interconnectedness of the Global Jihadist Movement

## Art, Literature and Cultural Studies

**Signe Nyboe Hagner, Denmark (supervisor Peter Vuust)**

En undersøgelse af forholdet mellem rytmik og metrik i hjernen

**Josefine Brink Siem, Denmark (supervisor Thomas Rosendahl Nielsen)**

Affektive Dramaturgier

**Johanne Løgstrup, Denmark (supervisor Jacob Lund)**

Resten af blikket – kontemporaneitetsdiskursen og museets rolle i teori og kuratorisk praksis

**Sally Schlosser Schmidt, Denmark (supervisor Karina Lykke Grand)**

Art and the formation of national identities in Denmark

**Helga Just Christoffersen, Denmark (supervisor Jacob Lund)**

New Commissions: An ontological shift in the status of the exhibition

**Ellen Marie Klæsøe Kølle Egemose, Denmark (supervisor Jacob Wamberg)**

Hvad gemmer sig bag tomrummet? Tomrum i dansk-nordisk maleri 1750-1930

**Berit Merete Kjærulff, Denmark (supervisor Lis Møller)**

The once and future king. Adaptations of the king in Danish Romantic medievalism

**Sophus Helle, Denmark (supervisor Mads Rosendahl Thomsen)**

Authorship and cultural transition: The image of the author in Late Babylonian culture

**Hans Lind, Denmark (supervisor Mads Rosendahl Thomsen)**



Det litterære håndværk: Samtidig dansk skrivekunst som platform for deltagelse i den litterære offentlighed

**Julie Kjær Markussen, Denmark (supervisor Jakob Ladegaard)**

Unearned Wealth – A Literary History of Inheritance (1900-2015)

**David Hasberg Zirak-Schmidt, Denmark (supervisor Jakob Ladegaard)**

Historiens dramaturgier: Digitale tilgange til det engelske historiedrama, 1538-1642

**Vadim Keylin, Russia (supervisor Iben Have)**

Aesthetics and Politics of Participation in Sound Art

**Felix Paulsen, Denmark (supervisor Rikke Andersen Kraglund)**

Medialitet og materialitet i 2010'ernes danske tegneserier

**Signe Uldbjerg Mortensen, Denmark (supervisor Carsten Stage)**

Digitale Sexkrænkelser og Skam: Et partipatorisk skriveeksperiment

## Didactics

**Laura Cordes Felby, Denmark (supervisor Sarah Robinson)**

Karrierevejledning og karrieretilpasning i gymnasieskolens læreplaner

**Charlotte Madsen, Denmark (supervisor Frans Ørsted Andersen)**

Undervisning af højtbegavede elever i folkeskolen

**Mia Skjold Tvede Henriksen, Denmark (supervisor Sune Frølund)**

Kierkegaard som pædagogisk tænker

**Nadia Mansour, Denmark (supervisor Anna Karlskov Skyggebjerg)**

En inkluderende litteraturredidaktik med multikulturelle tekster. Udviklingen af et litteraturredidaktisk design til udskolingen

**Thomas Kaas, Denmark (supervisor Tomas Højgaard)**

Tidlig algebra i folkeskolens matematikundervisning

**Louise Bang, Denmark (supervisor Anna Karlskov)**

Litteraturlærers mundtlige facilitering af

klassekollektivets læsninger i folkeskolens udskoling og i gymnasiet. Litteraturredidaktikkens potentiale

**Marianne Oksbjerg, Denmark (supervisor Anna Karlskov Skyggebjerg)**

Lærers forståelse og anvendelse af literaturlæremidlers intentioner om literacy-udvikling hos elever på mellemtrinnet

**Henrik Kasch, Denmark (supervisor Karen Lund)**

Inputkanalberigelse og -variation i digitale læremidler for fremmedsprogsindlæring

**Thomas Binderup, Denmark (supervisor Dorte Staunæs)**

Translation af standard for målstyret undervisning

## History, Archaeology and Classical Studies

**James Andrew Dodd, United Kingdom (supervisor Jens-Bjørn Riis Andresen)**

Transforming terminology: Dividing Southern Tradition Prehistoric art



**Mahir Hrnjic, Bosnia and Herzegovina (supervisor Søren Michael Sindbæk)**

Silver provenance of early south Scandinavian coins, perm'/glazov and duesminde rings

**Anastasia Brozou, Greece (supervisor Marcello A. Mannino)**

Leprosy in Medieval Denmark: An enigmatic disease under investigation

**Luisa Radohs, Germany (supervisor Rainer Atzbach)**

The formation of power structures in medieval towns – an archaeological investigation of nobility and the rise of civic elites in the southern Baltic Sea area (12th–14th centuries)

**Johan Sandvang Larsen, Denmark (supervisor Søren Michael Sindbæk)**

Interdisciplinary Methods in Northern European Town Archaeology

**Simon Mølholm Olesen, Denmark (supervisor Niels Brimnes)**

Under de borgerlige loves velgørende tvang: Grønland i 1700-tallet

**Frederik Vognsen Hansen, Denmark (supervisor Bjørn Poulsen)**

'At tage', 'at røve' og 'at vinde'

**Maria Nørby Pedersen, Denmark (supervisor Nina Javette Koefoed)**

Development of poor relief from the Lutheran household society into the early welfare state

**Mads Østerlund Christensen, Denmark (supervisor George Hinge)**

The Status of Greek in Early North African Christianity

**Anders Kirk Borggaard, Denmark (supervisor Trine Johanne Arlund Hass)**

Døden som anledning - dødslitteraturens rolle i reformationstidens Europa

**Nora Petersen, Denmark (supervisor Rubina Raja)**

Burying Early Rome. Late Bronze Age to Early Iron Age burials from the Forum of Caesar

**Andres Wulff Vissing Christensen, Denmark (supervisor Charlotte Appel)**

Politisk kultur fra pietisme til oplysning i Danmark-Norge 1737-1800: En mikrohistorisk undersøgelse af sognepræsten som formidler af statsmagtens ideologi og politik og som bindeled mellem elite og almue.

