



# ANNUAL REPORT 2021

GRADUATE SCHOOL, ARTS  
AARHUS UNIVERSITY



AARHUS  
UNIVERSITY

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# WELCOME TO GRADUATE SCHOOL, ARTS

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

This 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](#), the [School of Communication and Culture](#), and the [Danish School of Education](#). The graduate school 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, the 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 2021

2021 was yet another unpredictable year, with the pandemic influencing the activities planned by the graduate school – as well as each of our individual PhD students – in multiple ways. Some of our enrolled PhD students have had to make large alterations in their research set-ups; planned research visits have been made difficult for some and impossible for others; and much of the important dissemination usually done at international conferences has been confined to online formats that are rarely ideal for free and informal exchanges and networking.

Luckily, we have seen creative, technological advancements and our own digital savviness develop at impressive speed, even to the point where we can begin to discuss if insights from the last two years should lead to permanent changes in how we meet, exchange and travel in the future. Which types of travel activities are need-to-have, and where might online gatherings in fact be sufficient, or even preferable? In which ways can online events serve to enhance research networks or more sustainable and globally responsible exchanges in academia? This all requires important consideration both in our graduate school and elsewhere.

However, Covid-19 has undoubtedly had a number of severe long-term effects. Personal costs, concerns and losses will continue to affect many of us. This is reflected by some of the figures in this report, and we should expect to see further consequences in the years to come. In what we hope will prove to be the aftermath of Covid-19, the graduate school will continue to focus on the best ways of supporting our PhD students in the years to come.

That being said, the facts and figures – and exciting new projects and new PhD graduates – from 2021 also testify to the strength and vibrancy of the graduate school. In 2021 we welcomed 53 new PhD students and proudly awarded the PhD degree to 59 graduates. Our intake is decreasing as we are still adapting to budget constraints, but with approximately 233 enrolled students, we are still the largest graduate school for

the arts and humanities in Denmark. I

am also happy to see that the percentage of international and joint degree graduate students is increasing, and I hope and expect that we will soon see a rise once again in the numbers of graduate students who have been able to successfully complete an international research visit during their enrolment. The difficulties associated with studying abroad during the past two years have generated a great deal of concern and frustration for many of our PhD students.

In 2020 we had our lowest-ever intake of 4+4 PhD students, with only 8 enrolments. It is therefore a positive development that we improved the balance by enrolling 12 of these students in 2021. We remain focused on securing both career path opportunities (5+3 and 4+4) in our future recruitment.

In 2021 the graduate school was evaluated by an international assessment panel (pursuant to ministerial order no. 172 of 27 January 2018, cf. section 14 subsection (5) of the University Act). The evaluation provided us with valuable advice and insights on how to further strengthen excellent research and thriving research environments at the Faculty of Arts, and we are well on the way to implementing the improvements to our organisation and procedures that have been suggested.

It is stated in the panel's conclusion that the panel members were impressed by the high-quality doctoral training provided by the graduate school. I am equally impressed by the diverse and creative frontier research thriving in our eight PhD programmes. I can only recommend that you take a moment to study the inspiring project titles of our newly enrolled and recently graduated PhD students. They truly are a pleasure to read.

**Anne Marie Pahuus, Head of Graduate School, Arts**





# ORGANISATION OF GRADUATE SCHOOL, ARTS

The activities of the Graduate School, Arts are based at the two campuses of the Faculty of Arts in Aarhus and in Copenhagen (Emdrup). 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 graduate school, 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 2021. One of the meetings was organised during a two-day seminar at the Sandbjerg Estate together with the team of directors of the PhD programmes and the Arts PhD administration office. In the same vein, the many dialogues up to and during the international assessment panel's visit to Aarhus were shared between the bodies involved in running the graduate school.

- 233 PhD students (31 Dec. 2021)
- 8 PhD degree programmes
- Three-year programme (5+3)
- Four-year programme (4+4)
- Industrial PhD programme

## PhD Programmes

The PhD students at the graduate school are affiliated with relevant research environments, which are organised into [research programmes](#) within the departments. Normally the

PhD students will have the same affiliation as their principal supervisor (at Aarhus Campus or Emdrup Campus in Copenhagen). The graduate school has 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, religion, languages and cognition as well as international development, climate change and digitalisation, the programme offers unique opportunities for the pursuit of new directions in and across the associated disciplines, including areas such as ethnography, identity politics, memory studies, visual anthropology and digital ethnography, contemporary religions and contemplative traditions, medical anthropology, gender studies, pop culture, populism, aging and welfare, democracy, globalisation, transnational mobility, history of religions, the anthropocene, human security and post-conflict studies.

Theoretical interests are founded on a combination of the approaches of social science and the humanities, and range from discourse analysis, phenomenology, constructivism, post-structuralism, practice theory and grounded theory to various comparative, ethnographic, anthropological, sociological and history-based approaches to cognitive science.

### Contact:

Director of the PhD programme: Associate Professor, Lisanne Wilken, [ceklw@cas.au.dk](mailto:ceklw@cas.au.dk)

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

PhD administrator: Anders Gade Jensen, [andersgade@au.dk](mailto: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: Associate Professor Lars Emmerik Damgaard Knudsen [lada@edu.au.dk](mailto:lada@edu.au.dk)

PhD administrator: Minna Elo, [minna.elo@au.dk](mailto: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 and 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; and development aid, sustainable heritage management, environmental history and transnational history. Researchers active within the programme also 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, Magdalena Ewa Naum, [magdalena.naum@cas.au.dk](mailto:magdalena.naum@cas.au.dk)

PhD administrator: Marianne Hoffmeister, [mho@au.dk](mailto: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, philology, rhetoric and semiotics are also included. The programme also 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: Marianne Hoffmeister, [mho@au.dk](mailto: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 institutionalised processes of learning in a wide variety of formal and informal educational settings as well the wider contexts - organisational, 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 both 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](mailto:kava@edu.au.dk)

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

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



## ICT, MEDIA, COMMUNICATION AND JOURNALISM

This PhD programme engages with projects and provides courses within the study of information and communication technology, media, communication 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 are influenced by economic, political, aesthetic, 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](mailto:ibenhave@cc.au.dk)

PhD administrator: Henriette Jaquet, [henriette.jaquet@au.dk](mailto:henriette.jaquet@au.dk)

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

## THEOLOGY, HISTORY OF IDEAS AND PHILOSOPHY

This 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, 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. Researchers are currently working on 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 and 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: Associate Professor, Jakob Bek-Thomsen, [idejbt@cas.au.dk](mailto:idejbt@cas.au.dk)

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

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

# PHD COURSES 2021

The 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 2021 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)
- Introduction to metalwork wear analysis (2 ECTS)
- Anthropology matters (1 ECTS)
- Visceral fields (1.5 ECTS)
- The state of the humanities (0.5 ECTS)
- Diving into R for data analysis (1 ECTS) (NB: not held)
- Getting sharper: using models for precision and clarity (2.5 ECTS) (NB: not held)

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

- Rhythm: Affect, technology, aesthetics (online) (4 ECTS)
- Writing of journals in the fields of art (online) (2 ECTS)
- Intersectional imagination: issues of representation and diversity in European theatre (1 ECTS)
- Heritage activism (3 ECTS)
- Aesthetic seminar (1 ECTS)
- Workshop on analysis of interview data (0.5 ECTS)
- Hermes PhD course: space, affect, memory (4 ECTS)
- Ecocriticism, communication ecology and mobility: representations of history and landscapes in the Caribbean and beyond (2 ECTS)
- Introductory course in research (3 ECTS)

