



ANNUAL REPORT 2019

GRADUATE SCHOOL, ARTS
AARHUS UNIVERSITY



AARHUS
UNIVERSITY

CONTENT

Welcome to Graduate School, Arts	3
Graduate School, Arts in 2019	4
Organisation of Graduate School, Arts	5
PhD courses 2019	12
PhD enrolments 2019	14
PhD graduates 2019	20
Graduate School, Arts, Numbers and Figures	25
Contact information and where to learn more	31



WELCOME TO GRADUATE SCHOOL, ARTS

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

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

ture, Cultural Studies, Didactics, History, Archaeology, Classical Studies, Theology, History of Ideas and Philosophy to ICT, Media, Communication and Journalism, Language, Linguistics and Cognition, and Learning and Education.

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

GRADUATE SCHOOL, ARTS IN 2019



After a few years of record high intake of PhD students (2016, 2017, 2018) we are seeing more normal enrollment figures. In 2019, due to budget constraints, we have cut down on the intake of fully faculty financed PhD students. However, our PhD education is still a very strong strategic ambition of the Faculty and it is my ambition to maintain Graduate School, Arts as the largest graduate school among the humanities in Denmark. I believe this will be possible not least due to the impressive effort of our researchers who continue to attract external funding, and value the work of PhD students in their research projects. There is no doubt that researchers at the Faculty of Arts take on a large responsibility for the education of future researchers. More than half of our enrolments (40 out of 72) are externally or co-financed PhD projects. Thankfully, it is also still possible for us to announce open PhD calls, available to apply twice a year within all areas.

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 a fantastic insight into the diversity of students and PhD projects that we foster at the Faculty of Arts.

It is very encouraging that more than 80% of our PhD graduates have done a research stay abroad. This is of great value to them not just as researchers but also as people entering the internationally oriented society. 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. In 2019 we have further developed our international collaborations. The Graduate School has made new formal agreements with universities in California (UCLA and USC) as well as in Great Britain (York, Sheffield, and Leeds). It is my hope that these collaborations will benefit both our PhD students and our research communities at large.

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 and one seminar in 2019 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.

- 277 PhD students (31 Dec. 2019)
- 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 an area within the fields of Anthropology, Global Studies and the Study of Religion, a particular strength of this PhD programme is interdisciplinarity. In the study of culture, cognition and religion as well as human security and international development, the programme offers unique opportunities for the pursuit of new directions in and across the associated disciplines, including areas such as ethnographic methods; visual anthropology; art based methods; medical anthropology; aging and welfare; democracy, globalization and transnational mobility; contemporary religion and contemplative traditions; history of religions; cognitive science of religion; gender and politics; the anthropocene; and human security and post-conflict studies.

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

Contact:

Director of the PhD programme: Associate Professor, Line Dalsgaard, ald@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; and literature, in all genres, from national and area-defined contexts to world literature. The programme also welcomes museological studies, trans- and inter-medial studies, art and aesthetic theory, as well as more general studies in culture's history and theory, including cultural studies and neuro-aesthetic approaches. There are no chronological or theoretical barriers for the programme, which includes historical, contemporary and trans-historical projects. Likewise, the programme encourages both projects from individual disciplines and projects aiming at bridging different disciplines.

Contact:

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

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, 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, film and television, social media, games, the media industry, journalism in the Global South, and more. As the subject area is incessantly changing and dynamic, many of the projects are cross-disciplinary and influenced by both economic, political and cultural developments. Research in the programme is therefore also characterised by the use of many different theoretical and methodological approaches, including sociology (e.g., ethnography or surveys), the humanities (e.g., textual analysis or discourse analysis), new digital methods (e.g., network analysis), and in certain projects also practice-based approaches (e.g., artistic or design research).



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 2019

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 2019 the following programme-specific courses were offered:

Anthropology, Global Studies and the Study of Religion:

- Fieldwork and psychological well being (1 ECTS)
- From Plans to Practice (2 ECTS)
- From Fieldwork to Analysis (3,5 ECTS)
- From analysis to text (3,5 ECTS)
- Gender and culture - part 2 (3 ECTS)
- Anthropological Approaches to Trust and Mistrust (1,5 ECTS)
- Anthropological approaches to silence, silencing and emerging political possibilities (1,5 ECTS)
- Collaborative Experiments in Fieldwork (3,5-5 ECTS)
- Food culture and the human terroir (1 ECTS)
- Presence (1 ECTS)
- Ph.d.-kursus i kreativ skrivning: dagbogen (3 ECTS)
- Contemplating fieldwork (2,5 ECTS)

Art, Literature and Cultural Studies:

- Introductory Course in Research (3 ECTS)
- Writing for Journals in the fields of Art, Literature and Cultural Studies (2 ECTS)
- Temporalities (4 ECTS)
- SINS 2019 (5 ECTS)
- Affect, body, media: Masterclass with Professor Gregory J. Seigworth (1,5 ECTS)
- Art, Anthropology and Cultural History - Master class with Clémentine Deliss (1 ECTS)
- Alternative geographies - New Perspectives on Art and Literature in a Global Age (2 ECTS)

- The politics of visual culture in the Middle East and Global South (1-1,5 ECTS)

Didactics & Learning and Education:

- Research design and applied data analysis for quantitative social sciences and education studies (2-5 ECTS)
- The Philosophy of the Human and Social Sciences (4 ECTS)
- Generalization and self-presentation: Visual methods and other models in, of and for practices (3 ECTS)
- Improve your research - academic search, digital methods and scholarly communication for PhD students (1 ECTS)
- Working with theory in qualitative analyses (4 ECTS)
- Crafting Ethnography: Analysis, argument and writing (4 ECTS)
- Concepts of Man in the Human Disciplines and Professions (3-5 ECTS)
- Narrative research and biographical methods (4-5 ECTS)
- Motivations- og behovspsykologi iflg. Deci og Ryans selvbestemmelsesteori (3 ECTS)
- European Universities - Critical Futures (3 ECTS)
- Intersectionality, critique and activism (3 ECTS)
- Ethnographic approaches to the political: Studying post-politics and processes of (de/re) politicization (3 ECTS)
- Diagnosis of contemporary times - perspectives and analytical strategies (3 ECTS)
- Critique rather than criticism (3 ECTS)
- Methodologies in making (3 ECTS)
- The Transnational turn in European education Policy & its potential reversal? Exploring OECD, EU and Bologna Process impact & impact of new nationalisms (2 ECTS)

History, Archaeology and Classical Studies:

- Governing mobile peoples: Workshop with Dr. Robert Fletcher (3 ECTS)
- Networks in Archaeology (3 ECTS)
- QGIS for Archaeology (2 ECTS)

ICT, Media, Communication and Journalism:

- EUSSET Summer School: Fourth International Summer School on Computer Supported Cooperative Work - Foundations, Methods and Technologies (7,5 ECTS)
- (Un)making data: Exploring (auto)ethnographic epistemologies and 'What counts?' as relevant knowledge in a datafied era (3 ECTS)
- NetLab PhD Workshop in Web Archiving (1 ECTS)
- Critical Algorithm Studies: Ethnographic Approaches (1 ECTS)
- Exploring and Performing Experiments (3 ECTS)
- Online course in Web archives (3 ECTS)
- Machine Feeling (5 ECTS)
- Research Networks (4 ECTS)

