



ANNUAL REPORT 2018

GRADUATE SCHOOL, ARTS
AARHUS UNIVERSITY

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WELCOME TO GRADUATE SCHOOL, ARTS

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

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

[dies](#), [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 2018



Dear reader, I hope you will enjoy looking through this year's report as much as I do. I am very proud that in 2018 we have been able to keep a high enrolment of 85 new PhD students. This makes the Faculty of Arts the largest PhD school within the humanities in Denmark. The main reason for this high intake is a continued success from dedicated researchers at the faculty who attract external funding and in their research projects value the work of PhD students. This is for me a true sign of collective talent development, to which the whole faculty contributes. More than half of our enrolments (47 out of 85) are externally or co-financed PhD projects. We are also lucky that it is still possible for us to announce open calls, available to apply twice a year within all areas.

Another gain of this report is the possibility to see listed both our enrolments and our graduates from the year that passed. The variety of projects are intriguing, and I encourage everyone to give the list a good read. You will be surprised at the range of topics and projects that our PhD candidates pursue during their enrolment.

It has been of particular focus to me to make sure that all of our PhD graduates do a research stay abroad during their PhD studies. And I am pleased to notice that once again the number of our graduates who go abroad for at least two months has risen to 80% in 2018. In 2018 we have started to develop a 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 addition I will take further steps to set-up arrangements for international collaborations making

it easier and more smooth for our students to plan their research stays. This will be done via further international collaborations at PhD level: Memorandum of Understanding's with selected universities, desk-exchanges, joint courses, summer schools and more. Regarding the internal internationalisation "at home" it is my hope that we will be able to continue the slight rise we can observe and admit even more international PhD students in the years to come.

I am also happy to see that we maintain a high level of students who are enrolled in collaboration with one of the university colleges in Denmark. In total 44 of our PhD students have an affiliation to a university college, this makes us the faculty in Denmark with the highest degree of university college collaboration. I value this collaboration and believe that it contributes to the strengthening of the research environments and cultures in a variety of educational institutions in the country.

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 2018 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.

- 291 PhD students (31 Dec. 2018)
- 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 graduate programmes. The directors participate in decisions regarding admissions, academic performance, and the application of the regulations and policies of the Graduate School.

ANTHROPOLOGY, GLOBAL STUDIES AND THE STUDY OF RELIGION

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

Contact:

Director of the PhD programme: Associate Professor, Line Dalsgård, 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@cc.au.dk

PhD administrator: Annette Gregersen, gregersen@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 and Medieval Archaeology), Classical Studies (Classical Archaeology and Classical Philology), and History. It thereby spans the study of the human past in its entirety, covering a variety of different methodological approaches. The programme has a strong commitment to interdisciplinarity.



Research foci in the programme include (but are not limited to): Material Culture; Cultural Mobility; the European Bronze Age; Technology, Settlement and Landscape in Prehistory and Early History; Classical Philology; the Mediterranean world in Antiquity; Late Antiquity; the Viking Age; Buildings, Housing and Medieval Society; Cities and Rural Areas throughout History; Legal Culture in Early Modern Denmark; Political Culture in the 19th and 20th Century; Contemporary History; and Development Aid and Transnational History. Researchers active within the programme furthermore offer world-leading expertise in the study of Scandinavia as a cultural and historical region, including its relation to the outside world both regionally and globally.

Contact:

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

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

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

ICT, MEDIA, COMMUNICATION AND JOURNALISM

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

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

Contact:

Director of the PhD programme: Associate Professor, Christian Ulrik Andersen, cua@cc.au.dk

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

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



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: Anders Gade Jensen, andersgade@au.dk

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



LEARNING AND EDUCATION

This programme is concerned with processes of learning and becoming in a wide variety of formal and informal educational settings as well as with the organisational, political, economic, social, cultural, academic, philosophical and historical contexts in which educationally relevant relations and processes are embedded. These processes can be addressed theoretically, analytically and empirically. A multidimensional research area is covered, ranging from educational research to interdisciplinary approaches (such as sociological, historical, anthropological, ethnographic, psychological and philosophical perspectives). Central to the academic scope of the programme is empirically based research, and analytical theory and methodology. PhD students within the programme are engaged in both basic philosophical and analytical research questions, and in innovative and intervention-oriented research. The programme thus takes an interest in synergies between studies focused on theory development, methodological refinements and empirically based analyses of educational, learning-related, social and subjective phenomena.



