



ANNUAL REPORT 2020

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 five 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](#), and [Danish School of Education](#). Graduate School, Arts is organised in eight PhD programmes covering a variety of fields ranging from Anthropology, Global studies, Human Security studies, Religion, Sociology, Heritage Studies, History,

Archaeology, Classical Studies, Theology, History of Ideas and Philosophy to Art, Literature, Cultural Studies, ICT, Media, Digital Design, Communication and Journalism, Language, Linguistics, Communication and Cognition, and Pedagogy, Didactics, 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 2020



2020 has in all regards been an odd year. Due to the pandemic the university has been closed down for months and most of our PhD students have struggled together with their supervisors in times where we all work without access to our offices. We meet and teach online, but as PhD students you also have to balance writing a thesis at home, collecting material in more or less closed archives, finding alternative ways to do research stays/field studies abroad, moving interviews online, depend on e-books, and re-arranging and updating the PhD planner when things are changing, just to mention a few of the difficulties during the last year. No doubt it has been challenging – and still is. If not before, we now know the importance and value of the daily life in all the PhD programmes, the units, departments and shared offices; the ability to attend courses and conferences, doing field work, talking face-to-face to colleagues and all in all enjoying the inspiring academic life, which is hard to establish and maintain, when we are not present at the university, when we cannot travel and have to do all our work online. In spite of all the challenges, we have managed to re-arrange and still uphold as many activities as possible including alternative PhD courses. Thesis defenses have been done via Zoom, and even though we prefer the physical defense, the online version has also shown to have some advantages. For instance; committee members have saved both time and CO2 not having to travel for a physical event, and it has been possible for a large number of spectators to join the defenses from all over the world, and they have. Our defenses are followed by a large international public.

In 2020 we have recruited fewer than the previous years. This is an intentional drop due to budget constraints, but we expect to reach a level of enrollment of new PhD students comparable to previous years within less than a year. In spite of the Corona

challenges, I am happy that 56 PhD degrees have been conferred in 2020 at The Faculty of Arts compared to 64 in 2019 and 46 in 2018.

In regards to internationalisation, our total of enrolled international PhD students is 22% in 2020, this is a slow but steady rise. We have also managed to uphold a level of 77% of the 56 PhD students that graduated in 2020 who had completed a research stay abroad. Many of the still enrolled PhD students planned stays have been either postponed or cancelled. We continue to develop the database ([ResearchAbroad](#)) where it is possible for PhD students to share their international experiences. It is our hope that this database will be of value for future PhD students while they start the process of planning their research stay. There will of course in the next couple of years be a drop in regards to how many have been able to do an international research stay. Virtual or online research stays have already been set up, where PhD students join meetings and attend activities at international research institutions that have moved all their activities online. I hope PhD students will also take the time to share learnings from these experiences in the aforementioned database as well. Possibly we will see more of these types of innovative ways of internationalising in the future. The same counts for PhD courses and PhD Summer Schools offered jointly and online.

In the report you will be able to find numbers and figures relevant to our Graduate School. And I also encourage readers to browse through the lists of both enrollments and graduates, as it gives an insight into the diversity of students and PhD projects that we have at the Faculty of Arts.

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 five meetings in 2020 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.

- 249 PhD students (31 Dec. 2020)
- 8 PhD degree programmes
- Three-year programme (5+3)
- Four-year programme (4+4)
- Industrial PhD programme

PhD Programmes

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 the 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 the fields of Anthropology, Global Studies and the Study of Religion, a particular strength of this PhD programme is interdisciplinarity. Through the study of culture, society, politics, cognition religion and languages as well as international development, the programme offers unique opportunities for the pursuit of new directions in and across the associated disciplines, including areas such as ethnography; memory studies, identity politics, visual anthropology; digital and art based methods; medical anthropology; gender studies, populism, aging and welfare; democracy, globalization, transnational mobility; contemporary religion and contemplative traditions; history of religions; the anthropocene; human security and post-conflict studies. Theoretical interests are founded on a combination of solid social and human science theories, and range from discourse analysis, phenomenology, constructivism, post-structuralism, practice theory and grounded theory over various comparative, sociological and history-based approaches to cognitive science.



Contact:

Director of the PhD programme: Associate Professor, Lisanne Wilken, ceklw@cas.au.dk

PhD administrator: Bodil Bjerring, bodil.bjerring@au.dk

Web: <http://phd.arts.au.dk/about-us/programmes/anthropology-global-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; literature, in all genres, from national and area-defined contexts to world literature; and rhetoric. The programme also welcomes museological studies, trans- and inter-medial studies, art and aesthetic theory, as well as cultural studies, cultural analysis and neuro-aesthetic approaches. There are no theoretical or chronological 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

PhD administrator: Anders Gade Jensen, andersgade@au.dk

Web: <http://phd.arts.au.dk/about-us/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

PhD administrator: Minna Elo, minna.elo@au.dk

Web: <http://phd.arts.au.dk/about-us/programmes/didactics/>

HISTORY, ARCHAEOLOGY AND CLASSICAL STUDIES

This programme has its basis in the disciplines of Archaeology (Prehistory, Classical and Historical Archaeology), Heritage Studies, Classical Philology, and History. It thereby spans the study of the human past in its entirety, covering a variety of different methodological approaches, including digital methods. 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 History; Classical Philology; the Mediterranean world in Antiquity; Late Antiquity; the Viking Age; Buildings, Housing and Medieval Society; Cities and Rural Areas throughout History; Cultural History of Early Modern Denmark; Political Culture in the 19th and 20th Centuries; Contemporary History; Development Aid, Sustainable Heritage Management, 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 global relations.



Contact:

Director of the PhD programme: Associate Professor, Charlotte Appel, phd.hac@cas.dk

PhD administrator: Marianne Hoffmeister, mho@au.dk

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

LANGUAGE, LINGUISTICS, COMMUNICATION AND COGNITION

The theoretical core of this PhD programme is linguistics in a broad sense. It includes all significant language-related aspects of psychology, physiology and society. The programme covers a wide range of research areas such as phonetics, phonology, morphology, syntax, semantics and pragmatics as well as conversational analysis, first and second language acquisition, language pedagogy, translation and translation studies, interpreting, business communication, health communication, neurolinguistics, psycholinguistics, sociolinguistics and text linguistics. Adjacent areas such as cognition, cognitive science, philology, rhetoric and semiotics are also included. 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

PhD administrator: Marianne Hoffmeister, mho@au.dk

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



LEARNING AND EDUCATION

The programme in learning and education is concerned with more or less institutionalized processes of learning in a wide variety of formal and informal educational settings as well the wider contexts - organizational, political, economic, social, cultural, philosophical and historical - in which these are embedded. The programme covers a multidimensional research area, ranging from educational research to interdisciplinary approaches (such as sociological, historical, anthropological, psychological, and philosophical perspectives) to learning and education. Projects under the programme are mostly, though not exclusively, empirically based and must be grounded in more fundamental theoretical questioning and methodological reflexivity. The programme also includes projects with an intervention-oriented approach. Ranging from politics of education, school management and internationalisation to processes of becoming among pre-schoolers and special education, epistemological and philosophical approaches to education and learning, history of education, and studies of migration, intercultural diversity and minority education, this programme covers a range of themes and perspectives on learning and education, within and beyond Denmark. The programme offers a selection of courses and seminars and works in close collaboration with the national doctoral training network in education.