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

- Crafting ethnography (4 ECTS)
- Vergnaud's theory of conceptual fields (2 ECTS)
- Technology, subjectivity and affectivity (3 ECTS)
- Research design and applied data analysis for quantitative social sciences and education studies (3 ECTS)
- Analysing practice and policy in educational institutions: theoretical and professional dilemmas for research (3 ECTS)
- European universities in a shifting global context (3 ECTS)
- Improve your research - Academic search, data management and scholarly communication for PhD students (1 ECTS)
- Phenomenology (3 ECTS) (NB: postponed to 2022)
- Arts-based research (3 ECTS) (NB: postponed to 2022)

## **History, Archaeology and Classical Studies:**

- Rules, resources, reflections (1 ECTS)
- Den gode indledning til din ph.d.affhandling (4 ECTS)
- New perspectives on archive archaeology (1 ECTS)
- Urban resilience in the ancient world (1 ECTS)
- Reuse practices in Roman and late-antique cities (1 ECTS)
- Doctoral training at HAC (1 ECTS)
- Archaeological and historical network research (1.5 ECTS)
- Qualitative research interview for beginners (1 ECTS)
- Rules, resources, reflections (1 ECTS)
- Career workshop: history, archaeology and classical studies (0.5 ECTS) (NB: postponed to 2022)
- PhD writing retreat at Sandbjerg (4 ECTS) (NB: postponed to 2022)

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

- Web archives and web archiving (online) (3 ECTS)
- Doctoral training (2 ECTS)
- Researching transnational television (3 ECTS)
- EUSSET summer school (7.5 ECTS)



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

- Workshop on statistics in linguistics: introduction to R, tidyverse and linear models (1 ECTS) (NB: postponed to 2022)
- Basis 1: Introduction to linguistic research (4 ECTS) (NB: postponed to 2022)

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

- Empiriværkstedet (3 ECTS)
- Political ontology (1 ECTS)
- Political theory and intellectual history (2.5 ECTS)
- Philosophy and normativity (1.5 ECTS)
- Exploring the second-person perspective (online) (2.5 ECTS)
- Et forskningsprojekts livscyklus - delprocesser og GDPR-compliance (online) (1 ECTS)
- Relational ontology in Luther, Kirkegaard and Løgstrup (2.5 ECTS)
- Forskningsprojekter og GDPR (1 ECTS)

**Joint courses:**

- Forskningsintegritet og etik på dansk/engelsk (1.5 ECTS)

In 2021 the following transferable skills courses were offered (in collaboration with the Centre for Educational Development)

**Mandatory:**

- Introduction to PhD supervision for PhD students (0.5 ECTS, 50 participants)
- Introduction to university teaching for PhD students, ITU (2 ECTS, 45 participants)

**Offered:**

- Introduction to research writing (2 ECTS, 19 participants)
- Conference presentations: preparation and delivery (1.5 ECTS, 13 participants)
- Literature search and reference management (State Library) (1 ECTS, 7 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](#).

# PHD ENROLMENTS 2021

In 2021 Graduate School Arts enrolled a total of 53 new PhD students.

2021	Enrolments	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	0	1	30	5	2
Art, Literature and Cultural Studies	6	2	4	0	0	29	3	3
Didactics	8	0	8	0	0	44	7	1
History, Archaeology and Classical Studies	8	1	7	2	3	31	2	6
ICT, Media, Communication and Journalism	5	0	5	2	2	31	3	2
Language, Linguistics, Communication and Cognition	5	3	2	0	0	31	3	2
Learning and Education	10	1	9	3	3	32	6	4
Theology, History of ideas and Philosophy	4	1	3	1	1	30	2	2
<b>Total</b>	<b>53</b>	<b>12</b>	<b>41</b>	<b>8</b>	<b>10</b>	<b>33</b>	<b>31</b>	<b>22</b>

Source: Graduate School, Arts, January 2022.

Note: \*Mean age at commencement of study.

Two doctoral theses have been handed in under §15, part 2 on the programmes ICT, Media, Communication and Journalism and Anthropology, Global Studies and the Study of Religion. The individuals concerned are not included in the table above.



## Anthropology, Global Studies and the Study of Religion

**Johanne Methmann Tarpgaard, Denmark (supervisor Heather Anne Swanson)**

Plastic Pollution in the Pacific Ocean and beyond (A part of BLUE: More-than-Human Ethnographies of Oceans in Crisis)

**Fine Brendtner, Germany (supervisor Nils Ole Bubandt)**

Fragile companions of the vanishing Now – a multispecies ethnography of pteropods in acidifying Icelandic waters

**Kenni Hede, Denmark (supervisor Christian Suhr)**

Næstekærlighed, dannelse og demokratiforståelse i Gellerup: En antropologisk undersøgelse af tilblivelsen af en højskole i et udsat boligområde

**Emilie Jensen, Denmark (supervisor Janne Flora)**

Heterogeneous clocks: An examination of the temporal dynamics of life and knowledge production among scientists and hunters in Greenland

**Maja Kirstine Dahl Jeppesen, Denmark (supervisor Michael Eilenberg)**

The public-private state: Public authority and private sector participation in the Kenyan water sector

**Tanja Kanne Wadsholt, Denmark (supervisor Lisanne Wilken)**

Excluding knowledge. Internationalisation between usefulness and ethics

**Emma Cecilie Sørlie Jørgensen, Denmark (supervisor Marianne Schleicher)**

Gender Fluidity in Old Norse Mythology and Culture

**Lauritz Holm Petersen, Denmark (supervisor Uffe Schjødt)**

Behavioral and Attitudinal Effects of End Time Belief

## Art, Literature and Cultural Studies

**Julia Tonsberg, Denmark (supervisor Annelis Kuhlmann)**

The Royal Danish Theatre in Shifting Political Landscapes

**Tilde Mønsted Kristensen, Denmark (supervisor Ane Hejlskov Larsen)**

Hans Smidth i kunsthistoriografiens blinde vinkel

**Marie Naja Lauritzen Dias, Denmark (supervisor Lotte Philipsen)**

Den Pixelerede krig - Kunstneriske behandlinger af den nye billedkrig

**Sebastian Ørtoft Rasmussen, Denmark (supervisor Lis Møller)**

A Dizzying Perspective: Geological Sensibility at the Dawn of the Anthropocene

**Sebastian Egholm Lund, Denmark (supervisor Frits Andersen)**

Skalarejser – Tid i underjordisk litteratur (1864-1900)

**Alexander Ulrich Thygesen, Denmark (supervisor Hans Lauge Hansen)**

Chile Woke up! Interconnections of Cultural Memory and Activism During the Social Crisis in Chile

## Didactics

**Anne Bock, Denmark (supervisor Dan Ringgaard)**

Skrivendannelse - det dannelsesmæssige potentiale ved skrivning i folkeskolens ældste klasser

**Line Kjærgaard Larsen, Denmark (supervisor Kristine Kabel and Helle Pia Laursen)**

Udvikling af elevers skrivning gennem undervisning i tekstsammenhæng – Hvordan elever i dansk på mellemtrinnet kan støttes i at skrive bedre tekster

**Julie Vangsøe Færch, Denmark (supervisor Uffe Thomas Jankvist)**

Udvikling og evaluering af grundskoleelevers matematiske kompetencer via digitale opgaveportaler