Language, Linguistics, Communication and Cognition:

- Introduction to statistics in R (0,5 ECTS)
- Basis I - Introduction to linguistic research (4 ECTS)

Theology, History of Ideas and Philosophy:

- Empiriværkstedet (3 ECTS)
- At søge aktindsigt (0,5 ECTS)
- Trinitational meeting for PhD students/doctoral students in empirical and practical theology (2 ECTS)
- The Festal Letters of Athanasius: Their Text and Contexts (5 ECTS)
- Approaches to intellectual history (2 ECTS)
- Community, ethics and ontology: Anthropological and Philosophical Perspectives (2,5 ECTS)
- Feminism and nationalist politics (1-1,5 ECTS)

In 2019 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, 64 participants)
- Introduction to University Teaching for PhD Students, ITU (2 ECTS, 67 participants)
- Forskningsintegritet og etik (1.5 ECTS)

Offered:

- Introduction to Research Writing (2 ECTS, 28 participants)
- Conference Presentations: Preparation and Delivery (1.5 ECTS, 29 participants)
- Literature Search and Reference Management (State Library) (0.5 ECTS, 23 participants)

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

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

PHD ENROLMENTS 2019

In 2019 Graduate School, Arts enrolled a total of 72 new PhD students.

2019	Enrolments	4+4	5+3	Non-Danish MA degree	Non-Danish citizenship	Mean age	Female	Male
Anthropology, Global Studies and the Study of Religion	10	2	8	2	2	31	9	1
Art, Literature and Cultural Studies	12	0	12	2	2	33	7	5
Didactics	10	1	9	1	1	43	9	1
History, Archaeology and Classical Studies	9	0	9	3	4	31	5	4
ICT, Media, Communication and Journalism	4	1	3	1	1	32	1	3
Language, Linguistics, Communication and Cognition	7	3	4	3	1	29	4	3
Learning and Education	13	0	13	1	3	33	8	5
Theology, History of ideas and Philosophy	7	2	5	1	1	37	3	4
Total	72	9	63	14	15	33	46	26

Source: Graduate School Arts, January 2020

Anthropology, Global Studies and the Study of Religion

Trine My Thygaard-Nielsen, Denmark (supervisor Heather Anne Swanson)

The Transcontinental Journey of Coffee Leaf Rust in the Anthropocene: An anthropological study of multispecies' life in Mexican and Ethiopian Arabica coffee production

Sidsel Jøved Kennild, Denmark (supervisor Nina Holm Vohnsen)

'Poverty-work' - Theorizing the relationship between low-income lives and policy outcome in the Danish welfare state - Subproject D: Single Parents on Social Security

Lis Kayser, Luxembourg, Denmark (supervisor Nils Bubandt)

Nuclear Waste in French Polynesia: Dealing with Remnants of Times Gone

Kasper Helligsøe, Denmark (supervisor Kasper Tang Vangkilde)

Vinderkultur - gennem teams, ledelse og dømmekraft

Gitte Vandborg Rasmussen, Denmark (supervisor Rikke Sand Andersen)

ADHD - en tidssygdom? Erfaringer med og betydninger af tid i danske familier der lever med ADHD

Naja Hjortshøj, Denmark (supervisor Anders Sybrandt Hansen)

Innovation and Entrepreneurship with Chinese Characteristics

Tenna Foustad Harbo, Denmark (supervisor Hagen Schulz-Forberg)

Challenging the Educational Paradigm in Economics: a social movement of students battling a non-receptive public sphere

Ai Chung, Taiwan (supervisor Andreas Steen)

Sounds and Memories: Tracing the Sounds of War in Post-War Taiwan

Sanne Hansen, Denmark (supervisor Marie Vejrup Nielsen)

Kulturhistorie og Religion. Levet religion til udstilling i fortids-, nutids, og fremtidsperspektiver - som en aktiv del af kulturhistoriske museer

Anne Lundahl Mauritsen, Denmark (supervisor Uffe Schjødt and Dr Jonathan Lanman)

Understanding the Varieties of Irreligiosity in a Danish Context - an Interdisciplinary Study

Art, Literature and Cultural Studies

Nicolai Skiveren, Denmark (supervisor Peter Mortensen)

Cinematic Wasthetics: A New Materialist Investigation of the Affective Aesthetics of Cinematic Wastelands

Aliya Say, Russia (supervisor Jacob Wamberg)

Art, Humans, and Plants: On Corporeal Experience in the Anthropocene

Maj Ørskov, Denmark (supervisor Jacob Lund)

Efterbilleder af Det Arabiske Forår

Christine Tommerup, Denmark (supervisor Lise Skytte Jakobsen)

Samleren Rodin

Karen Nordentoft, Denmark (supervisor Birgit Eriksson)

Deltagelsesprocesser i kulturinstitutioner i Danmark

Jacob Bach Riis, Denmark (supervisor Jacob Wamberg)

Ligets Liv

Mikkel Nørregaard Jørgensen, Denmark (supervisor Birgit Eriksson)

Grænsen som fiktion: litterær aktivisme og utopisk modstand

Therese Wiwe Vilmar, Denmark (supervisor Birgitte Stougaard Pedersen)

Litteraturens lytterum

Ryan Nolan, United Kingdom (supervisor Geoff Cox)

What does 'contemporary music' mean now?

Charlotte B. Sprogø Petersen, Denmark (supervisor Jacob Lund)

Exhibition as Psycho-Aesthetic form

Stephanie Volder, Denmark (supervisor Mads Anders Baggesgaard)

Gotiske repræsentationer af slaveri og slaveopstand

Bastian Ljung Franch, Denmark (supervisor Søren R. Fauth)

Zur Natur- und Menschenkunde: natur, entropi og økologi hos W.G. Sebald

Didactics

Dorte Eggensen, Denmark (supervisor Anna Karlskov Skyggebjerg)

Noget andet i stedet. 'Stedbaseret læsning' som litteraturpædagogisk metode i grundskolen. Place Based Reading as a Teaching Method, Enhancing Environmental Awareness and Global Knowledge as Reading Competencies

Marianne Thomsen, Denmark (supervisor Uffe Thomas Jankvist)

Matematikhistoriske originalkilder og GeoGebra på mellemtrinnet

Maria Kirstine Østergaard, Denmark (supervisor Uffe Thomas Jankvist)

Folkeskoleelevers matematikrelaterede beliefs og læringsadfærd

Charlotte Folkmann Reusch, Denmark (supervisor Ulf Dalvad Berthelsen)

Modellering i det dialogiske klasserum - et sprogligt bidrag til fagenes didaktik

Birgitte Henriksen, Denmark (supervisor Lena Lindenskov)

Elevers udviklings- og deltagelsesmuligheder i matematiske samtaler i børnehaveklassen med særlig fokus på dialog mellem lærer og elever

Mathilde Kjær Pedersen, Denmark (supervisor Uffe Thomas Jankvist)

Mathematical Thinking Competency with the Use of CAS

Rikke Maagaard Gregersen, Denmark (Uffe Thomas Jankvist)