Contact:

Director of the PhD programme: Associate Professor, Karen Valentin, kava@edu.au.dk

PhD administrator: Minna Elo, minna.elo@au.dk

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



ICT, MEDIA, COMMUNICATION AND JOURNALISM

The PhD programme engages with projects and provides courses within the study of information and communication technology, media and journalism. The PhD projects include studies of surveillance technologies, human-computer-interaction, digital aesthetics, digital design, computational thinking, the internet, film, television, videos, podcasts, social media, games, AI, journalism, and more. As the subject area is incessantly changing and dynamic, many of the projects are cross-disciplinary and influenced by both economic, political, social and cultural developments. Research in the programme is therefore also characterised by the use of many different methodological and theoretical approaches including qualitative, quantitative, computational, and practice-based methodologies across the fields of sociology, the humanities, and computer science.



Contact:

Director of the PhD programme: Associate Professor, Iben Have, ibenhave@cc.au.dk

PhD administrator: Bodil Bjerring, bodil.bjerring@au.dk

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

THEOLOGY, HISTORY OF IDEAS AND PHILOSOPHY

The PhD programme hosts doctoral research relating to the disciplines of Theology, History of Ideas and Philosophy. 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, practical and empirical theology, as well as ecumenical and constructive theology. Research in the History of Ideas deals with the expression, preservation, and change of human ideas over time. Currently researchers work with a wide range of humanistic and social issues including science and technology, politics and society, culture and aesthetics, and existence and religion. Philosophical research investigates human experience and our understanding of the world by studying human phenomenology, conceptual, theoretical, and practical norms, values, and practices. Researchers are currently working on projects 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. The PhD programme as a whole provides a multi-faceted interdisciplinary environment for doctoral research.



Contact:

Director of the PhD programme: Professor, Ulla Schmidt, teous@cas.au.dk

PhD administrator: Anders Gade Jensen, andersgade@au.dk

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

PHD COURSES 2020

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 programme-specific courses and transferable skills courses.

In 2020 the following programme-specific courses were completed:

Anthropology, Global Studies and the Study of Religion:

- From plans to practice (2 ECTS)
- From analysis to text (3,5 ECTS)
- From fieldwork to analysis (3,5 ECTS)
- Anthropology matters (0,5 ECTS)
- Masterclass: Arm chair anthropology and online fieldwork (1 ECTS)
- Visceral fields (1,5 ECTS)
- From plans to practice (2 ECTS)
- Methods and Ethics in the study of Religion
- Etnografisk feltarbejde og antropologi i DK (1 ECTS)
- Water, Society, Ecology (online) (3,5 ECTS)
- PhD Conference Moesgaard Museum (3 ECTS)
- PhD & Published (1 ECTS)
- Visceral fields (1 ECTS)

Art, Literature and Cultural Studies:

- IPodcast-workshop Part 1 and Part 2 (1 ECTS for both parts)
- Workshop in interview as research method (0,5 ECTS)
- Masterclass with Juliane Rebentisch
- Introductory Course in Research (3 ECTS)
- How to plan a stay abroad
- Articlebased thesis or monograph?
- Presentation of ph.d.project by Mikkel Nørregaard Jørgensen: Why are We Still Asking: "What is a Border?"
- Virtual Environment Exchange: Options, Ideas, Experiences

- Contemporary Art's Response to the Migration Crisis: A Question of Coexistence(s)
- Introductory Course in Research (3 ECTS)
- IPodcast-workshop Part 1 and Part 2 (1 ECTS for both parts)
- Masterclass with Juliane Rebentisch (2 ECTS)
- Interview as research method (0,5 ECTS)
- Aesthetic Seminar (1 ECTS)

Didactics & Learning and Education:

- Ret bullet 2 til: Ethical challenges and dilemmas in research with vulnerable and socially exposed groups in society
- Ret bullet 7 til: Videnskabsteoretiske brydninger. Ny-materi- alisme, Ny-marxisme, Ny-fænomenologi
- Perspektiver og tilgange i litteraturredaktisk forskning

History, Archaeology and Classical Studies:

- From manuscript to print (3 ECTS)
- Urban mega-projects in the Roman period (2 ECTS)
- Rules, resources, reflections (1 ECTS)
- Good Grantmanship, workshop (0,25 ECTS)
- Journal Club, HAC (0,5 ECTS)
- Article-based PhD-dissertations, webinar (0,25 ECTS)
- PhD writing retreat at Sandbjerg (online) (4 ECTS)
- Rules, resources, reflections (1 ECTS)
- Approaching the early modern into the modern (1 ECTS)

ICT, Media, Communication and Journalism:

- Research Networks (4 ECTS)
- Netlab PhD workshop in Web archiving (1 ECTS)
- Online course in web archives and web archiving (3 ECTS)
- Engaging with digital methods (2 ECTS)

Language, Linguistics, Communication and Cognition:

- Basis I - Introduction to linguistic research (4 ECTS)

Theology, History of Ideas and Philosophy:

- Empiriværkstedet (3 ECTS)
- Religion and culture (3 ECTS)
- Doing philosophy (2,5 ECTS)
- Aarhus-Oslo-Münster New Testament PhD Seminar (1 ECTS)
- Phantasmography and anthropology (1,5 ECTS)

Joint courses:

- Forskningsintegritet og etik (1,5 ECTS)
- Research Integrity and Ethics (1,5 ECTS)

- Introduction to Research Writing (2 ECTS, 31 participants)
- Conference Presentations: Preparation and Delivery (1,5 ECTS, 17 participants)
- Literature Search and Reference Management (State Library) (0,5 ECTS, 3 participants)

In addition to the courses listed above, several workshops, seminars, colloquiums etc. took 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 [National Course Database](#).

In 2020 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, 61 participants)
- Introduction to University Teaching for PhD Students, ITU (2 ECTS, 63 participants)

Offered:

PHD ENROLMENTS 2020

In 2020 Graduate School Arts enrolled a total of 57 new PhD students.

2020	Enrol-ments	4+4	5+3	Non-Danish MA degree	Non- Danish citizenship	Mean age*	Female	Male
Anthropology, Global Studies and the Study of Religion	7	2	5	0	0	28	4	3
Art, Literature and Cultural Studies	9	1	8	4	4	32	5	4
Didactics	7	0	7	0	0	42	7	0
History, Archaeology and Classical Studies	5	0	5	2	2	31	2	3
ICT, Media, Communication and Journalism	5	1	4	2	3	31	2	3
Language, Linguistics, Communication and Cognition	5	2	3	0	1	28	2	3
Learning and Education	15	1	14	1	1	36	7	8
Theology, History of ideas and Philosophy	4	1	3	0	0	30	1	3
Total	57	8	49	9	11	33	30	27

Source: Graduate School Arts, January 2021

Note: *Mean age at commencement of study

Anthropology, Global Studies and the Study of Religion

Anna Bræmer Warburg, Denmark (supervisor Martin Demant Frederiksen and Line Dalsgård)

'Governing Through Fear': Urban Security Politics and Everyday Policing in Copenhagen

Line Brandbyge Schmidt Grüner, Denmark (supervisor Mikkel Rytter)

Refugees and Solidarity: Negotiations of Deservingness in a Rural Welfare Micro-public in Denmark

Sarah-Louise Japhetson Mortensen, Denmark (supervisor Mikkel Rytter)

The 'Return Turn' in Danish Politics: Everyday Life of Somali and Syrian Refugees under Temporary Protection