**Stine Gerster Johansen, Denmark (supervisor Uffe Thomas Jankvist)**

Almindelse og elevers statistiske ræsonneren med brug af digitale teknologier

**Maria Møller, Denmark (supervisor Tomas Højgaard)**

Kompetenceorienteret integreret STEM-undervisning

**Anders Simmelkier Laraignou, Denmark (supervisor Helle Rørbech and Anna Karlsson Skyggebjerg)**

Danskfagets køn: Forhandling, forvandling og forgrening – En kønskritisk intervention i grundskolens litteraturarbejde

**Stine Heger, Denmark (supervisor Anna Karlsson Skyggebjerg)**

Børns skrivelyst i fritid og skole - fiktions-skrivningens potentiale

**Nadia Raphael Rathje, Denmark (supervisor Jonas Andreassen Lysgaard)**

Uddannelse for bæredygtig udvikling i skolens praksis

## History, Archaeology and Classical Studies

**Jacob Villum Clausen, Denmark (supervisor David Charles Harvey)**

Cultural heritage sites in Danish forests during the green transition

**Laurits Støvring Andreassen, Denmark (supervisor Felix Riede)**

An earth system model based evaluation of the impact of Laacher See volcanic eruption on the climate system and its consequence for human settlements in Europa

**Rowan English, United Kingdom (supervisor Søren Michael Sindbæk)**

The North Sea, the Mediterranean, and the Indian Ocean – using ivory to reveal networks of trade and packages of goods in the early medieval period.

**Emil Schou Nielsen, Denmark (supervisor Trine Kellberg Nielsen)**

Rekonstruktion af Neandertalernes grænseland

**Marie Hélène Van De Ven, Netherlands (supervisor Vinnie Nørskov)**

Recontextualising illicitly obtained indigenous art: the Apulian red-figured vases

**Rhiannon Garth Jones, United Kingdom (supervisor Rubina Raja)**

Early 'Abbāsid use of Graeco-Roman traditions to project imperial authority and power: a reassessment of the material culture and written sources

**Bjarke Hellemann Weiss, Denmark (supervisor Nina Javette Koefoed)**

Borgerlig identitetsdannelse, religion og medborgerskab, ca. 1770-1799

**Klaus Tolstrup Petersen, Denmark (supervisor Karen Gram-Skjoldager)**

Den sønderjyske bevægelse i Danmark 1864-1914 – det sønderjyske spørgsmål som katalysator for national identitet og selvforståelse

## ICT, Media, Communication and Journalism

**Asbjørn Malte Pedersen, Denmark (supervisor Claus Bossen)**

Making Data Work Visible: Knowledge, Skills and Professions in Transformation Within Healthcare

**Astrid Meyer, Denmark (supervisor Anders Albrechtslund)**

Tracked Wandering: Using Empirical Ethics to Address Surveillance Technology's Role in Providing Good Care for People with Dementia

**Minke Nouwens-Bromann, Netherlands (supervisor Peter Dalsgaard)**

Accounting for Time: Towards a temporal method toolbox to better understand the impact of digital and analog tools on the idea generation, management, and exchange of artists and designers

**Ignacio Garnham, Chile (supervisor Rachel Charlotte Smith and Ole Sejer Iversen)**

Designing the Social Life of Algorithms - Tracing Selective Pressures in the Design Processes Shaping Human-Machine Relations

**Janet Frances Rafner, United States, Denmark (supervisor Kristian Tylén)**

Exploring Human-AI Interaction in Hybrid Intelligence and Creativity through Crowdsourcing and Games

**Miriam Brems, Denmark (supervisor Unni From)**

Supplement eller substitution? Brugernes motivationer for at opsøge og deres forhandlinger af alternative og mainstreammedier

## Language, Linguistics, Communication and Cognition

**Birgitte Poulsen, Denmark (supervisor Ocke-Schwen Bohn)**

Speech perception in seniors at the segmental and suprasegmental levels

**Line Elgaard Kruse Danielsen, Denmark (supervisor Mikkel Wallentin)**

Semantic dimensions of depression in language and brain

**Jonathan Mastai Husum, Denmark (supervisor Susana Silvia Fernández)**

Hybrid linguistic practices and hybrid identities in the bilingual borderlands of southern South America: The case of the contact language Português

**Peter Thestrup Waade, Denmark (supervisor Christoph Mathys)**

Contextualizing Confidence: An Empirical Investigation of Socially Contingent Self-Beliefs

**Ida Marie S. Lassen, Denmark (supervisor Kristoffer Laigaard Nielbo)**

Restrained Fabulae - Unbiasing Automated Assessment through Soft Break-down of Performance

## Learning and Education

**Trine Møbius Sørensen, Denmark (supervisor Kirsten Elisa Petersen)**

På kanten af fællesskabet - en empirisk undersøgelse af elevers muligheder for deltagelse, læring og trivsel i folkeskolens almenundervisning efter indlæggelse i psykiatrien

**Thomas Gylling-Andersen, Denmark (supervisor Dorte Kousholt)**

Omsorgskulturer blandt børn i fællesskaber

**Christoffer Schultz, Denmark (supervisor Kirsten Elisa Petersen)**

Pædagogisk faglighed i ungdomsklubberne og dens betydning for unges hverdags- og ungdomsliv

**Pernille Svare Nygaard, Denmark (supervisor Ning de Coninck-Smith)**

Professional Women at Aarhus University. A cultural-theoretical and cultural-historical study of everyday life of female students at the profession-oriented educations at Aarhus University 1938-1968

**Rasmus Klokke, Denmark (supervisor Felix Weiss)**

Finding the right words: Differences in the written work of ethnic minority and ethnic majority students as a source of inequality in academic achievement

**Natalya Steane, United Kingdom (supervisor Susan Wright)**

Comparative analysis of internationalisation policies and strategies of Coventry University and Aarhus University as tools of public diplomacy

**Hatice Nuriler, Turkey (supervisor Søren Smedegaard Bengtsen)**

Being a phd student in humanities in denmark: making doctoral research relevant for oneself and the society

**Katrine Puge, Denmark (supervisor Bjarne Wahlgren)**

På vej mod udviklingsorienteret skolekultur - Analyse af skoleudviklingsprocesser





**Rasmus Harsbo, Denmark (supervisor Katja Brøgger)**  
The Neo-Nationalist Turn in Polish Higher Education

**Ester Zangrandi, Italy (supervisor Katja Brøgger)**  
Emmanuel Macron's Higher Education Policy: Caught in Between Internationalisation and Neo-Nationalist Trends

## Theology, History of Ideas and Philosophy

**Johannes Lundberg, Denmark (supervisor Christian O. Christiansen)**  
The Shareholder Dispositive. Financial Capitalism and Institutional Investors' Response to the Climate Crisis

**Hannah Lang, Denmark (supervisor Anders Moe Rasmussen)**  
Fødsels indgang til eksistensen. En undersøgelse af fødsels eksistensfilosofi med udgangspunkt i Søren Kierkegaard

**Anat Shapiro, Israel (supervisor Elisa Uusimäki)**  
Travel and Movement in Jonah: Running from Authority to Free Will

**Mikael Brorson, Denmark (supervisor David Bugge)**  
Kierkegaard & The Narrated Self



# PHD GRADUATES 2021

In 2021 the graduate school enrolled a total of 53 new PhD students.