Networking the KOM-framework and well-established theoretical constructs to develop students reasoning competency through GeoGebra practices in secondary schools

Cecilie Carlsen Bach, Denmark (supervisor Uffe Thomas Jankvist)

Matematisk kommunikationskompetence i samspil med digitale teknologier

Morten Tannert, Denmark (supervisor Ulf Dalvad Berthelsen)

Skriftsproglig udvikling i udskolingens danskfag: Et kvantitativt korpusbaseret studie af elevtekster fra 7. - 9. klassetrin

Christelle Plummer, Australia (supervisor Tomas Højgaard)

To investigate whether teaching mathematics as a second language improves students' academic language and conceptual mathematical understanding

History, Archaeology and Classical Studies

Wesam Mohamed, Egypt (supervisor Laura McAtackney)

Community Participation in Protecting Cultural Heritage in Times of Crisis: understanding and learning from the "Egyptian Revolution"

Jon Reinhardt-Larsen, Denmark (supervisor Karen Gram-Skjoldager)

The Soviet Union and the League of Nations, 1917-1939

Jonas Thorup Thomsen, Denmark (supervisor Charlotte Appel)

Gejstlig Læsning i det tidligt moderne Danmark: Danske sognepræsters rolle i udbredelsen af nye tanker og strømninger 1660-1810

Mikkel Weel Krammer-Haßler, Denmark (supervisor Wulf Kansteiner)

Sonic Memories of War, Liberation, and Independence in the GDR, 1945-2015

Julie Lejsgaard Christensen, Denmark (supervisor Vinnie Nørskov)

Antikken i det 21. årh. - hvordan?

Holly Marriott Webb, United Kingdom (supervisor Mary Hilson)

Dual domestication: the remaking of deer and the people who hunted them in the United Kingdom, c.1831-c.1995

Rasmus Christensen, Denmark (supervisor Niels Brimnes)

Hvide familier og dannelsen af koloniasamfundene i De Små Antiller, ca. 1650 - ca. 1850

Tonicha Mae Upham, United Kingdom (supervisor Agnes Arnórsdóttir)

Viking Gender, Space and Race in the Arabic Sources

Elizabeth Bruns, United States (supervisor Rósa Mangúsdóttir)

Danish-American Education Exchanges, 1945-2020

ICT, Media, Communication and Journalism

Morten Winther Bülow, Denmark (supervisor Rikke Toft Nørgård)

Integration af cognitive computing i didaktisk læremiddel-arkitektur

Anne-Sofie Udsen Jørgensen, Denmark (supervisor Morten Breinbjerg)

Lyd som Designmateriale - Et framework for kommunikation og praktisk anvendelse af lyds sensoriske- og materielle kvaliteter i udviklingen af IT-baseret design

Mikkel Rask Pedersen, Denmark (supervisor Peter Lauritsen)

Anonymous Affordances and Digital Demarginalization

Maximilian Schlüter, Germany (supervisor Annette Markham)

Analysing the organizing structures at work behind the creation of memetic disinformation

Language, Linguistics, Communication and Cognition

Jonas Villumsen, Denmark (supervisor Ocke-Schwen Bohn)

Cross-language phonetic training and transfer

Nicholas Mikkelsen, Denmark (supervisor Jakob Steensig)

Grammar in Everyday Life: How People Negotiate Participation in Danish Talk-in-Interaction

Christopher Martin Mikkelsen Cox, Denmark (supervisor Riccardo Fusaroli)

Inside the Infant Mind: The Mutual Interaction between Infants' Inferential Capacities and Exploratory Behaviour in the Developmental Process

Johanne Sofie Krog Nedergård, Denmark (supervisor Mikkel Wallentin)

Mind over body: Linguistic control of sustained physical efforts

Maria Jørgensen, Denmark (supervisor Jakob Steensig)

Grammar in Everyday life (GEL) - How people ask questions, negotiate participation and tell others what to do in Danish everyday interaction

Marianne Høj Liisberg, Denmark (supervisor Merete Birkelund)

Transforming Interventions: in the intersection of politics and semantics

Nataliia Vesnina, Ukraine (supervisor Henrik Høeg Müller)

The impact of typological contrasts on Second Language Acquisition (SLA)



Learning and Education

Stine Rath Hansen, Denmark (supervisor Niels Christian Mossfeldt Nickelsen)

The Infrastructure of Telecare – Imaginaries, Standards and Tinkering (INSIST)

Julia Nørgaard Ravn, Denmark (supervisor Lone Svinth)

Udsatte børns deltagelsesmuligheder i børnefællesskabet

Nils Falk Hansen, Denmark (supervisor Ditte Winther-Lindqvist)

Pædagogisk deltagelse i børns sociale fantasileg – metoder, barrierer og teoretisk integration

Astrid Olsen, Denmark (supervisor David Reimer)

Reducing Inequality in Access to Higher Education: An Intervention Study

Steffen Bering Kristensen, Denmark (supervisor Laura Gilliam)

Skolestrategier, familiehistorier og identitetsforståelser blandt den nye 'tredje generation' af etniske minoritetsbørn

Andreas Brandt, Denmark (supervisor Maja Hojer Bruun)

Urban Living Labs: The Politics of Experimenting with Possible Futures of Resilience and Smart City Development

Rianne H. Slingerland, Netherlands (supervisor Lars Holm)

Interaktionelle mønstre i småbørns sprogbrug i en daginstitution

Todd John Wallenius, United States (supervisor Karen Valentin)

A Privileged Class: Wealth, Internationality, and Education as a Commodity in Urban Nepal

Mette Marie Vad Karsten, Denmark (supervisor Cathrine Hasse)

Digital tryghed? - en antropologisk undersøgelse af digitalisering og forandret professionalisme hos Dansk Brand- og Sikringsteknisk Institut

Thilde Juul-Wiese, Denmark (supervisor Hanne Kristine Adriansen)

Geographies of internationalisation

Frida Poulsen, Faroe Islands (supervisor Lotte Hedegaard-Sørensen)

Inclusion in the Faroese Public School: From political visions to implementation in tension between general- and special pedagogy

Mette Lindahl Thomassen, Denmark (supervisor Ulrik Brandt)

Exploring intrapreneurship in Engineering: How can engineering students be educated into intrapreneurs?

Johan Bundgaard Nielsen, Denmark (supervisor Lars Geer Hammershøj)

Inspiration til børns fantasilege

Theology, History of Ideas and Philosophy

Andreas Beyer Gregersen, Denmark (supervisor Andreas Beck Holm)

The Dialectics of Civility

Kristoffer Balslev Willert, Denmark (supervisor Anders Moe Rasmussen)

Schelling and the Anthropocene – How Post-Humanist Ontologies Prove Defective in the Age of Man

Mélanie Lindbjerg Guichon, Denmark (supervisor Christian O. Christiansen)

An Intellectual History of Global Inequality, 1960-2015: Ghana/Africa

Anne Eggert Stevns, Denmark (supervisor Thomas Schwarz Wentzer)

Individual freedom and authenticity - A phenomenological re-conception of Iris Murdoch's hermeneutics of freedom

Alberte Bové Rud, Denmark (supervisor Mikkel Thorup)

The Italian Laboratory of Democracy

Erich Benjamin Pracht, United States (supervisor Eve-Marie Becker)

Paul the Absent Visitor: Shaping Presence in Acts and Ancient History-Writing

Simon Balle, Denmark (supervisor Ulrik Nissen)

Robotheology: Thinking theologically about challenges to anthropology and ethics in light of the 'robot revolution'



PHD GRADUATES 2019

In 2019 Graduate School, Arts awarded the PhD degree to 64 graduates.