Cæcilie Kramer Kildahl Sørensen, Denmark (supervisor Jens Seeberg)

Resisting a Sustainable Future

Lasse Bech Knudsen, Denmark (supervisor Nina Holm Vohnsen)

Future-Proofing: Theorising the Effort to Know and Govern for Future Climate Risks in the Scottish Civil Service

Jonathan Nilas Puntervold, Denmark (supervisor Annette Skovsted Hansen)

If the Shoe Fits: The Japanese Rejection of Western Grammatical Theory in the Early 20th Century

Theiss Bendixen, Denmark (supervisor Benjamin Grant Purzycki)

Accounting for Cross-Cultural Variation in Beliefs about Gods' Minds

Art, Literature and Cultural Studies

Lise Sofie Houe, Denmark (supervisor Michael Boenisch)

Sustainable Dramaturgies; Practises for Creating Relations in European Institutional Theatres

Jeppe Heinrich Høffner, Denmark (supervisor Isabelle Torrance)

No Empire is an Island: Irish views of Britain as a new Rome

Caleb Hielke De Jong, Canada (supervisor Isabelle Torrance)

As Above, So Below: Political Neoplatonism in the Later Prose of AE

Anders Thruue Djurslev, Denmark (supervisor Jacob Lund)

Museum for the Future: Praxis Based Curatorial Research in the Presentations of Time in Contemporary Art

Pernille Lystlund Matzen, Denmark (supervisor Lise Skytte Jakobsen)

Et dannelsesprojekt til det 21. århundrede? Nye modeller og typologier for det moderne kunstmuseum

Ronah Sadan, United States (supervisor Jacob Wamberg)

Drawing out Traces: The Visual Documentation of Medieval Wall Paintings in Nineteenth Century Denmark

Christina Varvia, Greece (supervisor Jacob Lund)

Biopolitical Imaging

Asmaa Muhammed Farrag Hassaneen, Egypt (supervisor Karen-Margrethe Simonsen)

Memory Hunters: The Family Saga as a Travelling Memory of Palestine in Selected Texts

Valdemar Nielsen Pold, Denmark (supervisor Henrik Skov Nielsen)

Fiktionalitet i videnskabelig kommunikation – Oplysningstidens litterære revolution af dansk naturvidenskab og filosofi

Didactics

Malene Engsig Brodersen, Denmark (supervisor Jørn Bjerre)

Tidsopfattelser og tidspraktikker i undervisningen – et studie af lærerens tidsmæssige rammesætning

Mia Kaasby, Denmark (supervisor Helle Rørbech)

Et kronotopisk møde mellem konceptuelle metaforer – om udviklingspotentialer i tosprogede elevers kanonlæsning

Henriette Lund, Denmark (supervisor Anna Skyggebjerg)

Hvordan styrker vi læselyst i skolen? Elevens læseoplevelse som en vej til didaktisering af skolens læsebånd som læselystfremmende initiativ

Lise Baun, Denmark (supervisor Helle Pia Laursen)

Begynderlæsning med digitale læremidler

Elisabeth Omand Grønhøj, Denmark (supervisor Jeppe Bundsgaard)

Teknologiforståelse og digital dannelse: Et mixed methods-projekt af teknologiforståelse i læreruddannelsen og folkeskolen

Karina Kiær, Denmark (supervisor Helle Gad Ratner)

Literacy Coaching and Data Use as Organizational Routines in the Danish Public School

Eva Gjessing, Denmark (supervisor Lisa Rosén Rasmussen)

Inkluderende skolearkitektur

History, Archaeology and Classical Studies

Pardis Zahedi, United States (supervisor Laura McAtackney)

Enduring Materialities of Colonialism (EMoc): Temporality, Spatiality, and Memory

David Nicolas Matzig, Germany (supervisor Felix Riede)

New Cultural Taxonomies for the European Final Palaeolithic

Ina Thegen, Denmark (supervisor Niels Nørkjær Johannsen)

Life after Death: An Interdisciplinary Investigation of Principles and Practices Surrounding Curation and Treatment of Ancient Human Remains

Jens Winther Johannsen, Denmark (supervisor Helle Vandkilde)

Bronzealderens begyndelse

Troels Solgaard Andersen, Denmark (supervisor Niels Wium Olesen)

A Cultural State of Emergency

ICT, Media, Communication and Journalism

Mariana Aki Tamashiro, Brazil (supervisor Rachel Charlotte Smith)

Principles for Designing and Learning with Emerging Technologies

Kalle Kusk Gjetting, Denmark (supervisor Claus Bossen)

Working with Wolt – Multi-sited Ethnographic Inquiry of Gig Workers on a Fast Food Delivery Platform

Cecilia Arregui Olivera, Uruguay (supervisor Henrik Bødker)

Peace Journalism Revisited: A Qualitative Study Towards a Nuanced Re-conceptualization

Lynge Asbjørn Møller, Denmark (supervisor Anja Bechmann)

Between Personal and Public Interest: Automating and Personalising News Recommendations in Support of Journalistic Ideals

Amos Bokonen Blanton, United States (supervisor Andreas Roepstorff)

Experimenting, Experiencing, Reflecting: Collective Creativity in the Library

Language, Linguistics, Communication and Cognition

William Miki Thorsen, Denmark (supervisor Ken Ramshøj Christensen)

Negative Polarity Items: A comparative analysis of Danish and English

Krestina Vendelbo Christensen, Denmark (supervisor Michaela Hejná)

Understanding the Technical Effects of Mobile Phone Transmission on Consonants

Clara Ulrich Eggers, Denmark (supervisor Anne Mette Nyvad)

At the Edge of Language – An Investigation into the Limits of Human Grammar

Antonio Morata, Spain (supervisor Henrik Høeg Müller)

The Impact of Typological Contrasts on Translation Practice

Kenneth Christian Enevoldsen, Denmark (supervisor Kristoffer L. Nielbo)

Multimodal Feature Learning for Decision Support Systems

Learning and Education

Charlotte Herold Lange Hald, Denmark (supervisor David Reimer)

Har lærere lavere faglige forventninger til etniske minoritetsdrengene end andre elever?

Christoffer Granhøj Borring, Denmark (supervisor Dorte Kousholt)

Tværfagligt samarbejde om børn i vanskeligheder i skolen

Mathias Merrild Røerup Thorborg, Denmark (supervisor Lars Qvortrup)

Professionelle samarbejds- og organisationsformer i folkeskolen og betydningen for pædagogisk praksis

Anders Astrup Christensen, Denmark (supervisor Sedat Gümüş)

Finding the Missing Link

Lærke Cecilie Anbert, Denmark (supervisor Gritt B. Nielsen)

Activist Ramifications & Decolonizing Decals: An Ethnographic Examination of Efforts to Decolonize UC Berkeley

Maya Acharya, Norway (supervisor Gritt B. Nielsen)

Dismantling the Ivory Tower: An Ethnographic Study Exploring Student Movements Towards Decolonisation at Goldsmiths University

Gabriella Muasya, Denmark (supervisor Gritt B. Nielsen)

Examining the Relationship Between Digital Media and Student Activism: A Study of Digital Culture and Media Practices in Social-Justice Movements within Higher Education in the U.K.