2021	Graduates	4+4	5+3	Non-Danish MA degree	Non-Danish citizenship	Mean age*	Female	Male
Anthropology, Global Studies and the Study of Religion	11	3	8	4	5	34	6	5
Art, Literature and Cultural Studies	5	1	4	0	0	34	3	2
Didactics	10	0	10	0	0	47	4	6
History, Archaeology and Classical Studies	11	2	9	3	3	33	5	6
ICT, Media, Communication and Journalism	6	2	4	0	1	38	3	3
Language, Linguistics, Communication and Cognition	2	0	2	0	1	33	0	2
Learning and Education	8	0	8	0	0	43	6	2
Theology, History of ideas and Philosophy	6	2	4	0	1	37	0	6
<b>Total</b>	<b>59</b>	<b>10</b>	<b>49</b>	<b>7</b>	<b>11</b>	<b>38</b>	<b>27</b>	<b>32</b>

Source: Graduate School, Arts, January 2022.

Note: \*Mean age at graduation.

## Anthropology, Global Studies and the Study of Religion

**Maria Nielsen, Denmark (supervisor Line Dalsgård)**

Suspended in time: An ethnography of the temporal nature of infrastructure

**Mikel Johannes Hubertus Venhovens, Netherlands (supervisor Maria Elisabeth Louw)**

De Facto-ness: Anxious Borderlands, Uncertainty and De Facto-ness in the Contemporary Republic of Abkhazia

**Ulrik Høj Johnsen, Denmark (supervisor Cameron David Warner)**

Following Tara – Unveiling the values of ethnographic museum artefacts

**Thomas Christian Mikkelsen, Denmark (supervisor Michael Eilenberg)**

Tales from the ponscape - Living among the ruins of large-scale aquaculture in Tarakan, Indonesia

**Jasmin li Sabai Günther, Germany (supervisor Ton Otto)**

The Movement of Things: Tracing Eighteenth-Century Polynesian Artefacts from HMS Pandora

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

Things Fall Apart: Coming to Terms with Old Age, Solitude, and Death Among Elderly Tibetans in Exile

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

Shamanism and change among the Kulina (Arawá) (Peruvian Amazon): an ethnography

**Charlotte Ettrup Christiansen, Denmark (supervisor Line Dalsgård)**

Literary free spaces: Vulnerability, shared reading and selfhood in Denmark

**Prakruti Ramesh, India (supervisor Uwe Skoda)**

Making a Public Aesthetic: Heritage, Humour and Regional Identity in Goa

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

"After all there was a war and there is no such thing as the perfect solution." Danish members of IFOR/SFOR and the subnational implementation of positive peace in post-war Bosnia and Herzegovina, 1995-2003

**Anne Agersnap, Denmark (supervisor Kirstine Helboe Johansen)**

Collective Testimonies to Christianity and Time – A collection and large-scale text study of 11,955 Danish sermons from 2011-2016

## Art, Literature and Cultural Studies

**Christiane Særkjær, Denmark (supervisor Ane Hejlskov Larsen)**

Eksperiment, dialog, kunst – en eksperimentel undersøgelse af ny museumsformidling

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

Kuratoriske forhandlinger om kunstmuseets rolle under kontemporaneitetens vilkår - udfoldet i en udstilling om billedkunstner Sonja Ferlov Mancoba

**Jakob Gaardbo Nielsen, Denmark (supervisor Jakob Ladegaard)**

Imagining the corporate person: Joint-stock enterprise in Victorian and Edwardian literature

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

The Life of Kingdoms: Staging Royal Succession in Caroline Drama

**Lea Grosen Jørgensen, Denmark (supervisor Lis Møller)**

Skjalde og skjaldskab. En komparativ analyse af den norrøne skjald hos Adam Oehlenschläger og N. F. S. Grundtvig

## Didactics

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

Med ryggen til fremtiden: Konstruktionen af karrierespørgsmålet i gymnasiets læreplaner

**Anne Krøger, Denmark (supervisor Jens Rasmussen)**

Samarbejde i skolen - en empirisk undersøgelse af, hvordan samarbejde tematiseres i kommunikationen i et kommunalt dansk skolesystem med fokus på, om og hvordan samarbejde bidrager til kobling mellem professionelles praksis og elevers læring

**Ronni Laursen, Denmark (supervisor David Reimer and Lars Qvortrup)**

A Sociological Investigation of Governance through a Mandatory Learning Management System and Practice in Primary and Lower Secondary Schools

**Chung Kim, Denmark (supervisor Sune Frølund)**

Læreren som moralsk aktør og undervisningens etik: En interdisciplinær undersøgelse

**Henrik Kasch, Denmark (supervisor Karen Bjerg Petersen and Karen Lund)**

Cross-pollinating Universal Design for Learning and Computer-assisted Language Learning: A Case Study

**Martin Kjær Hornsgaard, Denmark (supervisor Niels Bonderup Dohn)**

Nytteværdi som motivator i naturfag - et studie af utility value interventionens effekt på motivation og faglige præstationer i 8. klasses fysik/kemi

**Dorthe Carlsen, Denmark (supervisor Jeppe Bundsgaard)**

Danskdidaktiske forståelsesmåder

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

Undervisning med litteraturlæremidler på mellemtrinnet



**Ingi Heinesen Højsted, Denmark (supervisor Uffe Thomas Jankvist)**

Toward marvels in dynamic geometry teaching and learning: Developing guidelines for the design of didactic sequences that exploit potentials of dynamic geometry to foster students' development of mathematical reasoning competency

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

Trivialiteter, forstyrrelser og indikatorer: Ledelse på en skolereforms ikkeplanlagte/performative effekter

## History, Archaeology and Classical Studies

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

Politik og pensler - Guldalderkunst-

nere og politik i dansk billedkunst fra 1830'erne til 1860'erne

**Mathias Paul Bjørnevad Jensen, Denmark (supervisor Felix Riede)**

A biographical analysis of Mesolithic hoarding in southern Scandinavia

**Rowan Jackson, United Kingdom (supervisor Felix Riede/Andrew Dugmore, Edinburgh)**

A Natural Experimental Approach to Vulnerability, Resilience and Adaptation in Historic Greenland

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

Leprosy in Medieval Denmark: An enigmatic disease under investigation

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

Urban Elite Culture. A Survey and Methodological Study of Aristocracy and Civic

Elites in Trading Towns of the Southwestern Baltic (12th-14th c.).

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

The Ghosts of Archaeologies Past: Innovations, developments, and movements of excavation practices in Danish towns

**Nikoline Sauer, Denmark (supervisor Rubina Raja)**

An Archaeological Approach to ArchaicRome (6th-Early 5th Century BC): A Case Study of an Archaic Site in the Caesar's Forum Area

**Kristine Dyrmann, Denmark (supervisor Nina Javette Koefoed)**

Salondiplomati og politisk selskabelighed - Kvinderne i reformkredsen som politiske aktører 1784-1797

**Simon Rastén, Denmark (supervisor Niels Brimnes)**



'The Cleanest Town in India' Danish Colonialism and Urban Governance in Serampore, c. 1800-1845

**Frederik Lyng Vognsen, Denmark (supervisor Bjørn Poulsen)**  
Borttagelse som praksis i senmiddelalderens Danmark, 1400-1536

**Christian Ringskou, Denmark (supervisor Mikkel Thelle)**  
Købstaden og den nye by. Ringkøbing og Skjern i afhængige og uafhængige variabler 1880-1921

## ICT, Media, Communication and Journalism

**Søren Rasmussen, Denmark (supervisor Bodil Marie Stavning Thomsen)**  
The Signalitic Anarchic: New Perspectives on Representation, Temporality, and Knowledge Mobilisation in Interaction Design