## ICT, Media, Communication and Journalism

**Jonas Frich Pedersen, Denmark (supervisor Peter Dalsgaard)**

Digital Tools in Collaborative Creative Processes

**Jeanette Falk Olesen, Denmark (supervisor Kim Halskov)**

Dokumentation af designprocesser i game-jams - et pragmatisk studie af computer-spiludvikling i form af game-jams

**Midas Nouwens, Netherlands (supervisor Clemens Nylandsted Klokmoose)**

The present and future of digital tools and materials in design and knowledge work

**Julie Bladt Goodall, Denmark (supervisor Claus Bossen)**

Rethinking project management education - the role of the universities

**Gabriel Pereira, Brazil (supervisor Annette Markham)**

Embedded Digital Infrastructures: a critical study of Smart Cities' Application Programming Interfaces

**Banu Saatci, Turkey (supervisor Clemens Nylandsted Klokmoose)**

Shareable Dynamic Media in Hybrid Meetings

**Karl Wolfgang Flender, Germany (supervisor Christian Ulrik Andersen)**

Conceptual remediations. Writing as post-production in a contemporary literary avantgarde

**Emanuele Nicolo Andreoli, Italy (supervisor Christian Ulrik Andersen)**

Disembodiment of vision: Point of View (POV) as political battlefield

**Jiyoung Kim, South Korea (supervisor Anja Bechmann)**

Understanding and Predicting Facebook Group Communication using Social Network Analysis and Machine Learning

## Language, Linguistics, Communication and Cognition

**Kristoffer Friis Bøegh, Denmark (supervisor Peter Bakker)**

Virgin Islands English Creole: A Grammatical, Historical, and Typological account of an under-described language of the former Danish West Indies

**Ditte Zachariassen, Denmark (supervisor Jakob Steensig)**

Syntaktisk udvikling i Aarhus Vest

**Christina Rejkjær Dideriksen, Denmark (supervisor Riccardo Fusaroli)**

The puzzle of Danish - How do Danes communicate?

**Ana Isabel Leal Lobato, Spain (supervisor Helle Vrønning Dam)**

Conference interpreters as critical intercultural communicators. A pedagogic intervention

## Learning and Education

**Jeppe Kiel Christensen, Denmark (supervisor Peter Berliner)**

Social Resiliens i Folkeskolen

**Anne Suhr, Denmark (supervisor Ditte Winther-Lindqvist)**

Sorggrupper i de danske skoler

**Pernille Rose Hansen, Denmark (supervisor Ditte Alexandra)**

Therapeutization or necessary intervention? Conversation-groups for children of divorced parents in Danish Schools

**Anne-Lise Ettrup Wahlun Laursen, Denmark (supervisor Louise Bøttcher)**

Læring, udvikling og identitetsdannelse hos unge med kombinerede fysiske og psykiske handicaps

**Penille Rasmussen, Denmark (supervisor Dorte Marie Søndergaard)**

Spiseforstyrrede piger, sociale medier og forandring

**Freja Filine Petersen, Denmark (supervisor Anne Maj Nielsen)**

Pædagogens egenomsorg og betydningen af arbejdsmæssig trivsel for det relationelle arbejde med børn i udsatte positioner i daginstitutioner

**Rune Frederik Cordsen, Denmark (supervisor Janne Hedegaard Hansen)**

Samarbejde mellem lærere og pædagoger i relation til den understøttende undervisning

**Simon Skovgaard Jensen, Denmark (supervisor David Reimer)**

Virker PALS - og hvem virker det for?

**Stine Karen Nissen, Denmark (supervisor Eva Gulløv)**

Tid til læring? En undersøgelse af hvad organiseret af tid i skolen betyder for ele-

vernes deltagelse.

**Kira Saabye Christensen, Denmark (supervisor Eva Gulløv)**

Fra børnehavebarn til skolelev

**Camilla Nørgaard, Denmark (supervisor Dorthe Staunæs)**

Skoleledelse på foranledning af data og affekt - et studie i lederes (affektive) interageren med data om læring og trivsel

**Greta Jimenez, Denmark (supervisor John Benedicto Krejsler)**

Trivsel i daginstitutionen. Trivselsforståelser i færøske og danske daginstitutioner

## Theology, History of Ideas and Philosophy

**Tobias Dias, Denmark (supervisor Dorthe Jørgensen)**

Poetisk historieskrivning

**Niels Langballe, Denmark (supervisor Anders Moe Rasmussen)**

Tilblivelsens topologi - en undersøgelse af stedets betydning hos Søren Kierkegaard

**Søren Schack Andersen, Denmark (supervisor Johanna Seibt)**

Dimensions of the Uncanny Valley Phenomenon

**Magnus Møller Ziegler, Denmark (supervisor Andreas Beck Holm)**

Das Kapital, Young Hegelianism, and the End of Philosophy

**Simone Sefland Pedersen, Denmark (supervisor Mikkel Thorup)**

Hvordan ved du det?

**Lars Lodberg, Denmark (supervisor Guido Kreis)**

Transcendental reflection as philosophical method. Reconstructing a Kantian model

of reflection

**Jakob Due Lorentzen, Denmark (supervisor Dorthe Jørgensen)**

The Art of Dwelling

**Oliver Quick, United States (supervisor Johanna Seibt)**

Empathy and Moral Standing

**Catharina Smedegaard, Denmark (supervisor Johanna Seibt)**

Social robots, novelty effects, and situated meaning-making: How a situated account of cognitive and behavioral novelty effects may contribute to the understanding of how social robots are made sense of pre-mass-distribution

**Brian Degn Mårtensson, Denmark (supervisor Peter Lodberg)**

Rationalitet og eksistens i N.F.S. Grundtvigs pædagogiske filosofi - fornuft og følelse i stridbar forening?

**Anna Døssing Gunnertoft, Denmark (supervisor Kirstine Helboe Johansen)**

Præsters forståelse af religiøs læring i konfirmationsforberedelse og konfirmation

**Lars Viftrup, Denmark (supervisor Peter Lodberg)**

Kirken i byrummet. Byen i kirkerummet

**Laura Bjørg Serup Petersen, Denmark (supervisor Kirstine Helboe Johansen)**

Intercultural Ecclesiology

**Steen Skovsgaard, Denmark (supervisor Peter Lodberg)**

Eschatology in Islam and Christianity

## PHD GRADUATES 2017

In 2017 Graduate School, Arts awarded the PhD degree to 64 graduates.