Asger Martiny-Bruun, Denmark (supervisor Eva Gulløv)

Children's Play and Sense Making in Deprived Neighbourhoods

Charlotte Sun Jensen, Denmark (supervisor Nana Clemensen)

Udenlandske medarbejderes kommunikation på arbejdspladsen: Et sprogligt etnografisk studie af sproglige repertoires i lokale kulturmøder i DK

Christina Hersom, Denmark (supervisor Hans Henrik Knoop)

Engaged and Resilient – Exploring Strategic and Ethical Promotion of Psychological Well-being and Mental Health through Resilience Training at Work

Daniel Kardyb, Denmark (supervisor Jonas Andreasen Lysgaard)

Naturkraft – at fremme bæredygtig udvikling med non-formelle uddannelsesmidler

Lars Dahl Pedersen, Denmark (supervisor Lars Geer Hammershøj)

Kroppens betydning i leg og læring

Søren Hørning Hansen, Denmark (supervisor Steen Nepper Larsen)

Leg og øvelse gennem ritualer og spil – Mod en legende øvelsesdidaktik på læreruddannelsen



Hanne Kusk, Denmark (supervisor Lars Geer Hammershøj)

Fællesskaber ved æstetisk praksis i dagtilbud

Kim Holflod, Denmark (supervisor Lars Geer Hammershøj)

Betydningen af fælles forståelse og sprog i tværprofessionelt samarbejde om udvikling af playful learning på lærer- og pædagoguddannelserne

Theology, History of Ideas and Philosophy

Benjamin Christensen, Denmark (supervisor Johanna Seibt)

Is Value a Matter of Complexity? An Investigation into the Naturalization of Value

Mads Hansen, Denmark (supervisor Johanna Seibt)

Constructing A Theory of Sentience Us-

ing Gradualism, Process Ontology, and Organisational Constraints

Anna Bank Jeppesen, Denmark (supervisor David Bugge)

Radical Love. A Systematic-theological Reconstruction of Anders Nygren's Concept of Agape

Kristoffer Garne, Denmark (supervisor Hans Jørgen Lundager Jensen)

Teologi og religion indefra og udefra – N.F.S. Grundtvig i kritisk belysning

PHD GRADUATES 2020

In 2020 Graduate School, Arts awarded the PhD degree to 56 graduates.

2020	Graduates	4+4	5+3	Non-Danish MA degree	Non-Danish citizenship	Mean age*	Female	Male
Anthropology, Global Studies and the Study of Religion	7	4	3	1	2	32	4	3
Art, Literature and Cultural Studies	11	3	8	2	3	37	5	6
Didactics	8	0	8	1	0	43	8	0
History, Archaeology and Classical Studies	8	1	7	3	3	35	5	3
ICT, Media, Communication and Journalism	6	0	6	1	1	35	3	3
Language, Linguistics, Communication and Cognition	3	2	1	0	0	31	1	2
Learning and Education	9	0	9	1	1	42	5	4
Theology, History of ideas and Philosophy	4	2	2	1	1	35	1	3
Total	56	12	44	10	11	37	32	24

Source: Graduate School Arts, January 2021

Note:

*Mean age at graduation

A degree has also been awarded through §15, part 2 on Didactics – the person of question is not included in the above mentioned

Anthropology, Global Studies and the Study of Religion

Laust Lund Elbek, Denmark (supervisor Mikkel Rytter)

Spotlights in the Middle of Nowhere: History, Space, and Everyday Life in a Central Mediterranean Border Hub

Matthew Buttacavoli, United States (supervisor Ton Otto)

Sounding the Reef. Comparative Acoustemologies of Underwater Noise Pollution

Emilie Lund Mortensen, Denmark (supervisor Maria E. Louw)

Being Care-full In Exile: Intimate Tensions among Syrian Men in Amman

Mark Friis Hau, Denmark (supervisor Lisanne Wilken)

Negotiating Nationalism: National Identity, Party Ideology, and Ideas of Europe in the Scottish National Party and Esquerra Republicana de Catalunya

Silje Lyngar Einarsen, Norway (supervisor Marianne C. Qvortrup Fibiger)

Glorification of the Goddess in Text and Ritual: Text, Paratext and Practice of the Devīmāhātmya in contemporary Varanasi

Sophie Bønding, Denmark (supervisor Jens Peter Schjødt)

Visions of Unity. A Comparative Study of the Role of Pre-Christian Nordic Religion in the Formation of Denmark as a Community, the 10th and the 19th Centuries

Tina Langholm Larsen, Denmark (supervisor Marie Vejrup Nielsen)

Preserving the Dane. Danish People's Society and the Negotiation of Danish Ethnicity in America, c. 1887-1964

Art, Literature and Cultural Studies

Thomas Jul Kirkegaard-Larsen, Denmark (supervisor Thomas Holme Hansen)

Analytical Practices in Western Music

Theory: A Comparison and Mediation of Schenkerian and Post-Riemannian Traditions

Ellen Malene Pilgaard Harsaae, Denmark (supervisor Sara Dybris McQuain)

Age-ency in the Construction of Style Narrative. How Ordinary Mature Danish Women Construct Style through Clothing

Jacco Visser, Netherlands (supervisor Sara Dybris McQuaid)

The Bangladesh War from London: A Transnational Approach to Memorializing National Beginnings

Jens Kjeldgaard-Christiansen, Denmark (supervisor Mathias Clasen)

Morality and Media Fictions: A Naturalistic Investigation

Arman Teymouri Niknam, Denmark (supervisor Joseph William Sterrett)

Extreme Credulity and Open Eyes: Mary Wollstonecraft's Divergent Attitudes towards Trust

Signe Mørk Madsen, Denmark (supervisor Jacob Kjær Eskildsen)

Retail Spaces – Retail Design in the Digital Era

Mia Falch Yates, Denmark (supervisor Ane Hejlskov Larsen)

Ældre kunst og nye brugere: Nye metoder til formidling af Skovgaard Museets samling

Sophus Helle, Denmark (supervisor Mads Rosendahl Thomsen)

The first Authors: Narratives of Authorship in Ancient Iraq

Vadim Keylin, Russia (supervisor Iben Have)

Materialities and Socialities of Participation in Sound Art

Ann-Katrine Schmidt Nielsen, Denmark (supervisor Carsten Stage)

Hjemstøgt af krig. En hauntologisk undersøgelse af veteranfiguren i danske medier og samtidskunst fra 1992 til 2020

Anna Solovyeva, Russia (supervisor Pernille Hermann)

Skalds as Memory Specialists and Memorable Images: The Origins of Poetry and the Continuity in Skáldatal

Didactics

Merete Storgaard, Denmark (supervisor Leif Moos)

Mening og magt i skoleledelse – konstruktioner af styring i højtpræsterende skoler i et internationalt komparativt perspektiv

Lisa Monica Andersen, Denmark (supervisor Lisbeth Haastrup)

Fra sløjd og håndarbejde til håndværk og design: En kulturanalytisk, didaktisk og materiel undersøgelse af etablerings- og forandringsprocesser i fag og fagdidaktik

Marie Dahl Rasmussen, Denmark (supervisor Helle Pia Laursen)

At se med andres øjne: Et studie af kollektive fortolkningsprocesser i gruppesamtaler i grundskolens litteraturundervisning

Pernille Mønsted, Denmark (supervisor Anna K. Skyggebjerg)

Det er, som om man er med i bogen: Når elever sanser litterære steder

Marianne Dietz, Denmark (supervisor Jeppe Bundsgaard)

Spil i historiedidaktisk perspektiv med fokus på elevers udvikling af historiebevidsthed