**Jeanette Falk Olesen, Denmark (supervisor Kim Halskov)**  
How Game Jams and Hackathons Accelerate Design Processes

**Gabriel Pereira, Brazil (supervisor Christian Ulrik Andersen and Annette Markham)**  
Struggling with Algorithmic Seeing: Hegemonic Computer Vision and Antagonistic Practices

**Susanne Holm, Denmark (supervisor Finn Olesen)**  
Patientcenteret radiografi – mellem menneske og teknologi

**Ane Kathrine Lolholm Gammelby, Denmark (supervisor Stine Liv Johansen and Claus Bossen)**  
Why people sometimes consult Facebook rather than their doctors. Devils in the detail, method to the madness

**Troels Gregersen Østergaard, Denmark (supervisor Unni From)**  
Popular music journalism in the digital age. A cross-national content analysis of popular music journalism in Danish and German news media

## Language, Linguistics, Communication and Cognition

**Kristoffer Friis Bøegh, Denmark (supervisor Peter Bakker)**  
Crucian Creole - A sociohistorical and linguistic analysis of the English-lexifier contact language of St. Croix, Virgin Islands

**Jeroen Willemsen, Netherlands (supervisor William McGregor)**  
A Grammar of Reta

## Learning and Education

**Lærke Testmann, Denmark (supervisor Dorte Kousholt)**  
Konflikter og fællesskaber blandt børn i skolen – perspektiver på inklusion som kontinuerlig udfordring

**Anne Suhr, Denmark (supervisor Ditte Winther-Lindqvist)**  
Sorggrupper i de danske skoler: En socialpsykologisk undersøgelse af grundlæggende antagelser bag etablering af sorggrupper for børn i danske skoler

**Pernelle Rose Hansen, Denmark (supervisor Ditte Alexandra Winther-Lindqvist)**  
Samtalegrupper for børn med skilte forældre: Social repræsentations teoretiske analyser af samtalegrupper på danske skoler

**Emil Smith, Denmark (supervisor David Reimer)**  
The Role of Schools and Classrooms in Shaping Inequality in Educational Outcomes

**Casper Thrane, Denmark (supervisor Karen Wistoft)**  
Smag som didaktisk element i stx-gymnasiets faglige samspil - Et effektivhedsstudie af dansk- og kemiklassers faglige samspil om, med og for smag

**Kira Saabye Christensen, Denmark (supervisor Eva Gulløv)**  
Vanskelige forbindelser. En institutionel etnografi om børns bevægelser fra børnehaven til skole.

**Mette Marie Vad Karsten, Denmark (supervisor Cathrine Hasse)**  
Dislocating Promises. How Digitization Organizes and How Organizations Digitize in Fire Safety

**Dorethe Bjergkilde, Denmark (supervisor Dorte Staunæs)**  
Ledelse og organisering af fællesskabende forandringsprocesser i folkeskolen: Læsninger af tilblivelser, tærskler og fravær i skolen

## Theology, History of Ideas and Philosophy

**Tobias Dias, Denmark (supervisor Dorte Jørgensen)**  
Morphology of the Revolution: Elementarism, Artistic Research, and the International Constructivists, 1918-1939

**Niels Wilde Langballe, Denmark (supervisor Anders Moe Rasmussen)**  
Isotopography. Kierkegaard's Topological Realism

**Jakob Due Lorentzen, Denmark (supervisor Dorte Jørgensen)**  
The Art of Dwelling  
**Oliver Quick, United States (supervisor Johanna Seibt)**  
Sympathizing and Empathizing With the Robotic Other

**Lars Viftrup, Denmark (supervisor Peter Lodberg)**  
Den urbane kirke. En teologisk undersøgelse af byen som ramme for kirkelig-kommunal samskabelse

**Søren Carsten Light Lorenzen, Denmark (supervisor Jan Dietrich)**  
Spoken into Being: Names, Name, and the Constitution of the Self in the Hebrew Bible

# GRADUATE SCHOOL, ARTS, NUMBERS AND FIGURES

Graduate School, Arts, total number of enrolled PhD students as of December 2021

2021	Enrol- led	4+4	5+3	Non- Danish MA degree	Non- Danish citizen- ship	Mean age*	Female	Male
Anthropology, Global Studies and the Study of Religion	41	12	29	6	9	32	32	9
Art, Literature and Cultural Studies	33	8	25	5	6	33	21	12
Didactics	30	2	28	1	2	45	25	5
History, Archaeology and Classical Studies	30	5	25	7	9	33	14	16
ICT, Media, Communication and Journalism	17	3	14	5	7	31	8	9
Language, Linguistics, Communication and Cognition	21	11	10	1	2	31	12	9
Learning and Education	39	3	36	4	7	35	21	18
Theology, History of ideas and Philosophy	22	8	14	2	3	31	12	10
<b>Total</b>	<b>233</b>	<b>52</b> <b>22.3 %</b>	<b>181</b> <b>77.7 %</b>	<b>31</b> <b>13.3 %</b>	<b>45</b> <b>19.3 %</b>	<b>34</b>	<b>145</b> <b>62.2 %</b>	<b>88</b> <b>37.8 %</b>