2017	Graduates	4+4	5+3	Non-Danish MA degree	Non-Danish citizenship	Mean age	Female	Male
Anthropology, Global Studies and the Study of Religion	9	4	5	2	2	32	6	3
Art, Literature and Cultural Studies	8	4	4	0	0	35	6	2
Didactics	7	0	7	2	2	42	3	4
History, Archaeology and Classical Studies	9	4	5	2	1	33	7	2
ICT, Media, Communication and Journalism	4	0	4	2	2	39	4	0
Language, Linguistics, Communication and Cognition	6	1	5	1	2	37	4	2
Learning and Education	14	0	14	3	3	39	10	4
Theology, History of ideas and Philosophy	7	4	3	1	1	34	2	5
<b>Total</b>	<b>64</b>	<b>17</b>	<b>47</b>	<b>13</b>	<b>13</b>	<b>37</b>	<b>42</b>	<b>22</b>

Source: Graduate School Arts, January 2018





## Anthropology, Global Studies and the Study of Religion

**Christina Vestergaard, Denmark (supervisor Bodil Roberts Selmer)**

Veje og vildveje i samlivsbrud. Om at navigere i brud, lovgivning og myndigheder, når familierelationer bliver konfliktfyldte

**Cecil Marie Pallesen, Denmark (supervisor Martijn van Beek)**

Ambiguous Belongings. Anxiety and Potentiality among People of Indian Origin in Tanzania

**Kasper Jelsbech Knudsen, Denmark (supervisor Morten Nielsen)**

Comparative Christians: Faith, Belonging & Extimacy in Southern Ghana

**Lea Skewes, Denmark (supervisor Andreas Roepstorff)**

Latitude Reduction Based on Gender Categorization and Gender Stereotypes - Studies about Explicit Attitudes, Implicit Biases, and Negotiating Latitude

**Theresa Ammann, Germany (supervisor Andreas Roepstorff and Christian Kordt Højbjerg)**

Towards a PostHuman Security Approach: Exploring Entangled & Changing In Security Becomings of Peri-Urban Liberians in the Aftermath of War & Ebola

**Karen Waltoorp, Denmark (supervisor Anne Line Dalsgård)**

Mirror Images. The smartphone as relational device and real virtuality among young Muslim women in Copenhagen

**Ella Paldam, Denmark (supervisor Armin Wilbert Geertz)**

Contemporary Chumash religion: The revitalization of indigenous tradition in Native California

**Luke John Murphy, Ireland (supervisor Jens Peter Schjødt)**

Between Unity and Diversity: Articulating Pre-Christian Nordic Religion and its Spaces in the Late Iron Age

**Marc Malmdorf Andersen, Denmark (supervisor Jesper Sørensen)**

Supernatural Agents in Predictive Minds

## Art, Literature and Cultural Studies

**Jakob Rosendal, Denmark (supervisor Hans Henrik Lohfert Jørgensen)**

Overlooked Signs on the Ideological Fantasies of Everyday Visual Culture

**Chris Askholt Hammeken, Denmark (supervisor Camilla Skovbjerg Paldam and Maria Fabricius Hansen)**

Unrule Ornament. On artificial moments in sixteenth-century visual art

**Gertrud Oelsner, Denmark (supervisor Jacob Wamberg)**

En fælles forestillet nation. Dansk landskabsmaleri 1807-1875

**Kamma Overgaard Hansen, Denmark (supervisor Jacob Wamberg)**

"Vi har ikke noget at sige, men vi gør det så koncentreret som muligt" De Unge Vilde i dansk kunst

**Teresa Østergaard Pedersen, Denmark (supervisor Hans Henrik Lohfert Jørgensen)**

Eigi Einhamr – om jernalderens guldbrakteater og den åbne krop som form i norrøn visuel kultur

**Sara Tanderup, Denmark (supervisor Tore Rye Andersen and Mads Rosendahl Thomsen)**

"Something to hold on to." Representing Memory and Remembering Literature in Intermedial Literary Works 1978-2014

**Simona Zetterberg Gjerlevsen, Denmark (supervisor Lis Møller and Henrik Skov Nielsen)**

Fictionality and the Formation of the Novel - with a Focus on the Invention of Eighteenth-Century Danish Fiction

**Ayoe Quist Henkel, Denmark (supervisor Nina Christensen)**

Mellemværender. Litteratur for børn og unge midt i en medietid: Intermedialitet, materialitet og litteraturredaktiske perspektiver

## Didactics

**Jacob Christensen, Denmark (supervisor Karen Wistoft)**

Et videnskabeligt didaktisk perspektiv på madkundskab i skolen med projekt Madkamp som genstandsfelt

**Mikkel Stovgaard, Denmark (supervisor Karen Wistoft)**

Mening med målorienteret undervisning i udskolingen? Et mixed methods-studie af målorienteringer i skolen

**Rasmus Fink Lorentzen, Denmark (supervisor Jeppe Bundsgaard)**

Lærerens dilemma – mellem ideal og praksis: En virksomhedsteoretisk analyse af progressiv undervisning med it i dansk

**Tingting Liu, China (supervisor Vibeke Hetmar)**

Dialogic Perspective on Classroom Interaction: A Comparative Study in Danish and Chinese Literature Classes

**Randi Boelskifte Skovhus, Denmark (supervisor Rie Thomsen)**

Vejledning – valg og læring

**Thomas Iskov, Denmark (supervisor John B. Krejsler)**

Didaktisk intentionalitet - mod en udvidelse af den analytiske didaktik mellem policy og praksis

**Irene Torres, Ecuador (supervisor Venka Simovska)**

Experiencing the Small Rural School Meal in Ecuador: A Health Promoting School Perspective

## History, Archaeology and Classical Studies

**Trine Kellberg Nielsen, Denmark (supervisor Felix Riede)**

Northern Neanderthals A systematic assessment of the possibility of a pre-modern human occupation of southern Scandinavia

**Karin Johannesen, Denmark (supervisor Mads K. Holst and Helle Vandkilde)**

Rituals of Common Things. The ritual and religion of the mixed wetland deposits in the Early Iron Age of Southern Scandinavia

**Jacob Kveiborg, Denmark (supervisor Helle Vandkilde)**

The Nordic Bronze Age Horse: Studies of human-horse relationships in a long-term perspective

**Kasper H. Andersen, Denmark (supervisor Anders Bøgh)**

Da danerne blev danske. Dansk etnicitet og identitet til ca. år 1000

**Isha Dubey, India (supervisor Niels Brimnes)**

The Urdu-speakers of Bangladesh and the idea of 'home': migration, displacement and shifting narratives of belonging since the 1940s

**Anne Engelst Nørgaard, Denmark (supervisor Bertel Nygaard)**

Demokratiet og kampen om Junigrundloven. En undersøgelse af demokratibegrebet i den danske grundlovskamp 1848-49