Line Krogager Andersen, Denmark (supervisor Helle Pia Laursen)

Tværsproglighedens veje: Om sproglig bevidsthed, tværsproglighed og didaktisk forandringsarbejde i en folkeskole-kontekst

Nadia Mansour, Denmark (supervisor Anna Karlskov Skyggebjerg)

Multikulturel litteratur i danskfaget: Kulturer, læsemåder og litterær inklusion

Mikkel Jacobsen, Denmark (supervisor Jette Benn)

Dannelsesperspektiver om skolemad og måltider: En undersøgelse af læreres tilgange til og forståelser af skolemadsordninger i København

Mette Alma Kjærsholm Boie, Denmark (supervisor Christian Dalsgaard and Helle Mathiasen)

Elevstemmer i gymnasiet – uddannelse overgår alle

History, Archaeology and Classical Studies

Neeke Mineke Hammers, Netherlands (supervisor Søren Sindbæk)

Trade, Import and Urban Development. An Archaeobotanical and Isotopic Approach to the Study of Towns in Denmark, c. 1050-1750 CE

Julie de Vos, Denmark (supervisor Laura McAtackney)

The Places where Nothing Happened: An Archaeology of Repression during the Spanish Civil War and the Francoist Dictatorship

Trine Louise Borake, Denmark (supervisor Søren Sindbæk)

No Man is an Island – Anarchism and Social Complexity in Western Zealand 550-1350

Steffen Lind Christensen, Denmark (supervisor Karen Gram-Skjoldager)

"Vi ved bedst selv, hvad vi er" – Kollektiv selvopfattelse blandt nordslesvigske krigsdeltagere, 1914-1918

Mads Yding, Denmark (supervisor Niels Brimnes)

Appropriating Foreign 'Development': An Oral History of Turkana Experiences from 1926 to 1990

Olav Elias Gundersen, Norway (supervisor Bjørn Poulsen)

Commercialisation and Urbanisation on the Periphery of Medieval Europe c. 986-1448: A Comparative Analysis of Denmark and Norway

Leonora Lottrup Rasmussen, Denmark (supervisor Nina Javette Koefoed)

De fattiges ret. Forhandlinger af socialt medborgerskab som status og praksis i stat og kommune, 1849 – 1892

Julia Steding, Germany (supervisor Rubina Raja)

Carvers and Customers – The Production Economy of Limestone Loculus Reliefs in Palmyra, 1st to 3rd Century AD

ICT, Media, Communication and Journalism

Thomas Hvid Spangsberg, Denmark (supervisor Martin Brynskov)

Lowering the Threshold and Deepening the Learning – A Didactical Exploration of non-STEM Programming Education for Novices

Jonas Frich Pedersen, Denmark (supervisor Peter Dalsgaard)

Understanding Digital Tools for Creativity

Midas Nouwens, Netherlands (supervisor Clemens Nylandsted Klokmose)

Negotiating Software: Redistributing Control at Work and on the Web

Julie Bladt Goodall, Denmark (supervisor Timo Leimbach)

Shaping a Sense of Project – an Inquiry into Rethinking Project Management Education at the Universities

Sigrid Nielsen Saabye, Denmark (supervisor Iben Have)

Podcastlytteren som hverdagskurator – en undersøgelse af podcastlytning som praksisfænomen i hverdagen

Amanda Karlsson, Denmark (supervisor Anja Bechmann)

Den kønnede datakrop – en socioteknisk undersøgelse af menstruation, self-tracking og apps

Language, Linguistics, Communication and Cognition

Astrid Mus Rasmussen, Denmark (supervisor Steffen Krogh)

Lærernes kognition og praksis vedr. differentiering i tyskundervisningen i det danske gymnasium

Michael Hai Nguyen, Denmark (supervisor Henrik Jørgensen)

A Grammar of the Adpositional Phrase in Danish: On Left Located Adpositional Complements

Søren Sandager Sørensen, Denmark (supervisor Jakob Steensig)

The Prosody of Response Tokens in Danish

Learning and Education

Louise Tidmand, Denmark (supervisor Frans Ørsted Andersen)

Livsduelighed på skoleskemaet – Hvad, hvorfor og hvordan?

Lise Lotte Strandgaard Helm-Petersen, Denmark (supervisor Kirsten Elina Petersen)

Organisatorisk brugerinddragelse på en socialpsykiatrisk døgninstitution. Et dramaturgisk inspireret aktionsforskningsprojekt

Jeppe Kiel Christensen, Denmark (supervisor Peter Berliner)

Resiliensforståelser i danske skoler

Hilde Ulvseth, Denmark (supervisor Susan Tetler)

Engagerende undervisning – set i et elevperspektiv

Rune Frederik Cordsen, Denmark (supervisor Janne Hedegaard Hansen)

Samarbejde mellem lærere og fritidspædagoger – intensitet, potentialitet og problemer



Simon Skovgaard Jensen, Denmark
(supervisor David Reimer)

Reducing Inequality through Discipline

Ashika Niraula, Nepal (supervisor Karen Valentin)

"I don't think I am recognized as a 'highly skilled' migrant, at least not all the time and in every context": Exploring the narratives of highly educated migrants in Denmark

Martin Treumer Gregersen, Denmark
(supervisor Jesper Olesen)

Idealet om at fremme det hele menneske i danske elitefodboldklubber

Merete Munkholm, Denmark (supervisor Jette Kofoed)

Faglig elevsubjektivering – om at blive til i skolelivets fællesskaber, når læringsmål er til stede

Theology, History of Ideas and Philosophy

Katrine Krause-Jensen, Denmark (supervisor Johanna Seibt)

The Sense of Justice

Thomas Erslev, Denmark (supervisor Casper Andersen and Keld Thorgård)

The Danish Brains – An Archive. Materiality and Temporality in a Collection of Pathological Human Brains, 1945-2018

Mattias Skipper, Denmark (supervisor Asbjørn Steglich-Petersen)

The Normative Significance of Higher-Order Evidence

Johannes Renders, Netherlands (supervisor Lene Kühle)

Freedom through Submission: Muslim-talk on Human Volition, Destiny, and Liberation in Denmark