Source: Graduate School, Arts, January 2022,

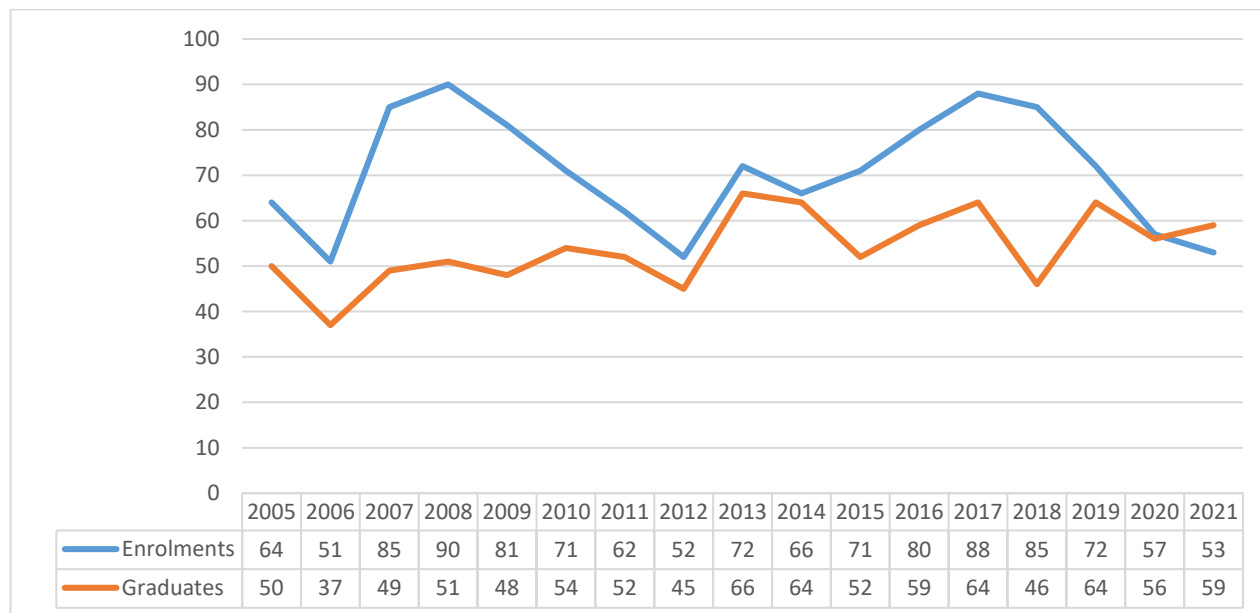
Note: \*Mean age as at 31.12.2021,







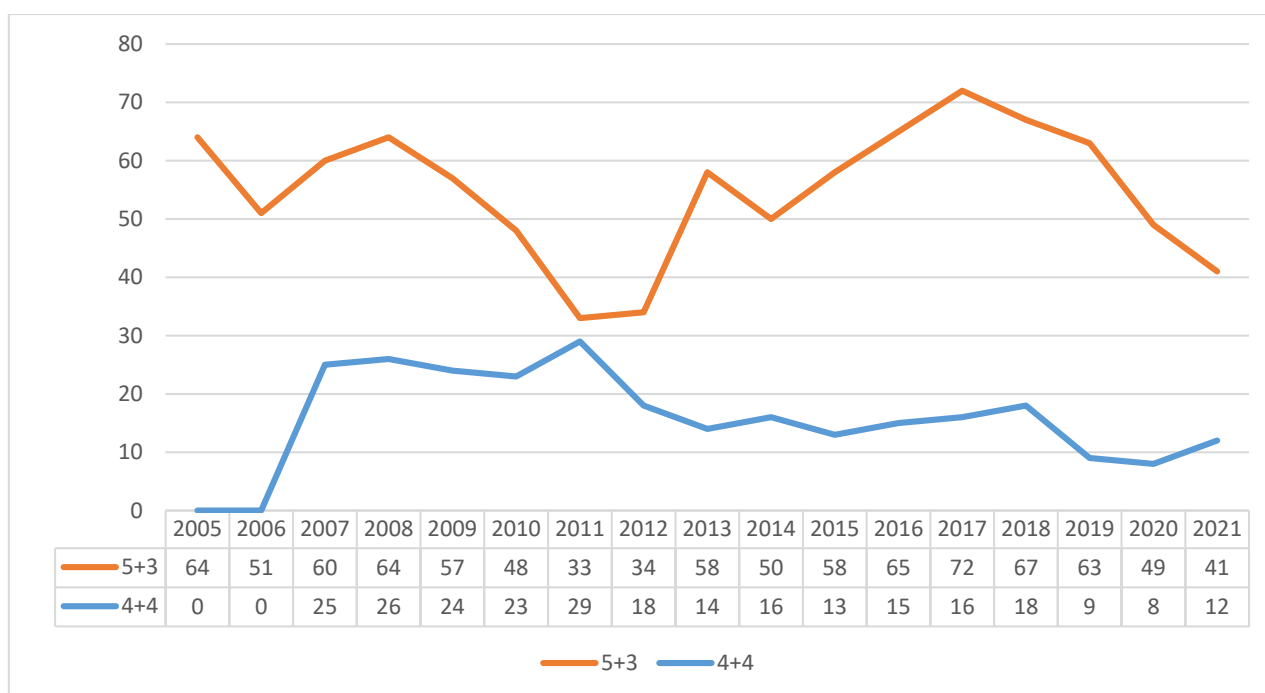
## Graduate School Arts, enrolments and graduates 2005-2021



Source: Graduate School, Arts, January 2022.

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

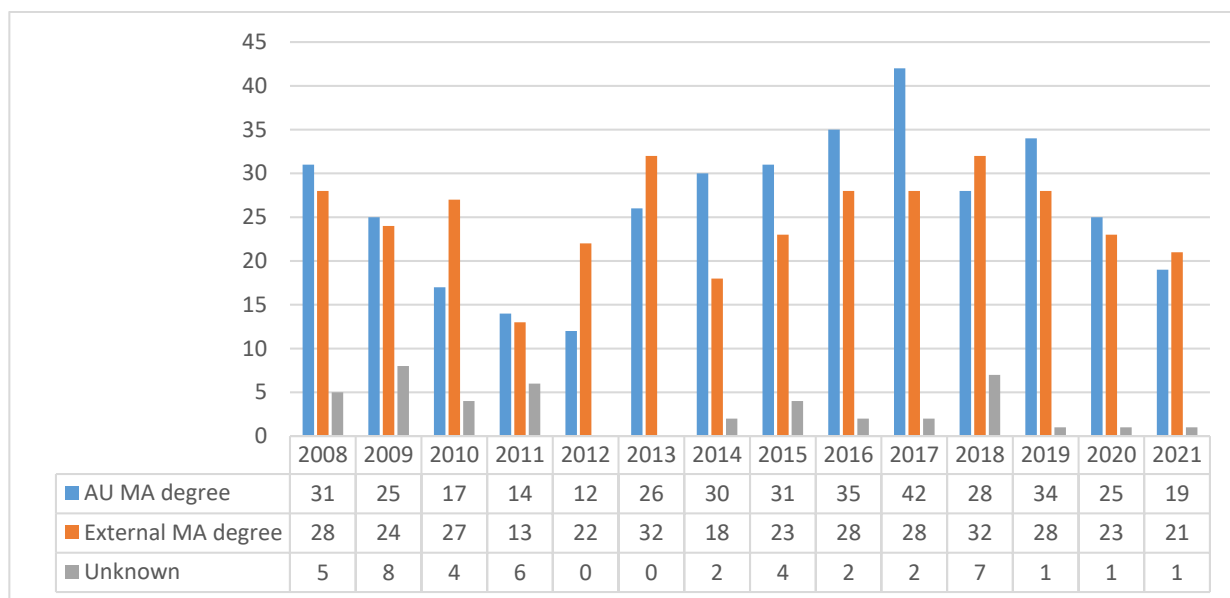
## Graduate School Arts, enrolments divided into 5+3 and 4+4, 2005-2021



Source: Graduate School, Arts, January 2022.

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

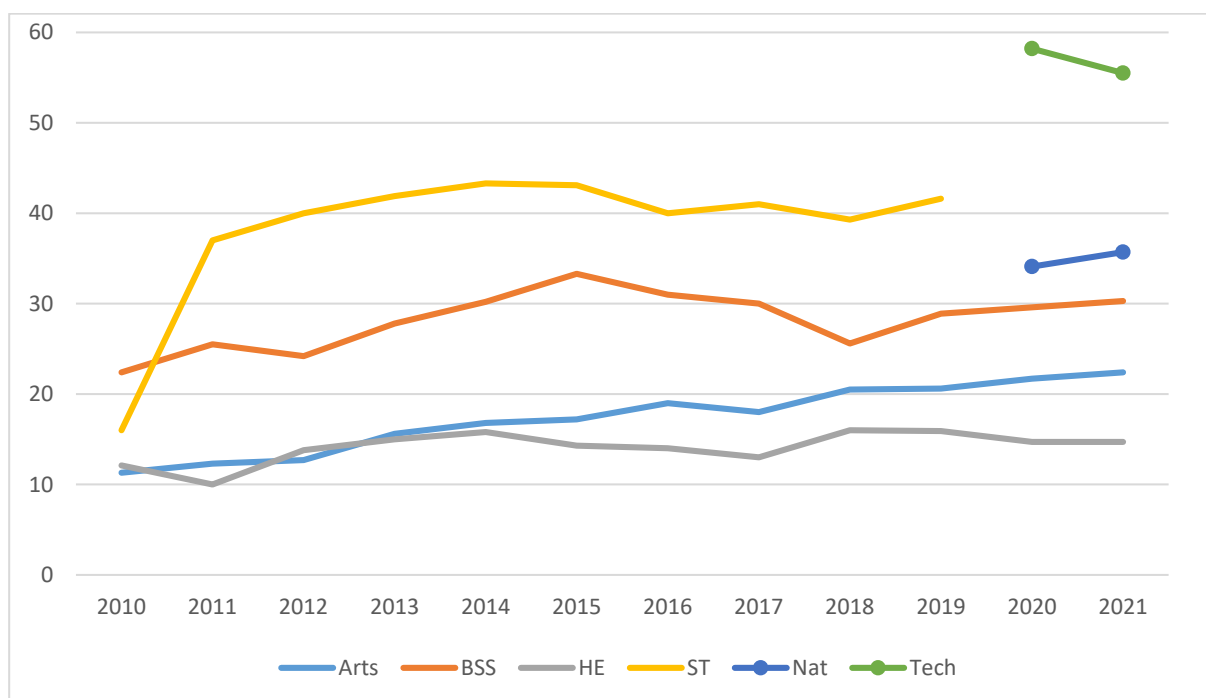
## Origin of MA degree of the 5+3 enrolments 2008-2021



Source: Graduate School, Arts, January 2022.