2019	Graduates	4+4	5+3	Non-Danish MA degree	Non-Danish citizenship	Mean age	Female	Male
Anthropology, Global Studies and the Study of Religion	12	4	8	2	2	37	7	5
Art, Literature and Cultural Studies	10	2	8	0	0	36	8	2
Didactics	8	0	8	0	0	46	5	3
History, Archaeology and Classical Studies	10	3	7	3	3	35	5	5
ICT, Media, Communication and Journalism	11	2	9	3	3	37	4	7
Language, Linguistics, Communication and Cognition	2	0	2	1	1	30	2	0
Learning and Education	5	1	4	0	0	38	4	1
Theology, History of ideas and Philosophy	6	2	4	1	1	35	1	5
Total	64	14	50	10	10	37	36	28

Source: Graduate School Arts, January 2020

Anthropology, Global Studies and the Study of Religion

Amelia Kuch, Poland (supervisor Lotte Meinert)

Citizenship and Displacement: Naturalisation of Burundian Refugees in Tanzania

Katy Overstreet, United States (supervisor Nils Bubandt and Anna Tsing)

"A well-cared for cow produces more milk": the biotechnics of (dis)assembling cow bodies in Wisconsin dairy worlds

Annika Pohl Harrison, Denmark (supervisor Nils Ole Bubandt)

States-within-States: Encompassed State-Making and Everyday Life in South-east Myanmar

Mille Kjærgaard Thorsen, Denmark (supervisor Anne Line Dalsgård)

Sweetness under pressure - Living with diabetes and uncertainty in Cairo

Pia Løvschal-Nielsen, Denmark (supervisor Lotte Meinert)

Timely matters: Acting on existential uncertainty of childhood cancer

Jonas Strandholdt Bach, Denmark (supervisor Morten Nielsen)

One and Many Gellerups: Tense Encounters in a Danish Disadvantaged Housing Estate Under Transformation

Jeanette Lykkegård, Denmark (supervisor Rane Willerslev and Lotte Meinert)

This is Our Life. Living and Dying among the Chukchi of Northern Kamchatka

Mette Ginnerskov Dahlberg, Denmark (supervisor Lisanne Wilken)

"I guess that things can work in the West"; Unravelling the narratives of Eastern European master's students in Denmark

Simon Nygaard, Denmark (supervisor Jens Peter Schjødt)

Poetry as Ritual in Pre-Christian Nordic Religion

Jacob Hartvig Sandager Hansen, Denmark (supervisor Marianne Qvortrup Fibiger)

"I Am the Bubble Make Me the Sea" - A Translocative Study of the Production of Meaning among Members of Ananda Sangha

Simon Nørgaard Iversen, Denmark (supervisor Lars Albinus and Anders Klostergaard Petersen)

The Politics of Asceticism - An Analysis of the Political Spirituality of the Imperial Stoics

Lars Hedegaard Williams, Denmark (supervisor Lars Albinus and Armin W. Geertz)

In search of a stable world: Contamination of spirits and mental disorder in post-conflict northern Uganda

Art, Literature and Cultural Studies

Sune Borkfelt, Denmark (supervisor Dominic Rainsford)

Reading Slaughter: Heterotopias, Empathy, and Abattoir Fictions

Inge Lise Mogensen Bech, Denmark (supervisor Niels Jacob Wamberg)

Kvinder, sindssyge og populærkultur. Dansk modernisme omkring Første Verdenskrig

Line Marie Thorsen, Denmark (supervisor Niels Jacob Wamberg)

On the margins of eco-art: aesthetics, plants, and environmental imaginations in East Asia

Anne Kølbaek Iversen, Denmark (supervisor Jacob Lund)

Forms and Formations of Memory. Artistic negotiations of (trans)individuations in light of contemporary memory conditions

Lea Muldtofte Olsen, Denmark (supervisor Jacob Lund)

In Language plus Code. The constitution of subjectivity in computational media

Maja Bak Herrie, Denmark (supervisor Jørn Erslev Andersen)

Det digitale objekt. Æstetik, data og kulturteknik

Sarah Mygind, Denmark (supervisor Nina Christensen)

Børnelitteratur i transmedial bevægelse

Sine Jensen Smed, Denmark (supervisor Jakob Ladegaard)

Imellem Verdener - om mulatfiguren i 1830'erne og 1840'ernes danske litteratur om Vestindien

Tobias Skiveren, Denmark (supervisor Stefan Kjerkegaard)

Kødets Poiesis. Kropumulige kroppe i ny dansk litteratur og deres metodologiske udfordringer

Ida Karina Brændholt Lundgaard, Denmark (supervisor Britta Timm Knudsen)

Museum Atmospheres. Embodiment in Responsive Environments

Didactics

Pernille Bødtker Sunde, Denmark (supervisor Liss Rye Ejersbo)

Strategies in Single-Digit Addition: Patterns and Perspectives

Bent Sortkær, Denmark (supervisor David Reimer)

Feedback, elevperspektiver og ulighed i skolen

Neriman Tiftikci, Denmark (supervisor Jens Rasmussen)

Elevlæring og undervisningspraksis: Et mixed methods-interventions-studie af formativ vurdering

Marie-Louise Molbæk, Denmark (supervisor Jeppe Bundsgaard)

Skrivning i skolen som autentisk praksis - potentialer og udfordringer: Udvikling og afprøvning af et didaktisk design med udgangspunkt i retoriske situationer

Nina Berg Gøttsche, Denmark
(supervisor **Jesper Bremholm, Jeppe Bundsgaard, Vibeke Hetmar and Susan Tetler**)

Det var nok mit største ønske at kunne blive bedre til at læse. Et kvalitativt Verbal Protocol-studie af hvordan læseforståelsesvanskeligheder manifesterer sig i overbygningens litteraturundervisning i grundskolen

Raffaele Brahe-Orlandi, Germany (supervisor **Jeppe Bundsgaard**)

Entrepenørskabsundervisning i dansk - en videoetnografisk undersøgelse af udskolingselevers læringspraksis og -udbytte i mål- og værdiskabelsesorienteret entrepenørskabsundervisning

Margit Eva Jensen, Denmark (supervisor **Jeppe Bundsgaard**)

Det kulturhistoriske museum som undervisningsressource: Et casestudie af historieundervisning og pædagogiske koblingsdannelser mellem klasserum og museum

Rasmus Kolby Rahbek, Denmark (supervisor **Jeppe Læssøe**)

Stedets pædagogik: En fortolkende beskrivelse af højskolepædagogik i et dannelsesperspektiv

History, Archaeology and Classical Studies

Kirstine Haase, Denmark (supervisor **Søren Michael Sindbæk**)

An Urban Way of Life. Social practices, networks and identities in Odense, 1000-1500 AD