GRADUATE SCHOOL, ARTS, NUMBERS AND FIGURES

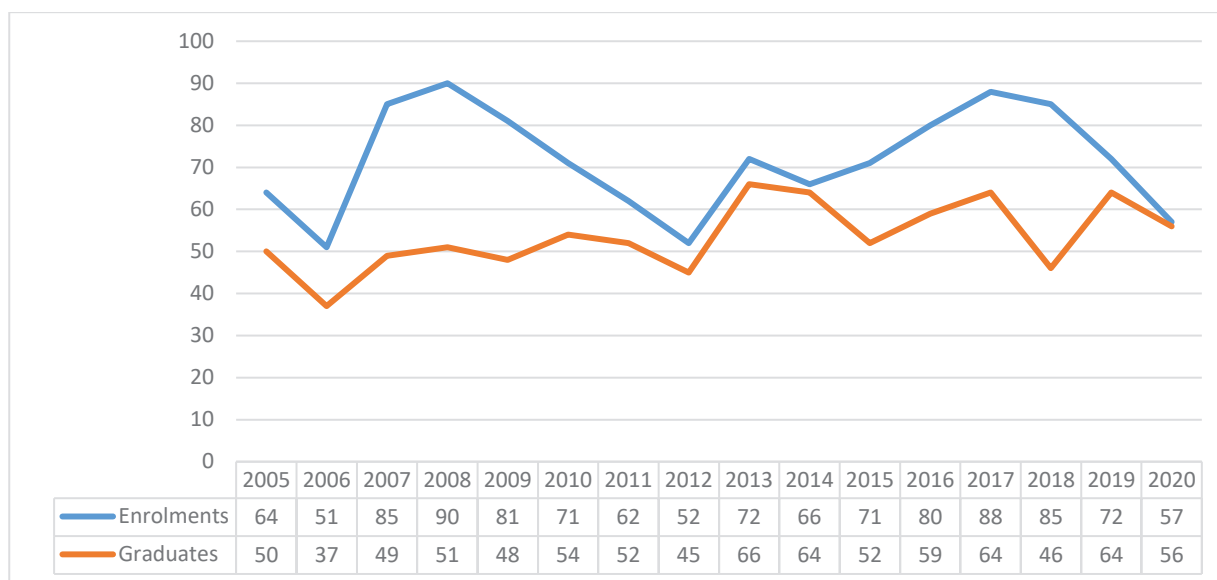
Total number of enrolled PhD students by December 2020

2020	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	45	9	36	12	15	32	35	10
Art, Literature and Cultural Studies	38	10	28	7	8	33	24	14
Didactics	31	2	29	1	2	43	21	10
History, Archaeology and Classical Studies	34	8	26	6	8	33	17	17
ICT, Media, Communication and Journalism	18	5	13	3	7	33	9	9
Language, Linguistics, Communication and Cognition	19	8	11	2	4	31	11	8
Learning and Education	40	2	38	2	6	37	22	18
Theology, History of ideas and Philosophy	24	8	16	3	4	31	15	9
Total	249	52	197	36	54	34	154	95
		21 %	79 %	14 %	22 %		62 %	38 %

Source: Graduate School Arts, January 2021

Note: *Mean age as at 31.12.2020

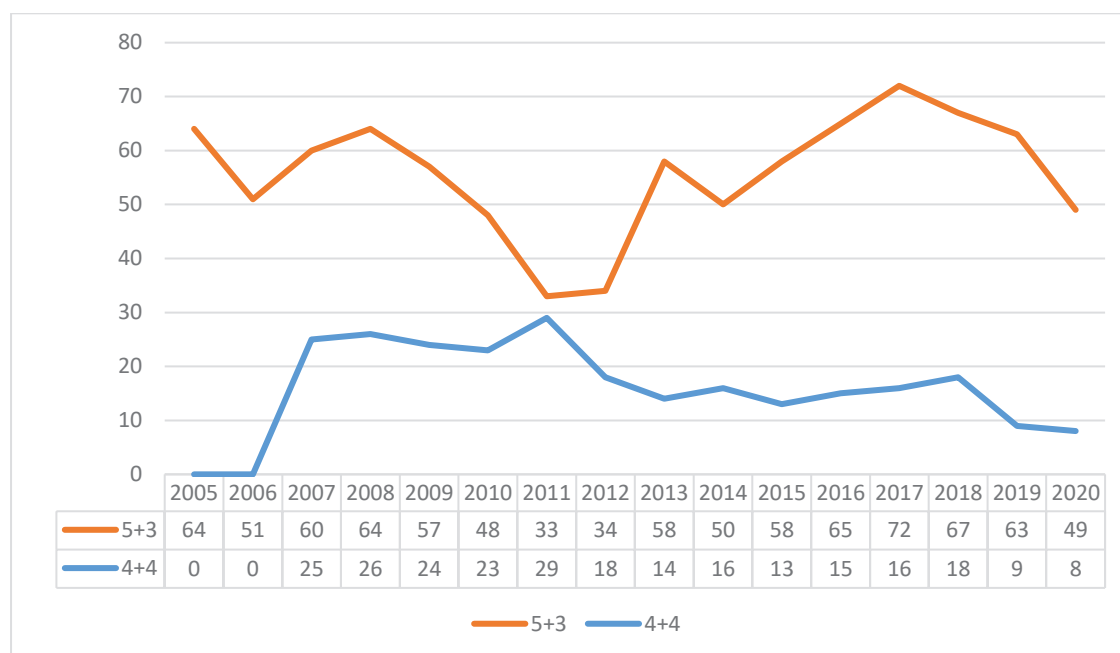
Enrolments and graduates, 2005-2020



Source: Graduate School, Arts, January 2021

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

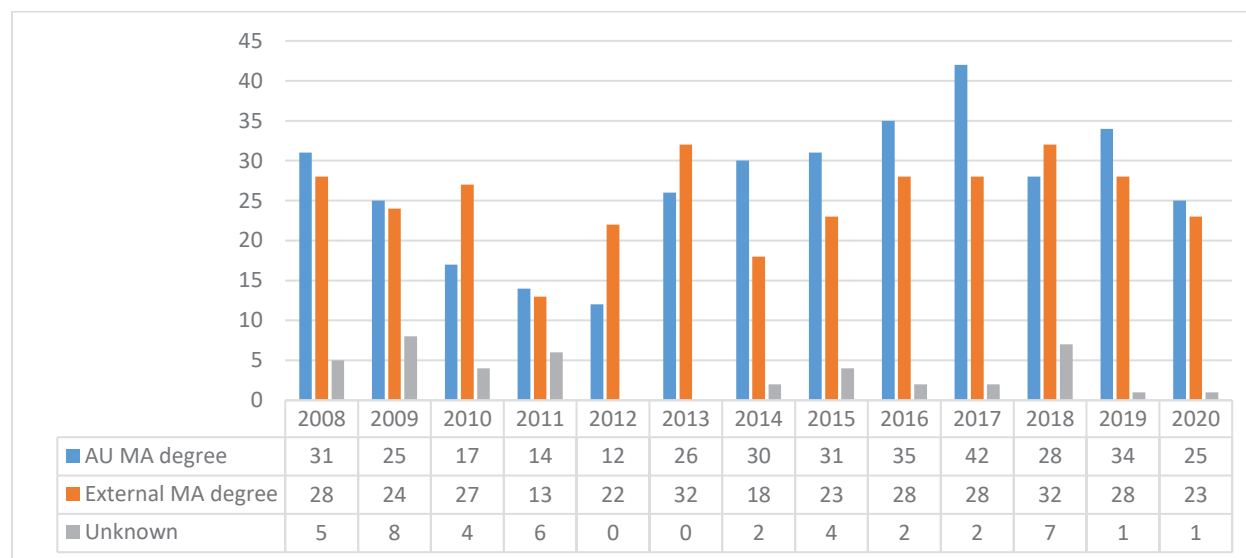
Enrolments divided into 5+3 and 4+4, 2005-2020