Note: Prior to 2012, PhD students from the programmes based at the Danish School 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 2022.

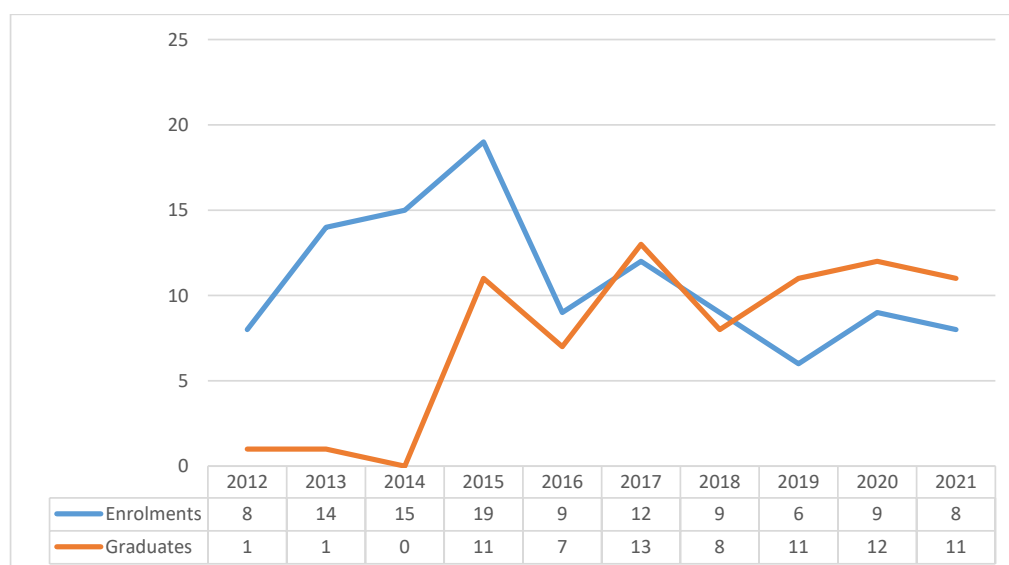
Note: In 2020, the Faculty of Science and Technology (ST) was divided into the Faculty of Natural Sciences (Nat) and the Faculty of Engineering (Tech).

## Graduate School, Arts, total number of enrolled PhD students in collaboration with university colleges 2012-2021

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Anthropology, Global Studies and the Study of Religion	0	0	0	0	0	0	0	0	0	0
Art, Literature and Cultural Studies	0	0	1	4	4	3	3	0	0	0
Didactics	7	10	19	24	23	22	20	16	16	17
History, Archaeology and Classical Studies	0	0	0	0	0	0	0	0	0	0
ICT, Media, Communication and Journalism	0	1	2	4	4	2	4	2	2	0
Language, Linguistics, Communication and Cognition	0	0	0	1	1	1	0	0	0	0
Learning and Education	11	15	18	16	15	15	16	10	8	7
Theology, History of ideas and Philosophy	1	1	1	1	1	1	1	1	0	0
<b>Total</b>	<b>19</b>	<b>27</b>	<b>41</b>	<b>50</b>	<b>48</b>	<b>44</b>	<b>44</b>	<b>29</b>	<b>26</b>	<b>24</b>

Source: Graduate School, Arts, January 2022

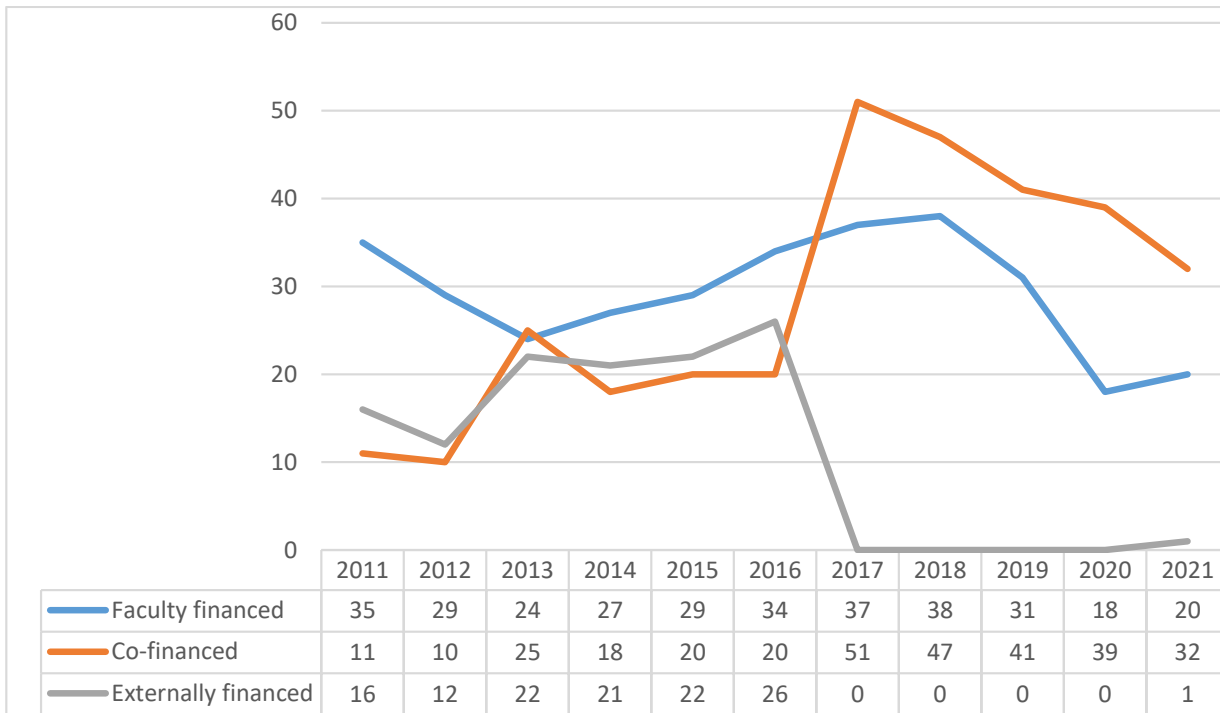
## Graduate School, Arts, enrolments and graduates in collaboration with university colleges 2012-2021