Hanna Sofia Strandmark Dahlström, Sweden (supervisor **Søren Michael Sindbæk**)

Towards the making of a town. People, practices and interaction in Early Medieval Copenhagen

Ema Bauzyté, Lithuania (supervisor **Søren Michael Sindbæk**)

Making and trading iron in the Swahili world: An archaeometallurgical study of

iron production technologies, their role, and exchange networks in 500-1500 CE coastal Tanzania

Mads Einar Nielsen, Denmark (supervisor **Niels Wium Olesen**)

Fra Mørke til Lys: Socialdemokratiets organisation og propaganda i mellemkrigstiden

Mikkel Høghøj, Denmark (supervisor **Niels Wium Olesen**)

Between Utopia and Dystopia A socio-cultural history of modernist mass housing in Denmark, c. 1945-1985

Sanne Hoffmann, Denmark (supervisor **Troels Myrup Kristensen**)

Between Deity and Dedicator. The Life and Agency of Greek Votive Terracotta Figurines

Alex Peterson, United States (supervisor **Rubina Raja**)

Ceramics in Context: The History and Pottery of a Middle Islamic Settlement in the Northwest Quarter of Jerash

Kristine Damgaard Thomsen, Denmark (supervisor **Rubina Raja**)

Urban Life in Jerash, Jordan: The Technological and Stylistic Development of Mortar, Plaster and Wall Paintings from Roman Times to the Middle Islamic Period from an Archaeological and Geoarchaeological Perspective

Emil Eiby Seidenfaden, Denmark (supervisor **Karen Gram-Skjoldager**)

Message from Geneva: The Public Legitimization Strategies of the League of Nations and their Legacy, 1919-1946

Rasmus Skovgaard Jakobsen, Denmark (supervisor **Nina Javette Koefoed**)

Adel mellem Gud og folk efter reformationen. Adelsvældens øvrighedsideologi belyst gennem de publicerede ligprædikener

ICT, Media, Communication and Journalism

Janus Holst Aaen, Denmark (supervisor **Christian Dalsgaard**)

Student Darkness - An Inquiry into Student Being at the University

Mikkel Hjorth, Denmark (supervisor **Ole Sejer Iversen**)

The K-12 Maker Studio: Towards Teaching and Development of Design Literacy in Educational Maker Settings

Vlada Botoric, Serbia (supervisor **Christian Ulrik Andersen**)

Adult fans of LEGO in the branded participatory playground: A theoretical and empirical study

Stig Møller Hansen, Denmark (supervisor **Martin Brynskov**)

Public class Graphic Design Implements Code { // Yes, but how? } An Investigation towards Bespoke Creative Coding Programming Courses in Graphic Design Education

Lasse Blond, Denmark (supervisor **Finn Olesen**)

Dances with Robots: Understanding social robots in practice

Nanna Inie, Denmark (supervisor **Peter Dalsgaard**)

How Interaction Designers Use Tools to Manage Ideas and What We Can Learn from it

Raune Frankjær, Denmark (supervisor **Peter Dalsgaard**)

Crafting digital artifacts: a sympoietic approach to HCI

Sandra Boss, Denmark (supervisor **Morten Breinbjerg**)

Tuning the Ear - Exploring Conditions and Conceptions of Hearing

Kasper Skov Christensen, Denmark (supervisor **Ole Sejer Iversen**)

Digital Design Literacy in K-12 Education

Júlia Machado, Brazil (supervisor Richard Raskin and Bodil Marie Stavning Thomsen)

Art Film and The Poetics of Transgression: A Practice-Based Investigation

Mads Møller Tommerup Andersen, Denmark (supervisor Hanne Bruun)
DR3 og det kreative pres

Language, Linguistics, Communication and Cognition

Heidi Agerbo Christensen, Denmark (supervisor Sven Tarp)
A Theoretical Description of the Operative Function and its Implementation in the Conceptualisation of Danish Lexicographical Tools in Physical Training

Roberta Rocca, Italy (supervisor Mikkel Wallentin)
Spatial demonstratives in brain and behaviour

Learning and Education

Anne Mette Buus, Denmark (supervisor Eva Gulløv)
Viden der virker. En etnografisk undersøgelse af forbindelser mellem småbørnspædagogik og evidensbaseret metode

Anne Hovgaard Jørgensen, Denmark (supervisor Laura Gilliam)
Becomings of School-Fathers: An Ethnographic Exploration of Migrant Fathers' Experiences and Navigation of Home-School Cooperation Practices

Oliver Alexander Tafdrup, Denmark (supervisor Cathrine Hasse)
Sociotekniske imaginationer i den digitale tidsalders uddannelsesfelt

Kia Wied, Denmark (supervisor Dorthe Staunæs)
Skoleledelse som motivationsarbejde: En dobbelt bevægelsesfortælling om elevers og ledelses bevægelser i udkolingen fortalt gennem rytmeanalysens begreber

Miriam Madsen, Denmark (supervisor Gritt B. Nielsen)
Entangled simplicities: A metricography on 'relevance' and 'graduate employability' configurations in Danish university education

Theology, History of Ideas and Philosophy

Lisbeth Aaskov Falch, Denmark (supervisor Karen Pallesgaard Munk and Lisbeth Haastrup)
Det er ikke vores patient! - en kulturteoretisk og kulturhistorisk analyse af betydningen af sygehusvæsenets indretning for gamle medicinske patienters indlæggelsesforløb med Holbæk Sygehus som eksempel

Jacob Jensen, Denmark (supervisor Mikkel Thorup)
Visions of Politics as Economics

Esben Bøgh Sørensen, Denmark (supervisor Mikkel Thorup)
The Making of Agrarian Capitalism: Social Relations and Economic Culture in Sixteenth and Seventeenth Century England

Nicolai Krejberg Knudsen, Denmark (supervisor Thomas Schwarz Wentzer)
World and Coexistence. A Critical Reconstruction of Heidegger's Social Ontology

Sigurvin Lárus Jónsson, Iceland (supervisor Eve-Marie Becker)
James Among the Classicists: Reading the Letter of James in Light of Ancient Literary Criticism

Mattias Skat Sommer, Denmark (supervisor Bo Kristian Holm)
Envisioning the Christian Society: The Social Thought of Niels Hemmingsen as a Theological Contribution to Ordering Sixteenth-Century Denmark