Source: Graduate School, Arts, January 2021

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

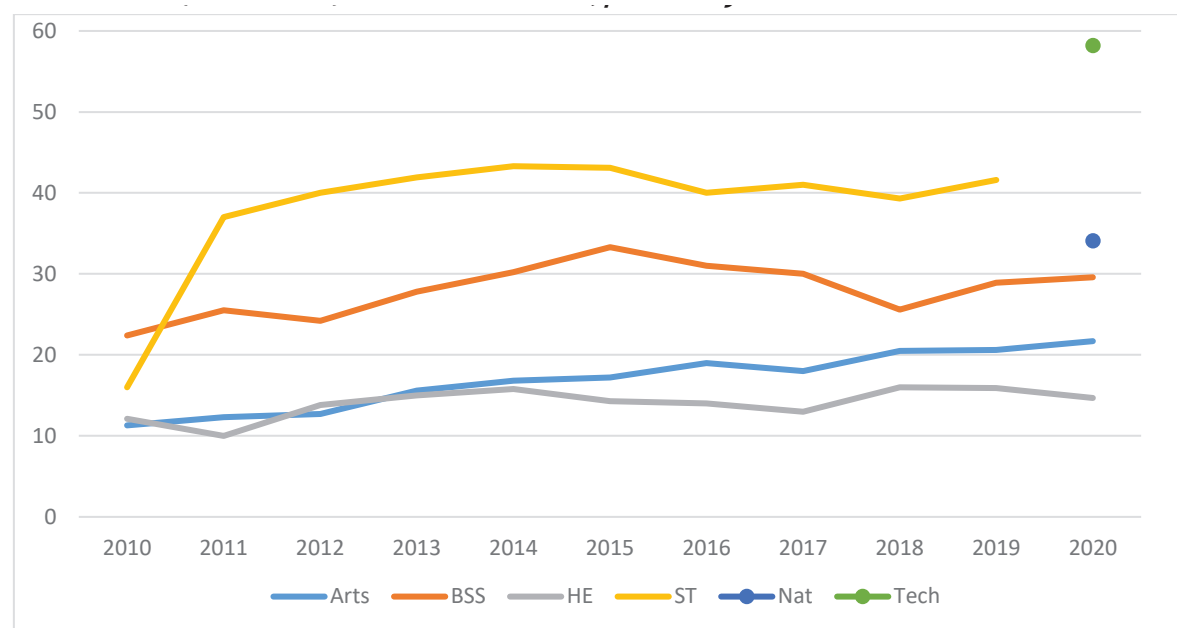
Origin of MA degree of the 5+3 enrolments, 2008-2020



Source: Graduate School, Arts, January 2021

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 Talent Development Unit, January 2021

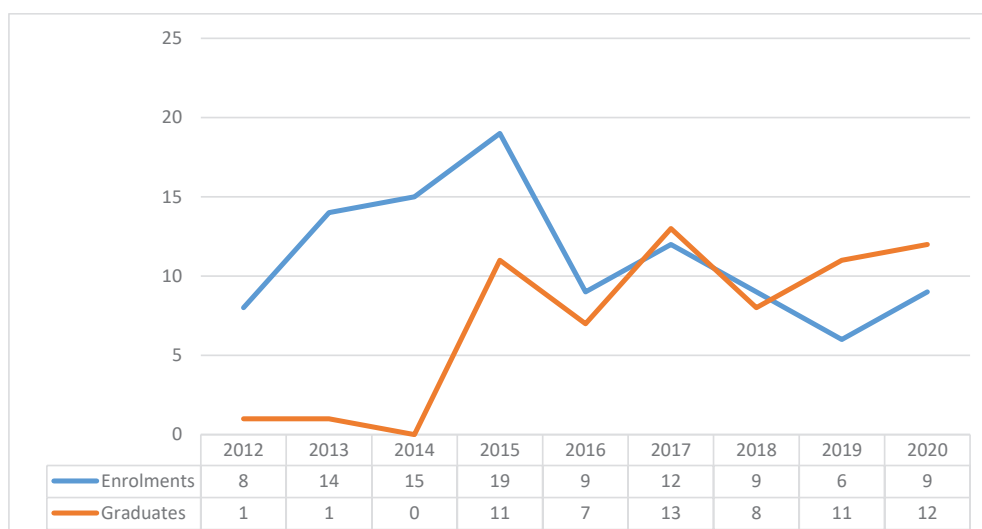
Note: In 2020 Faculty of Science and Technology (ST) was divided into Faculty of Natural Sciences (Nat) and Faculty of Technical Sciences (Tech)

Graduate School, Arts, total number of enrolled PhD students in collaboration with University Colleges 2012 – 2020

	2012	2013	2014	2015	2016	2017	2018	2019	2020
Anthropology, Global Studies and the Study of Religion	0	0	0	0	0	0	0	0	0
Art, Literature and Cultural Studies	0	0	1	4	4	3	3	0	0
Didactics	7	10	19	24	23	22	20	16	16
History, Archaeology and Classical Studies	0	0	0	0	0	0	0	0	0
ICT, Media, Communication and Journalism	0	1	2	4	4	2	4	2	2
Language, Linguistics, Communication and Cognition	0	0	0	1	1	1	0	0	0
Learning and Education	11	15	18	16	15	15	16	10	8
Theology, History of ideas and Philosophy	1	1	1	1	1	1	1	1	0
Total	19	27	41	50	48	44	44	29	26

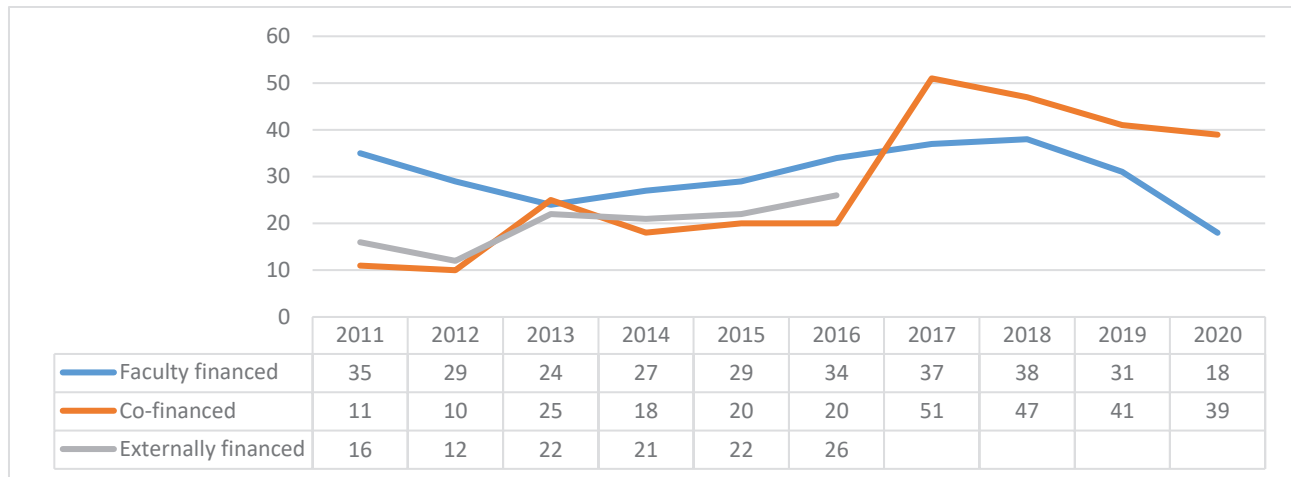
Source: Graduate School, Arts, January 2021

Graduate School, Arts, enrolments and graduates in collaboration with University Colleges 2012-2020