Source: Graduate School, Arts, January 2022



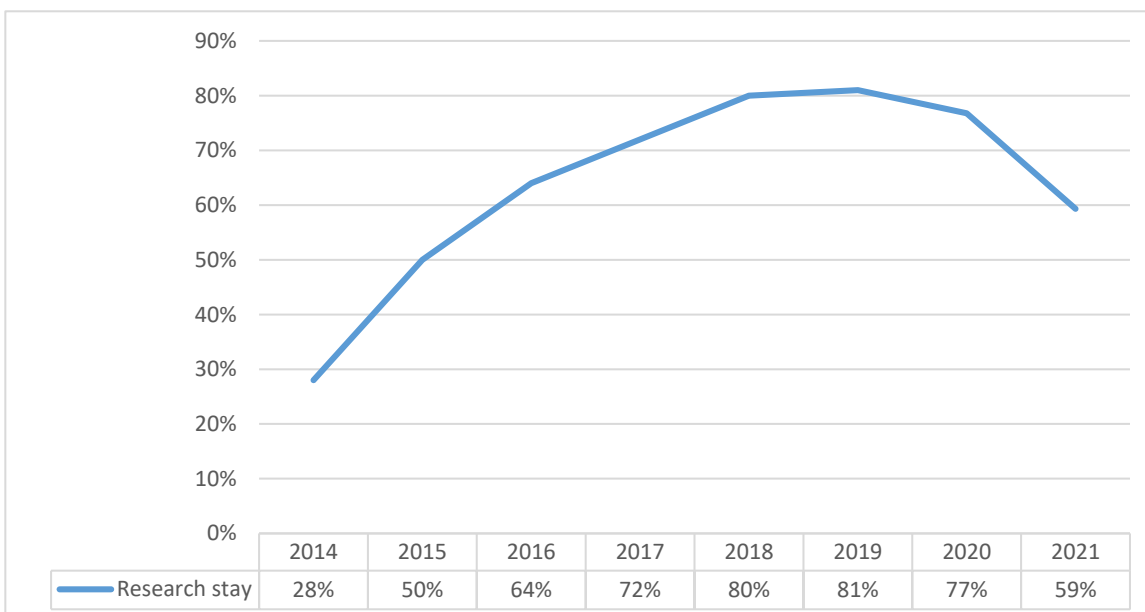
## Financing of the PhD students enrolled in 2011-2021 (head count)



Source: Graduate School, Arts, January 2021.

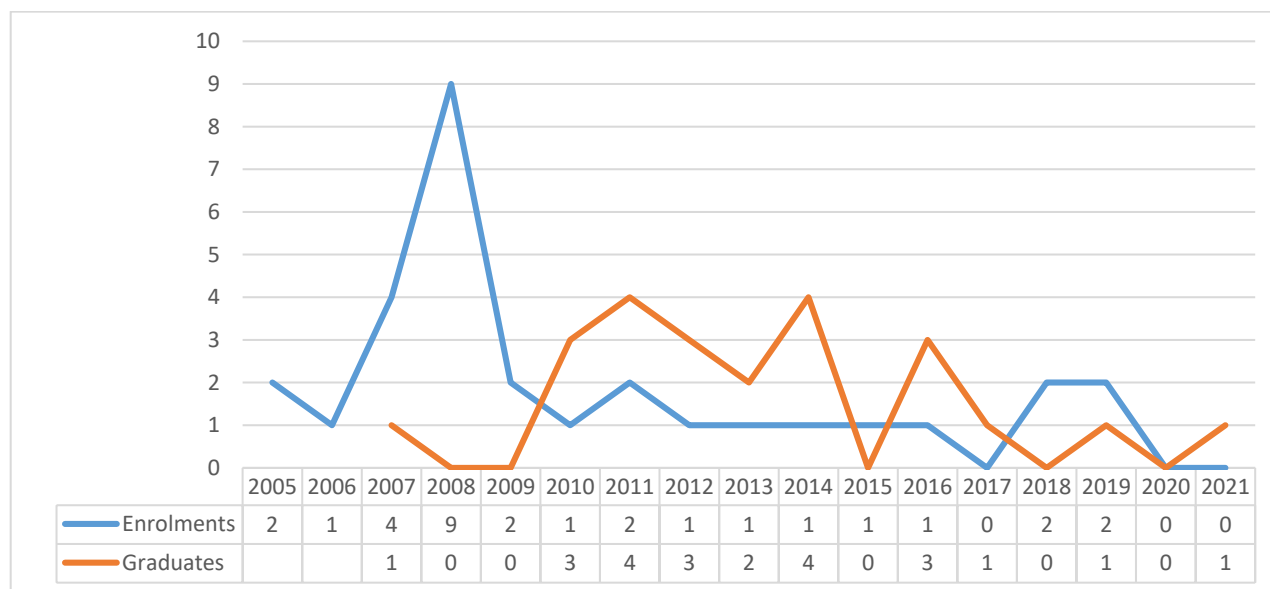
Note: Due to a change in the method of registration in 2017, we no longer register any stipends as solely externally funded (all externally funded PhD students are co-financed with either salary, overheads or educational fee).

## PhD graduates completing a research visit abroad of min. 2 months



Source: Graduate School, Arts, January 2022

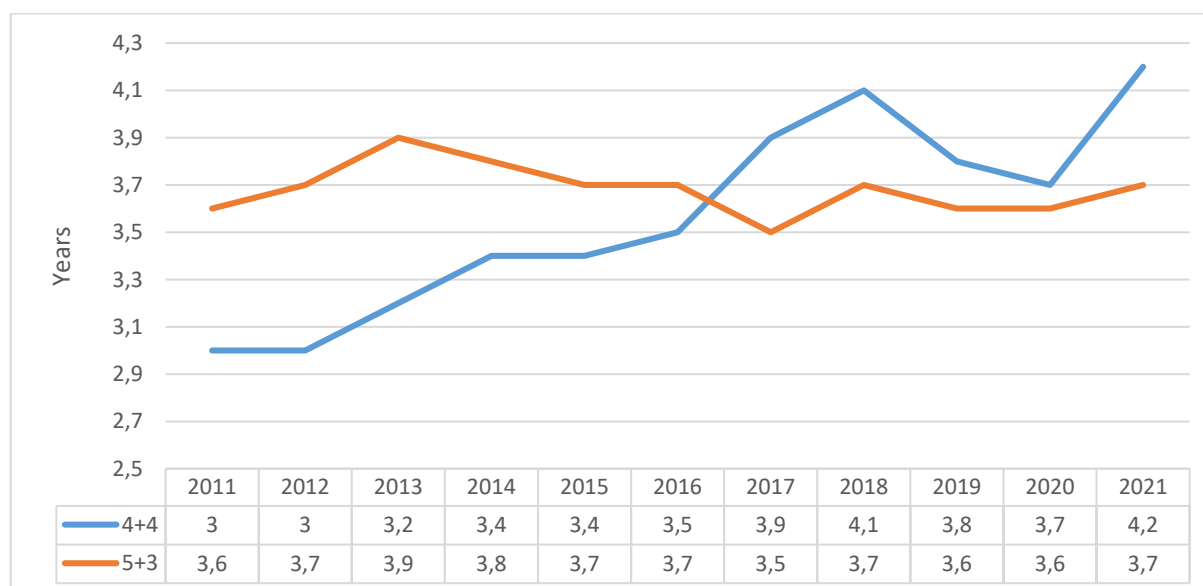
## Graduate School, Arts, industrial PhD students, enrolments and graduates 2005-2021



Source: Graduate School, Arts, January 2022

## Graduate School, Arts, completion time 2010-2021

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



Source: Graduate School, Arts, January 2022.

Note:

1) Prior to 2012, PhD students from the programmes based at the Danish School 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. It includes two students (4+4 and 5+3) who completed 7 years after enrolment.

3) The time of study is calculated from commencement of study to the submission of the dissertation.



## 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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