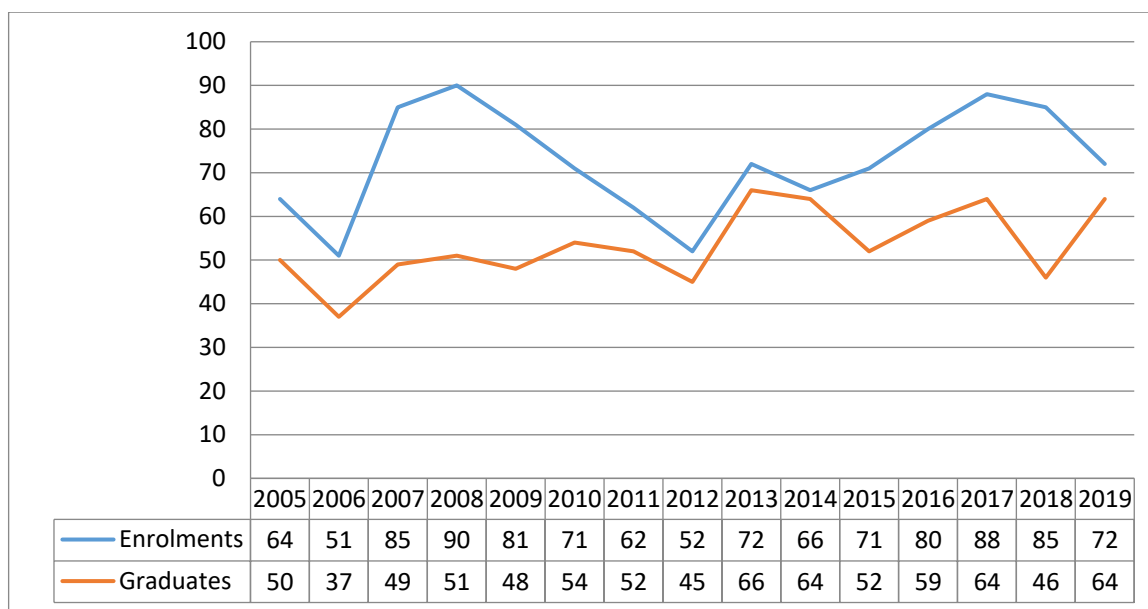
GRADUATE SCHOOL, ARTS, NUMBERS AND FIGURES

Total number of enrolled PhD students by December 2019

2019	Enrolled	4+4	5+3	Non-Danish MA degree	Non-Danish citizenship	Mean age	Female	Male
Anthropology, Global Studies and the Study of Religion	52	10	42	16	22	31	40	12
Art, Literature and Cultural Studies	42	13	29	4	5	32	27	15
Didactics	33	2	31	1	2	43	21	12
History, Archaeology and Classical Studies	38	9	29	7	9	32	19	19
ICT, Media, Communication and Journalism	22	5	17	5	9	34	12	10
Language, Linguistics, Communication and Cognition	17	7	10	2	3	31	10	7
Learning and Education	39	2	37	2	5	37	26	13
Theology, History of ideas and Philosophy	34	11	23	3	5	32	14	20
Total	277	59	218	40	60	34	169	108
		21 %	79 %	14 %	22 %		61 %	39 %

Source: Graduate School, Arts, January 2020

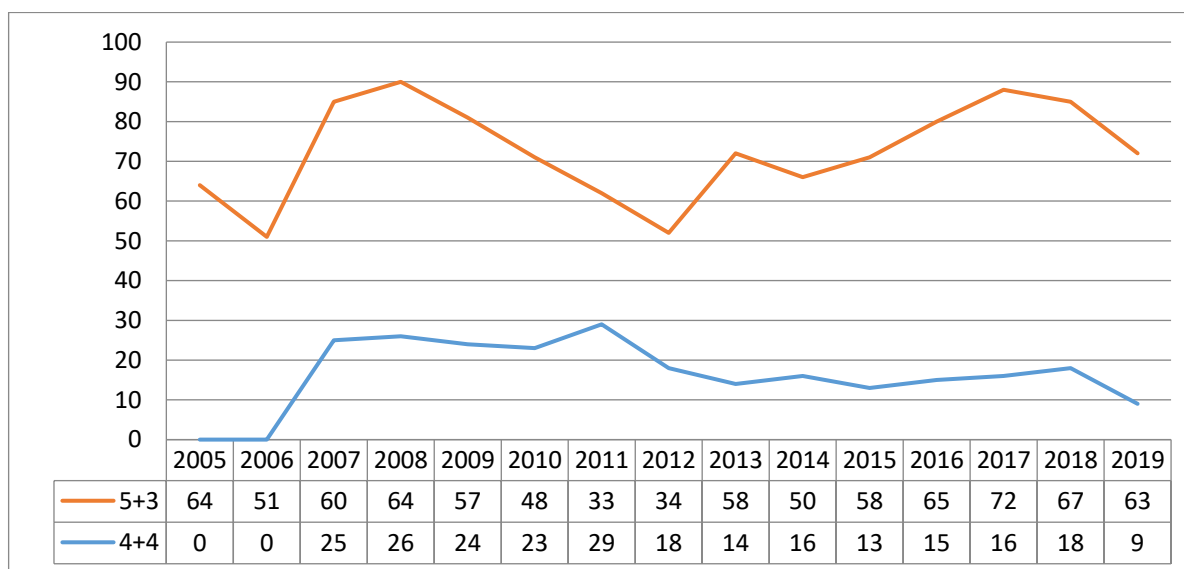
Enrolments and graduates, 2005-2019



Source: Graduate School, Arts, January 2020

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

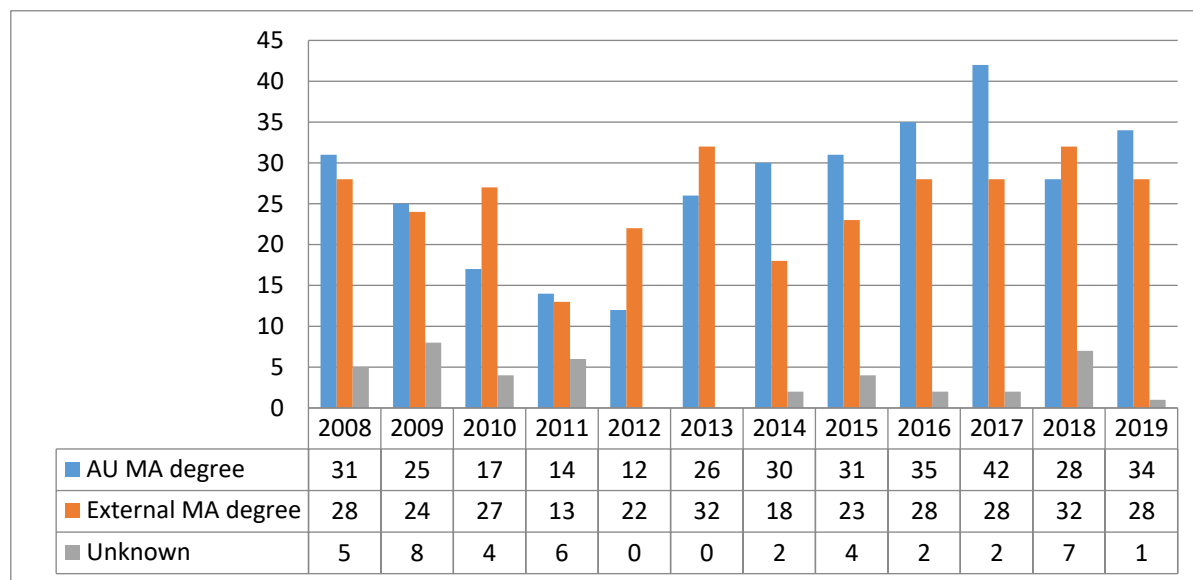
Enrolments divided into 5+3 and 4+4, 2005-2019