**Marie Bønløkke Missuno, Denmark (supervisor Bjørn Poulsen)**

There and Back Again: English Connections in Early Medieval Denmark 991-1086

**Christina Lysbjerg Mogensen, Denmark (supervisor Bjørn Poulsen)**

Idealstat og lov: En analyse af embedsmandsstaben i Christian II's Land- og Bylov (1522)

**Anne Brædder, Denmark (supervisor Claus Møller Jørgensen)**

Kroppen - et medium til fortid. Fortid som nærværende i 2. verdenskrigs-reenactment og levendegørelse på frilandsmuseer

## ICT, Media, Communication and Journalism

**Marie Koldkjær Højlund, Denmark (supervisor Morten Breinbjerg)**

Overhearing - An Attuning Approach to Noise in Danish Hospitals

**Winnie Soon, United Kingdom (supervisor Geoff Cox)**

Executing Liveness: An examination of the live dimension of code interactions in software (art) practice

**Sarah Schorr, United States (supervisor Anne Marit Waade)**

Social Photography: Photographic Practices in the Context of Social Media

**Maja Sonne Damkjær, Denmark (supervisor Kirsten Frandsen)**

Medialiseret forældreskab - Digitale mediers rolle i overgangen til forældreskabet

## Language, Linguistics, Communication and Cognition

**Johanne Stege Bjørndahl, Denmark (supervisor Svend Grønbæk Østergaard)**

Creative Synergies - On how ideas grow in interaction

**Jens Sand Østergaard, Denmark (supervisor Peter Widell and Henrik Jørgensen)**

Retelling strange stories: An examination of language and socio-cognition for children with autism spectrum disorders

**Kalpana Vijayavarathan-R, Faroe Islands (supervisor Susana Silvia Fernández)**

Teacher cognition of grade 8 teachers on teaching English as a foreign language in The Faroe Islands and its impact on teachers' pedagogical praxis: seven case studies

**Nina Madsen Sjö, Denmark (supervisor Dorthe Bleses)**

Measuring socio-emotional and pre-math skills in early childhood

**Natalia Morollón Marti, Spain (supervisor Susana Silvia Fernandez)**

Sociopragmatic awareness in the Spanish as foreign language classroom. A socio-cultural approach

**Karsten Olsen, Denmark (supervisor Andreas Roepstorff)**

Share your uncertainties: The behavioural and cognitive basis of human social learning

## Learning and Education

**Mia Glendø, Denmark (supervisor Peter Berliner)**

Roads to resilience in East Greenland - Listening to research, local professionals and indigenous children. Looking forwards and backwards

**Maj Sofie Rasmussen, Denmark (supervisor Line Lærche Mørck)**

Passion og (dis)engagement blandt unge i udskolingen

**Allan Køster, Denmark (supervisor Dorthe Marie Søndergaard)**

Embodied Selfhood and Narrative: Phenomenological Investigations

**Helle Bundgaard Svendsen, Denmark (supervisor Susan Tetler)**

Teknologibaseret læsning og skrivning i folkeskolen

**Jakob Williams Ørberg, Denmark (supervisor Susan Wright)**

Heroes in the global knowledge economy? Futurity and Anxiety in the Lives of the Indian Engineering Students

**Miguel Antonio Lim, Philippines (supervisor Susan Wright)**

The Work of Global University Rankers and the Building of Weak Expertise

**Corina Balaban, Romania (supervisor Susan Wright)**

Doctoral Education in the 'Knowledge Economy': Actors, Processes and Discursive Constructions

**Mei Qu, China (supervisor Susan Wright)**

Participatory Internationalization: The Organizational Dynamics of Creating an International University in China and Denmark

**Helle Harnisch, Denmark (supervisor Hans Henrik Knoop)**

"The first time you kill someone your mind will not be settled": Forced resilience, experiences of war, and difficult demobilizations among former violently mobilized children and youth in Acholiland, northern Uganda

**Morten Timmermann Korsgaard, Denmark (supervisor Merete Wiberg)**

Bearing with strangers: Education and Politics of Inclusion

**Søsserr Lone S Grimshaw-Aagaard, Denmark (supervisor Jette Kofoed and Ulf Brinkkjær)**

Modsnævningsfulde forventninger til den ambulante samtale – et grounded theory studie af interaktionsprocesser mellem patienter, samlevende og sundhedsprofessionelle i det lungemedicinske ambulatorium

**Rikke Brown, Denmark (supervisor Dorthe Staunæs)**

Klasset lyst: Skolens organiseringsformer læst som værdikampe og affektiv økonomi

**Christina Haandbæk Schmidt, Denmark (supervisor John Benedicto Krejsler)**

Originale pædagoger: Daginstitutionspædagogers faglighed(er) i lyset af en insisterende læringsdagsorden

**Lonni Hall, Denmark (supervisor Dorthe Staunæs)**

Ledelse på læringsudbytte: En analytisk begrebsættelse af ledelse på læringsudbytte tæt på levet ledelseliv

## Theology, History of Ideas and Philosophy

**Jacob Christiansen Senholt, Denmark (supervisor Ole Michael Morsing)**

Identity Politics of the European New Right: Inspirations, Ideas and Influence

**Kresten Lundsgaard-Leth, Denmark (supervisor Anders Moe Rasmussen)**

Possibilities of the Good: Five Studies in Kierkegaard's Existential Philosophy

**Thomas Palmelund Johansen, Denmark (supervisor Mikkel Thorup)**

Diffusing Useful Knowledge: Science, Eco-

nomy, and Print in the 1830s England

**Lars Frølund, Denmark (supervisor Morten Raffnsøe-Møller and Anne Line Dalsgård)**

The Modern Hermes

**Stefan K. Larsen, Denmark (supervisor Johanna Seibt)**

The as-if of para-social interactions and the robot as fictional character: Semantic, ontological, and methodological reflections on Human-Robot Interaction discourse

**Hanna Thaler, Austria (supervisor Raffaele Rodogno and Joshua Charles Skewes)**

Experience and perception of emotion in autism spectrum disorder. Studies on pain, value-based emotion biases, and embarrassment

**Sasja Emilie Mathiasen Stopa, Denmark (supervisor Bo Holm)**

'Soli Deo honor et gloria' - A Study of Honour and Glory in the Theology of Martin Luther