Source: Graduate School, Arts, January 2021

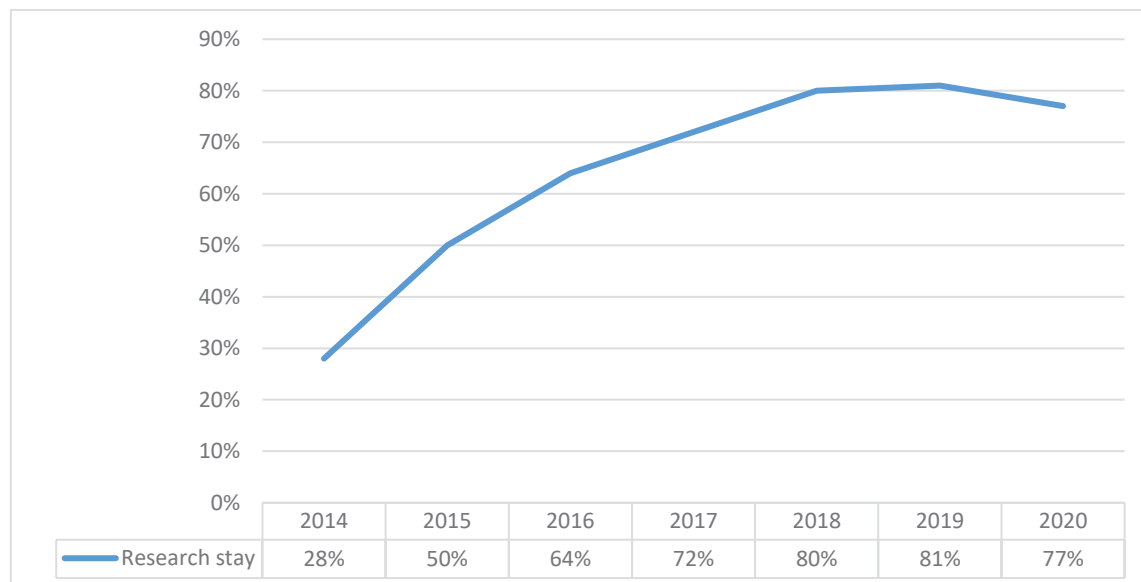
Financing of the PhD students enrolled in 2011-2020 (head count)



Source: Graduate School, Arts, January 2021

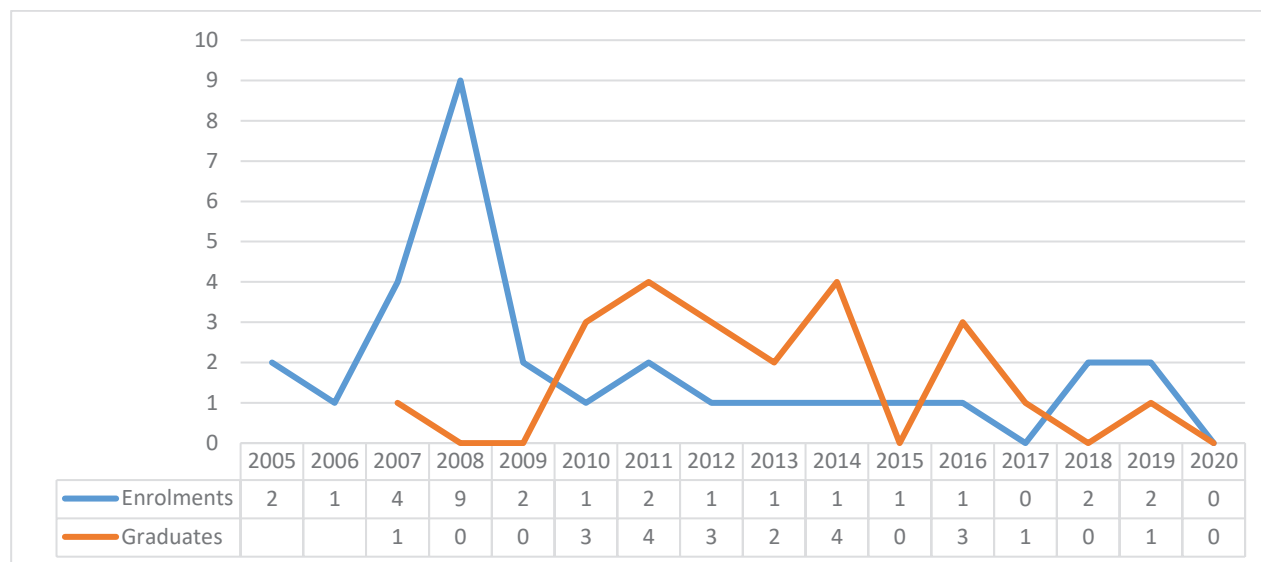
Note: Due to a shift in method of registration from 2017, we no longer register any stipends as solely externally funded (all externally funded PhD students are co-financed with either salary, overhead or educational fee).

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



Source: Graduate School, Arts, January 2021

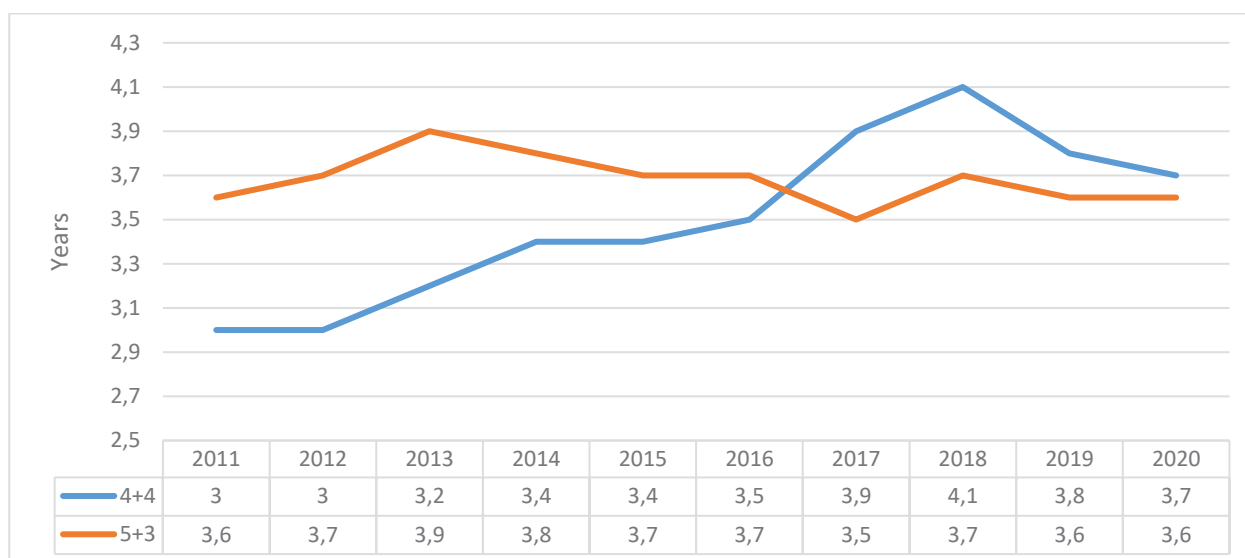
Graduate School, Arts, industrial PhD students, enrolments and graduates 2005-2020



Source: Graduate School, Arts, January 2021

Graduate School, Arts, completion time 2010-2020

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



Source: Graduate School, Arts, January 2021

Note:

- 1) Prior to 2012 PhD students from the programmes based at the Department of Education (Didactics; Learning and Education) are not included.
- 2) The figures exclude one student in 2010 who completed eight years after enrolment, and one student in 2013 who completed 11 years after enrolment.



CONTACT INFORMATION AND WHERE TO LEARN MORE

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

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://phd.arts.au.dk/applicants/open-and-specific-calls/>

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