Source: Graduate School, Arts, January 2020

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

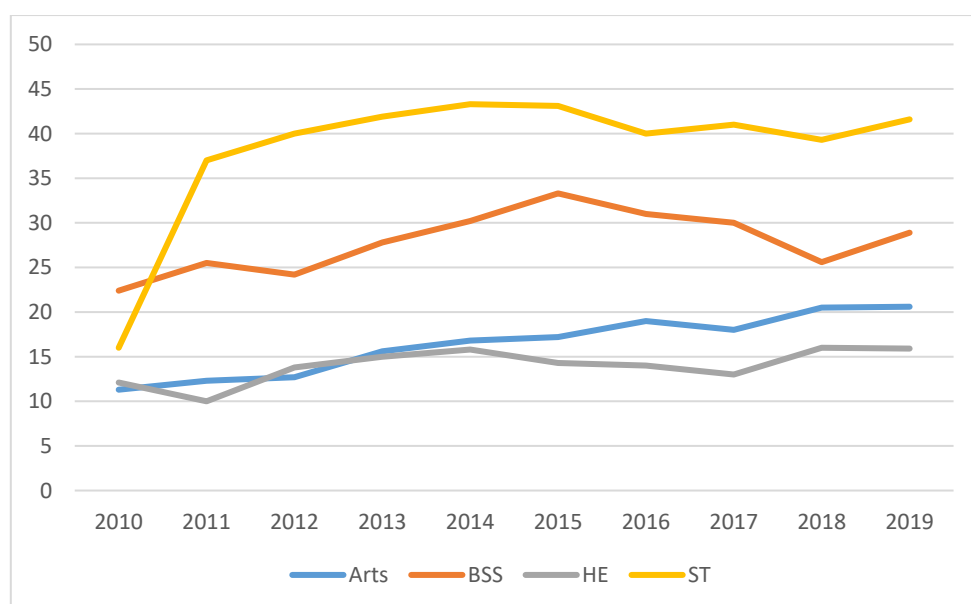
Origin of MA degree of the 5+3 enrolments, 2008-2019



Source: Graduate School, Arts, January 2020

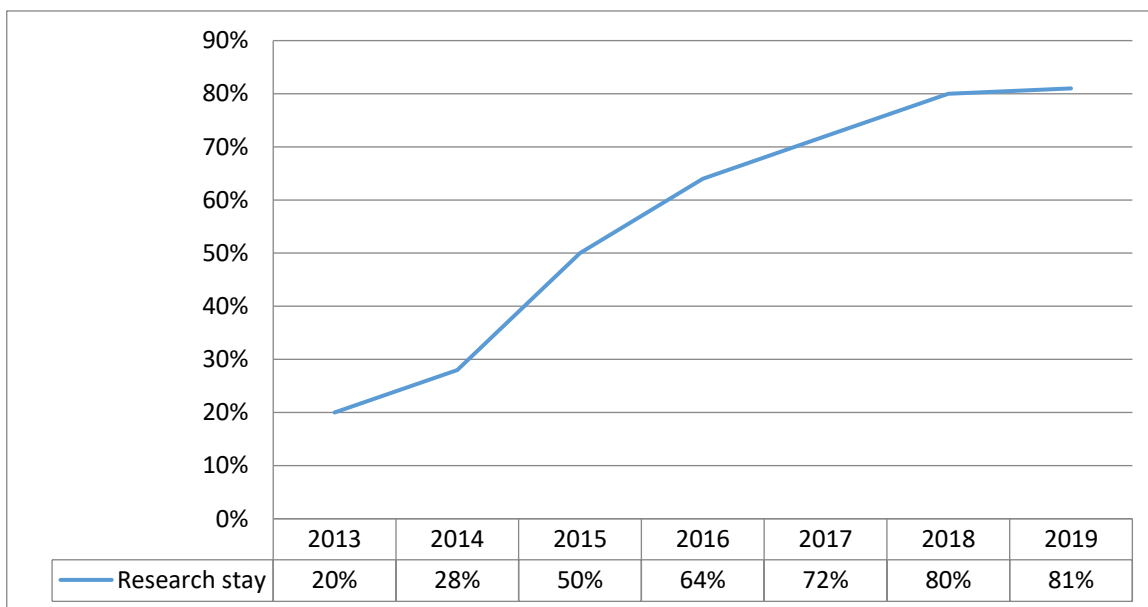
Note: Prior to 2012 PhD students from the programmes based at the Department of Education (Didactics; Learning and Education) are not included.

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



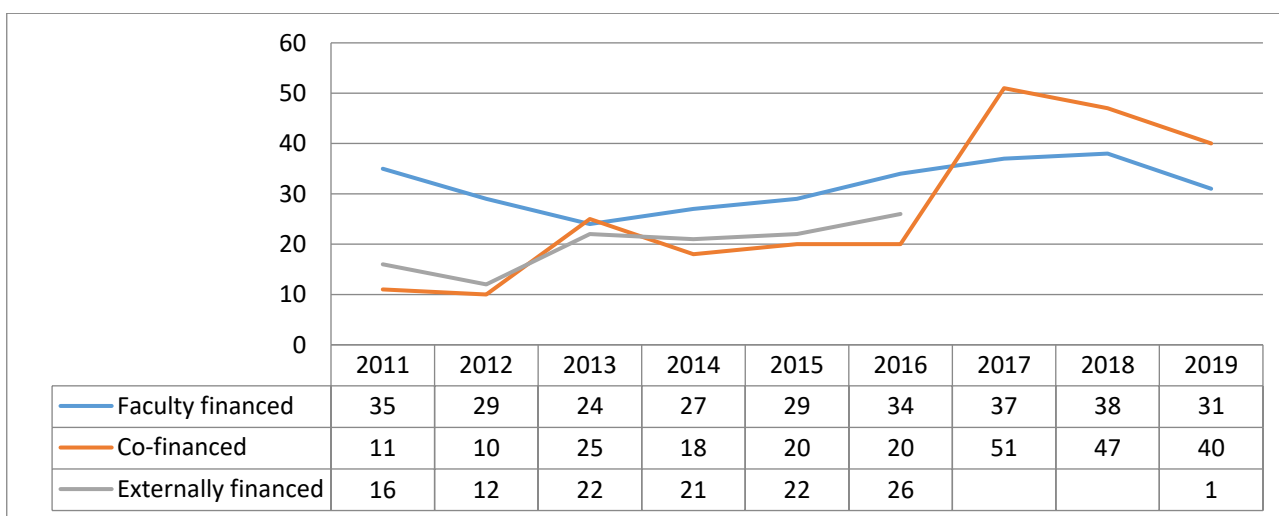
Source: AU Talent Development Unit, January 2020

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



Source: Graduate School, Arts, January 2020

Financing of the PhD students enrolled in 2011-2019 (head count)