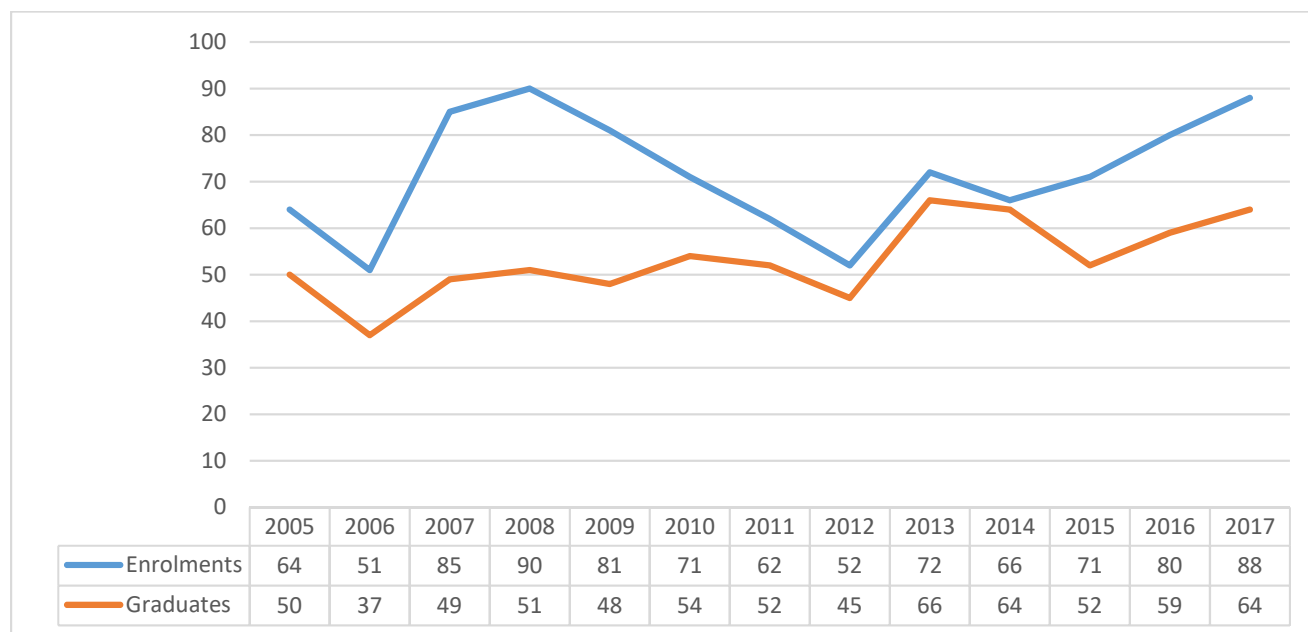
# GRADUATE SCHOOL, ARTS, NUMBERS AND FIGURES

Total number of enrolled PhD students by December 2017

2017	Enrolled	4+4	5+3	Non-Danish MA degree	Non-Danish citizen-ship	Mean age	Female	Male
Anthropology, Global Studies and the Study of Religion	46	15	31	10	11	31	28	18
Art, Literature and Cultural Studies	41	14	27	3	2	31	24	17
Didactics	33	0	33	1	1	42	22	11
History, Archaeology and Classical Studies	39	8	31	11	11	29	20	19
ICT, Media, Communication and Journalism	31	7	24	7	7	34	14	17
Language, Linguistics, Communication and Cognition	15	6	9	2	4	30	12	3
Learning and Education	36	3	33	2	4	39	26	10
Theology, History of ideas and Philosophy	31	10	21	4	5	29	9	22
<b>Total</b>	<b>272</b>	<b>63</b>	<b>209</b>	<b>40</b>	<b>45</b>	<b>33</b>	<b>155</b>	<b>117</b>
		<b>23%</b>	<b>77%</b>	<b>15%</b>	<b>17%</b>		<b>57%</b>	<b>43%</b>

Source: Graduate School, Arts, January 2018

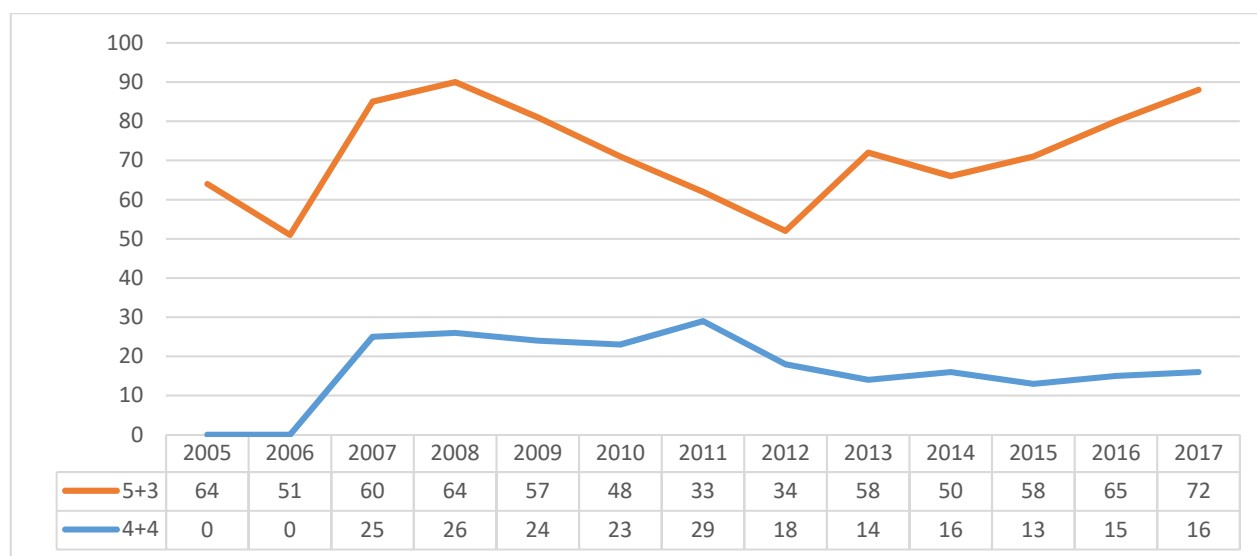
## Enrolments and graduates, 2005-2017



Source: Graduate School, Arts, January 2018

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

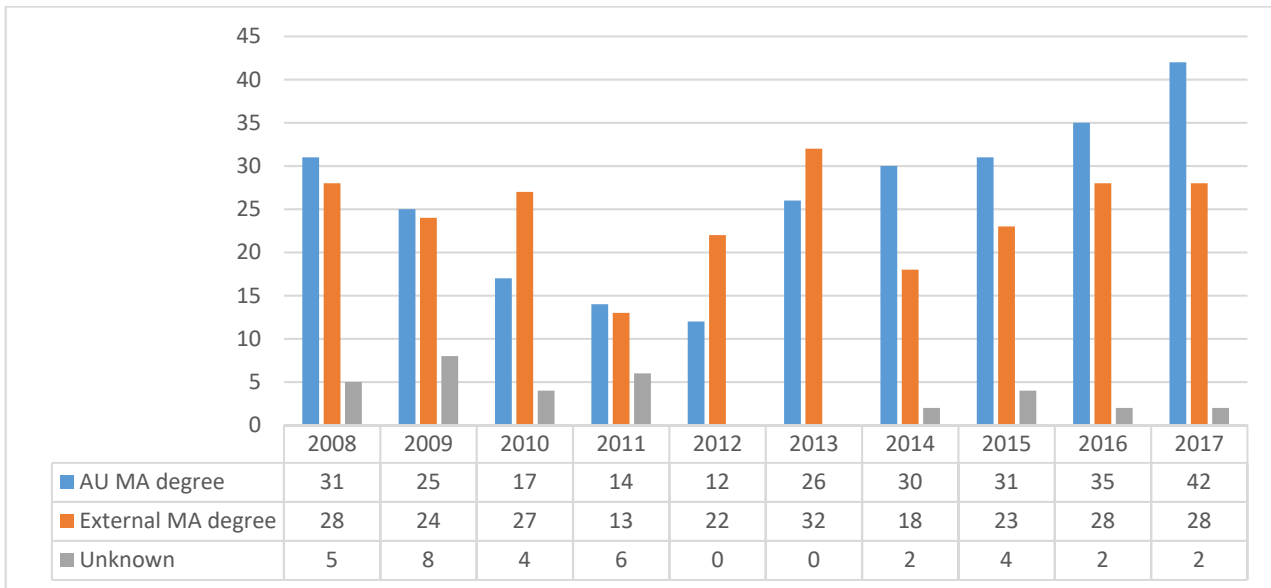
## Enrolments divided into 5+3 and 4+4, 2005-2017



Source: Graduate School, Arts, January 2018

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

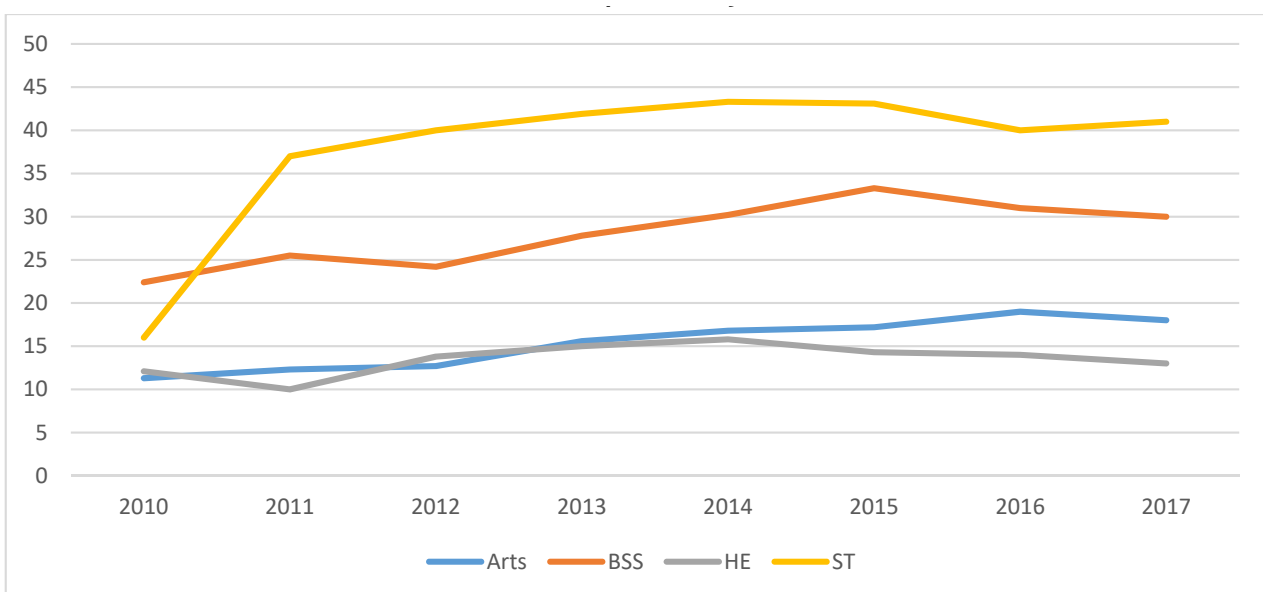
## Origin of MA degree of the 5+3 enrolments, 2008-2017



Source: Graduate School, Arts, January 2018

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

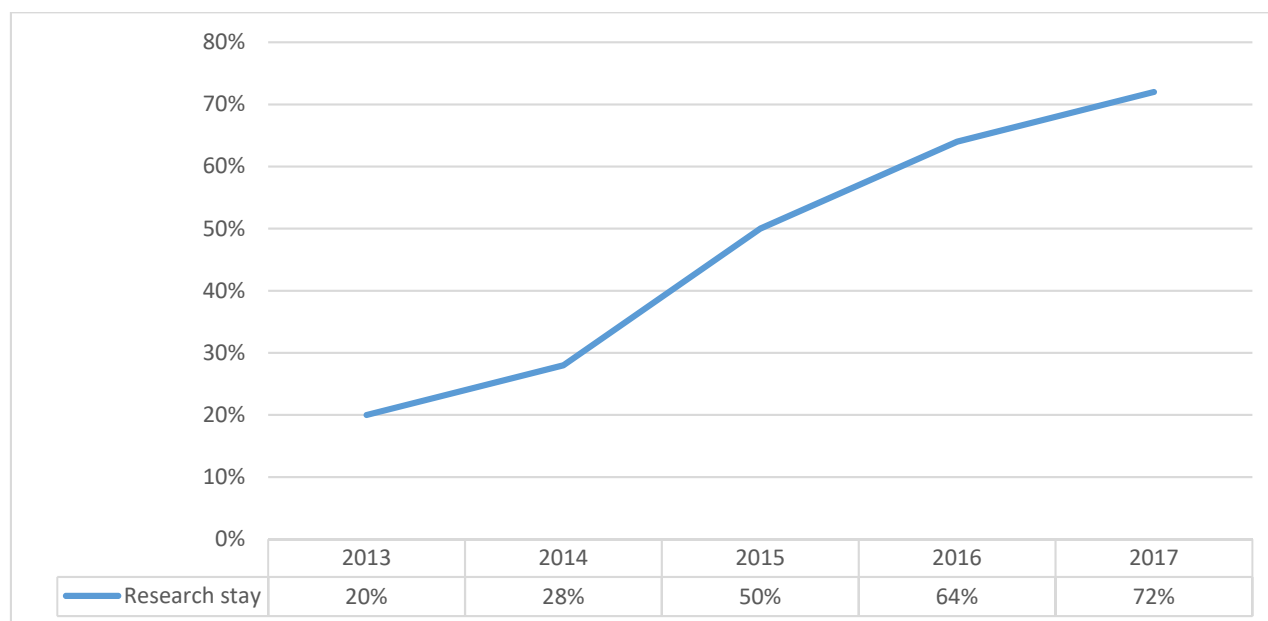
## International (non-Danish) PhD students at AU, percentage of students