Source: Graduate School, Arts, January 2020

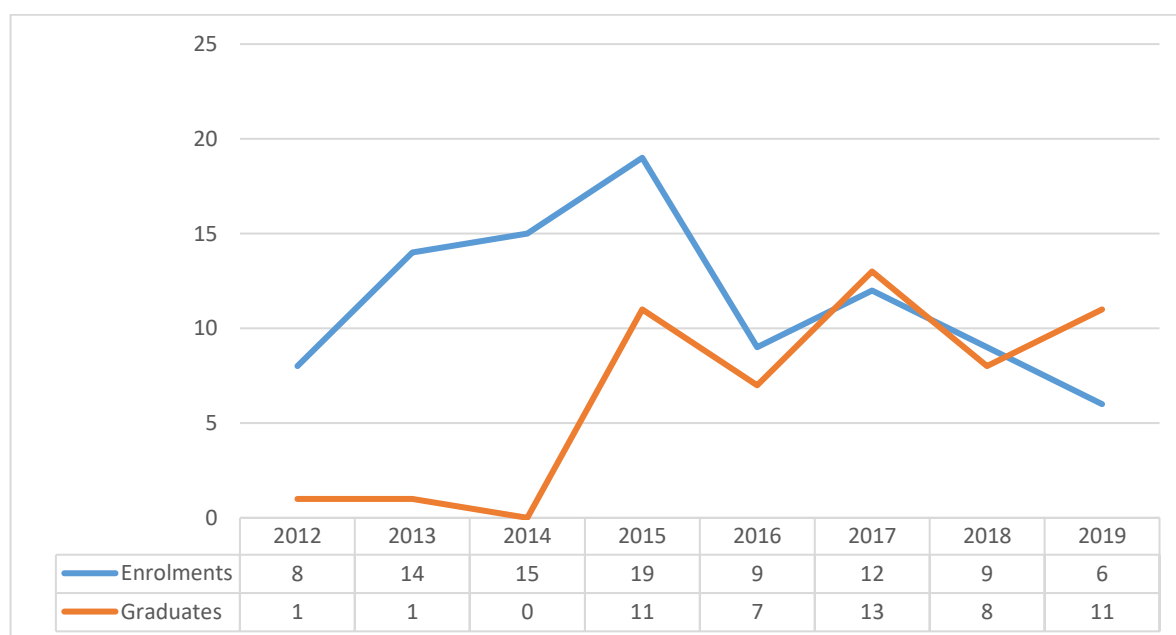
Note: Due to a shift in method of registration from 2017, we no longer register any stipends as solely externally funded (all externally funded PhD students are co-financed with either salary, overhead or educational fee).

Graduate School, Arts, total number of enrolled PhD students in collaboration with University Colleges 2012 – 2019

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

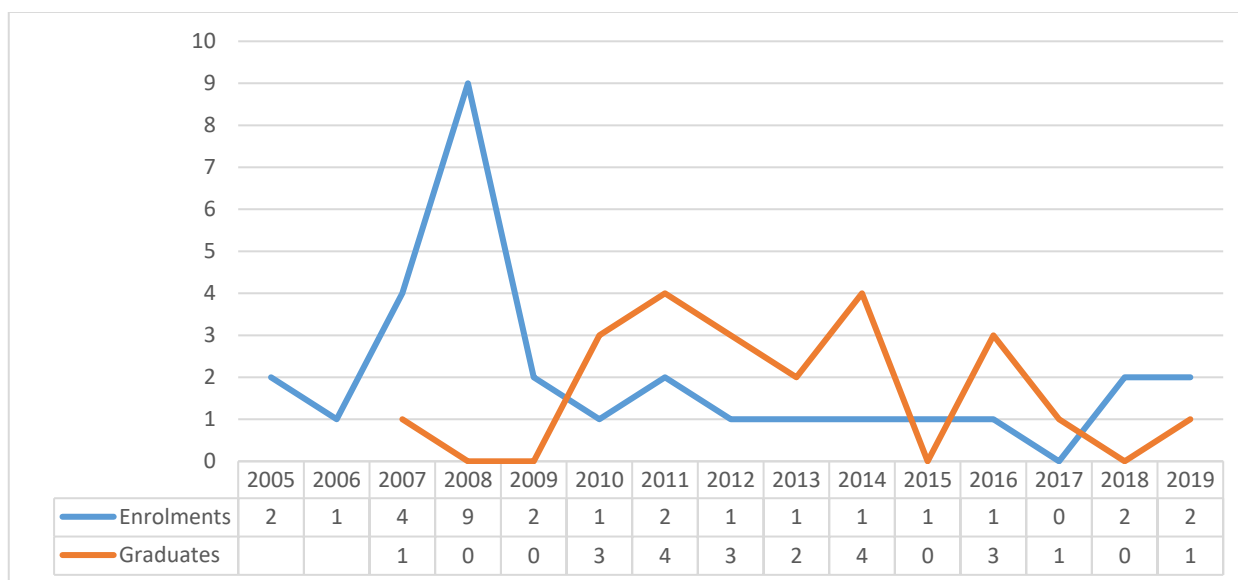
Source: Graduate School, Arts, January 2020

Graduate School, Arts, enrolments and graduates in collaboration with University Colleges 2012-2019



Source: Graduate School, Arts, January 2020

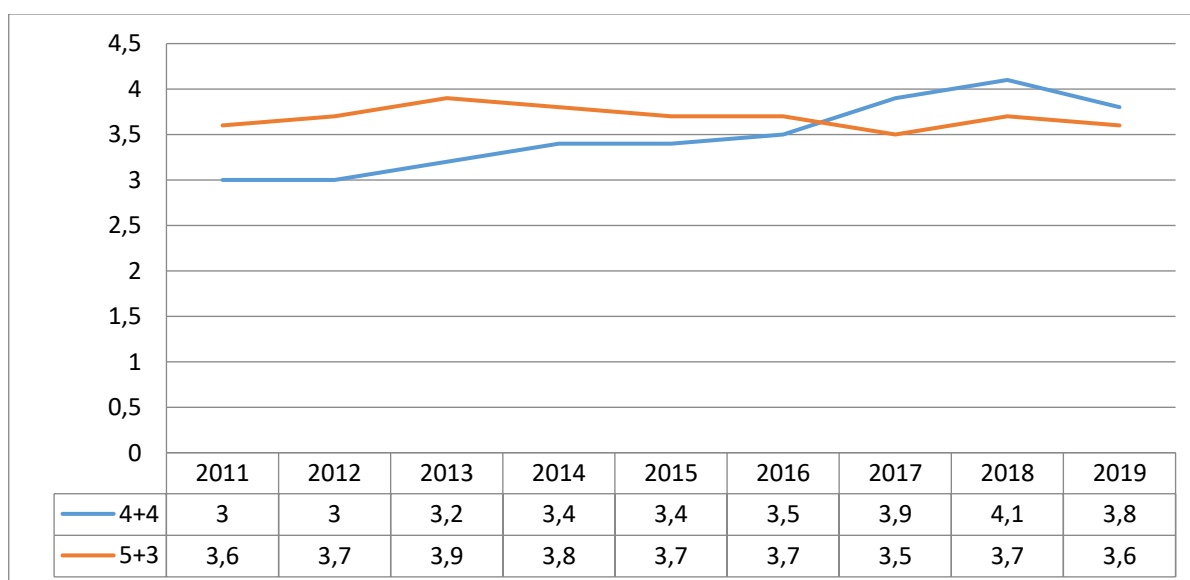
Graduate School, Arts, industrial PhD students, enrolments and graduates 2005-2019



Source: Graduate School, Arts, January 2020

Graduate School, Arts, completion time 2010-2019

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



Source: Graduate School, Arts, January 2020

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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