Source: AU Key Figures 2010-2017

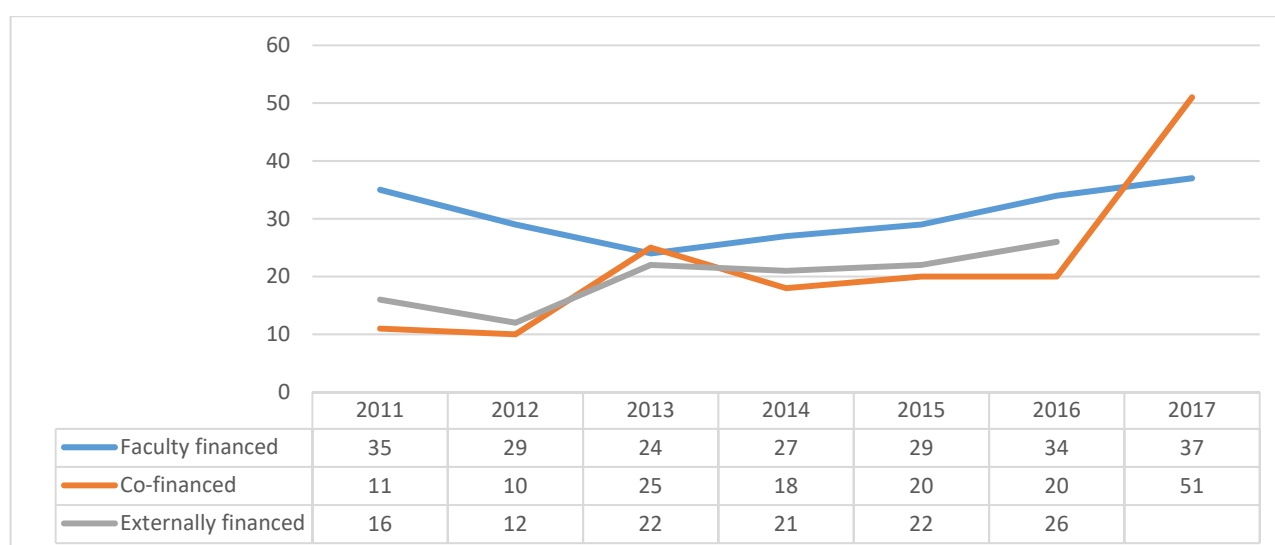


## PhD graduates who did a research stay abroad of min. 2 months



Source: Graduate School, Arts, January 2018

## Financing of the PhD students enrolled in 2011-2017 (head count)



Source: Graduate School, Arts, January 2018

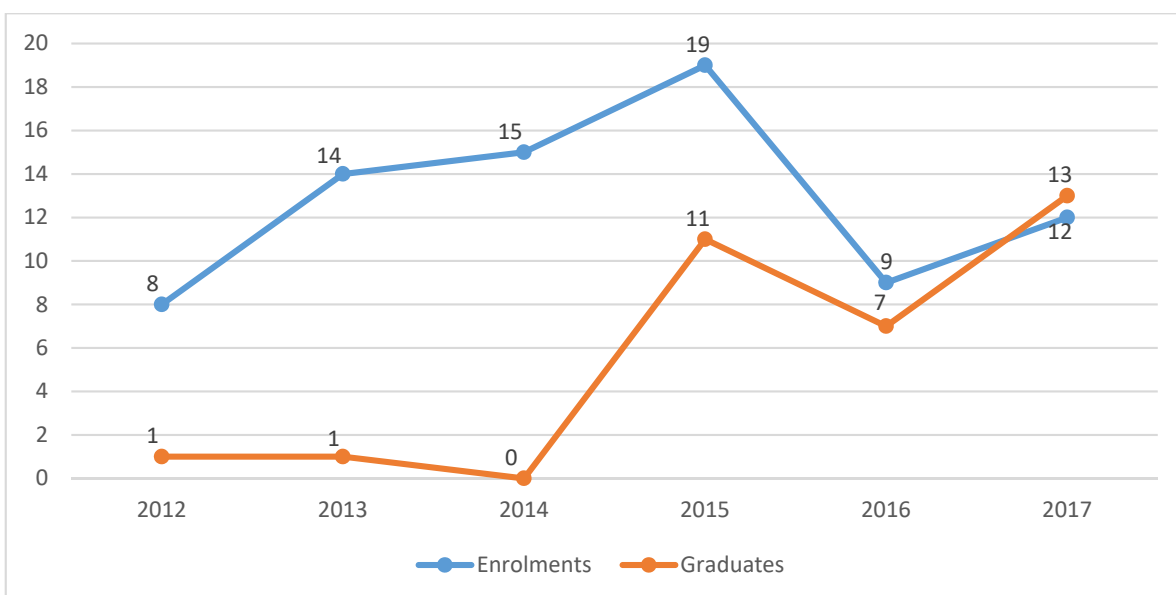
Note: Due to a shift in method of registration from 2017, we no longer register any stipends as solely externally funded (all externally funded PhD students are co-financed with either salary, overhead or educational fee).

## Graduate School, Arts, total number of enrolled PhD students in collaboration with University Colleges 2012 - 2017

	2012	2013	2014	2015	2016	2017
Anthropology, Global Studies and the Study of Religion	0	0	0	0	0	0
Art, Literature and Cultural Studies	0	0	1	4	4	3
Didactics	7	10	19	24	23	22
History, Archaeology and Classical Studies	0	0	0	0	0	0
ICT, Media, Communication and Journalism	0	1	2	4	4	2
Language, Linguistics, Communication and Cognition	0	0	0	1	1	1
Learning and Education	11	15	18	16	15	15
Theology, History of ideas and Philosophy	1	1	1	1	1	1
<b>Total</b>	<b>19</b>	<b>27</b>	<b>41</b>	<b>50</b>	<b>48</b>	<b>44</b>

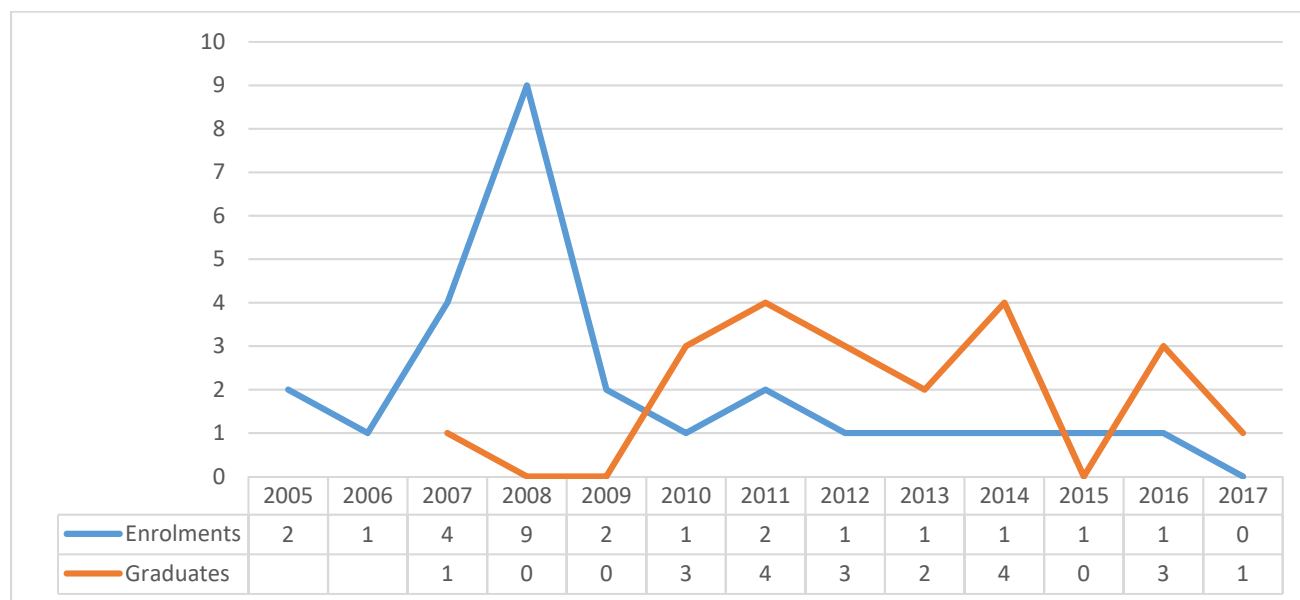
Source: Graduate School, Arts, January 2018

## Graduate School, Arts, enrolments and graduates in collaboration with university Colleges 2012-2017



Source: Graduate School, Arts, January 2018

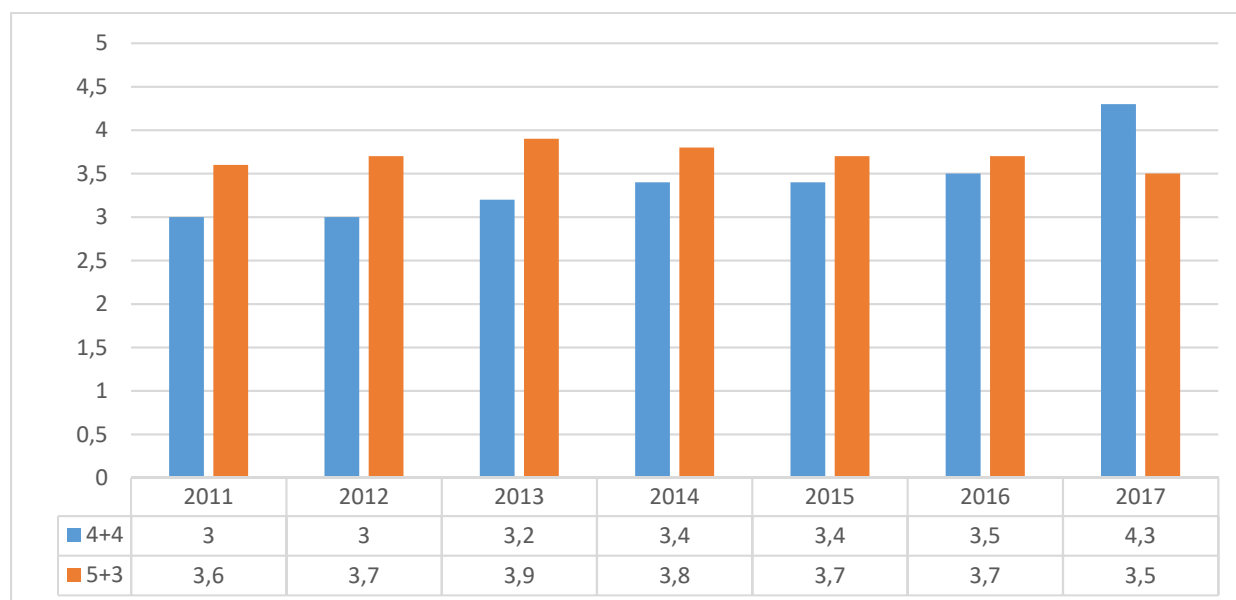
## Graduate School, Arts, industrial PhD students, enrolments and graduates 2005-2017



Source: Graduate School, Arts, January 2018

## Completion time 2010-2017

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



Source: Graduate School, Arts, January 2018

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.

In 2017 the 4+4 completion time is unusually high due to the fact that 6 PhD students have been very late in handling in this specific year.



## CONTACT INFORMATION AND WHERE TO LEARN MORE

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

Anne Marie Pahuus, Head of Graduate School  
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