Contact:

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

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

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

THEOLOGY, HISTORY OF IDEAS AND PHILOSOPHY

The Ph.D.-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. Current researchers at the programme work with a wide range of humanistic and social issues including science and technology, politics and society, culture and aesthetics, and existence and religion. Philosophical research investigates human experience and our understanding of the world by studying human phenomenology, conceptual, theoretical, and practical norms, values, and practices. The programme offers supervision within and across areas such as epistemology, metaphysics, philosophy of cognition, ethics, political philosophy, Idealism and Post-Idealism, and philosophy of science, medicine, and technology in society. The Ph.D.-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 2018

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 2018 THE FOLLOWING PROGRAMME-SPECIFIC COURSES WERE OFFERED:

Anthropology, Global Studies and the Study of Religion:

- Artful Anthropology (3,5 ECTS)
- From Fieldwork to Analysis (3,5 ECTS)
- From Plans to Practice (2 ECTS)
- From analysis to text (3.5 ECTS)
- Exploring moral community (1 ECTS)
- Gender and culture - part 1 (3 ECTS)
- Gender and culture - part 2 (3 ECTS)
- Temporalities (5 ECTS)
- Finitude and moral community (1 ECTS)

Art, Literature and Cultural Studies:

- Bernard Stiegler: "Simondon and his notion of information" – Masterclass (0,5-2 ECTS)
- Uses of Art and Culture (5 ECTS)
- What is a subject? – Masterclass (1,5 ECTS)
- Æstetik, affekt og materialitet: Masterclass med Frederik Tygstrup (1,5 ECTS)
- Nationalisme og national identitet i 1800-tallets Danmark (1 ECTS)
- Affective methodologies –Seminar Series (0,5 each seminar and 3,5 ECTS for all seminars)
- Summer Course in Narrative Study (5 ECTS)

Didactics & Learning and Education:

- Improve your research - academic search, digital methods and scholarly communication for PhD students (1 ECTS)
- Working with theory in qualitative analyses (4 ECTS)
- Narrative research and biographical methods (4-5 ECTS)
- Researching quality in early childhood education and care (ECEC) - methods for assessing and developing quality ECEC environments, professional development, innovation and leadership (4 ECTS)
- Forskning i literacy - teoretiske, metodiske og analytiske tilgange (5 ECTS)
- Den akademiske tekstdomptør (2 ECTS)
- Democracy and Citizenship in Education - Social Science Education Today and Tomorrow (4-5 ECTS)
- Organization of Learning and Knowledge - from the classics to contemporary issues (4 ECTS)
- Profession and organization (4 ECTS)
- Embodied cognition - bodily language and linguistic bodies (2 ECTS)
- Infrastructures of Governance (3 ECTS)
- Critique rather than criticism (3 ECTS)
- Analytiske perspektiver på børn og barndom (4 ECTS)
- Research design and applied data analysis for Quantitative Social Sciences and Education Studies (2-5 ECTS)
- New Materialist Approaches to Qualitative Analyses - moving with, in and between thinking technologies (4 ECTS)

History, Archaeology and Classical Studies:

- PhD workshop: Perspectives on the Nordic Middle Ages (1,5-3,5 ECTS)
- Geo-archaeology Digest (3 ECTS)
- Houses in an Urban Context - High Definition Approaches (3 ECTS)
- Master class with Prof. Alexandra Walsham (2 ECTS)
- The researcher and her archive - master class with Prof. Maria Tamboukou (1 ECTS)

ICT, Media, Communication and Journalism:

- Online course in Web archives (3 ECTS)
- RESEARCH values (5 ECTS)
- Creativity across disciplines (3 ECTS)
- Digital Media Ethnography: Concepts, Ethics, and Methods (4 ECTS)
- Visuality, culture method: MoodBoard (5 ECTS)
- Transnational TV Drama Pre-Conference: Networking and Career Planning for PhD students (1 ECTS)
- NetLab PhD workshop in web archiving (1 ECTS)

Language, Linguistics, Communication and Cognition:

- Intercultural competence training for language teachers, translators and interpreters (1-2 ECTS)
- Theories of language awareness and their implications for plurilingual language teaching (1-2 ECTS)

Theology, History of Ideas and Philosophy:

- Empiriværkstedet F2018 (3 ECTS)
- What is work? (5 ECTS)
- Rudolf Bultmann (Reading Theological Classics) (1-2 ECTS)
- Law and Religion in Norway 1640-1800 - quantitative and qualitative survey (1,5 ECTS)
- Ecclesiology of a Lutheran minority in the Dutch Golden Age: a closer look at the sources (1,5 ECTS)
- The Matter of the Liturgy (1,5 ECTS)
- Empiriværkstedet E2018 (3 ECTS)
- Theology and empirical studies: Contributing to Critical and Constructive Theological Discourse? (3-4 ECTS)

Joint courses:

- Forskningsintegritet og etik (1.5 – 2.5 ECTS)

IN 2018 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, 90 participants)
- Introduction to University Teaching for PhD Students, ITU (2 ECTS, 64 participants)

Offered:

- Introduction to Research Writing (2 ECTS, 31 participants)
- Conference Presentations: Preparation and Delivery (1.5 ECTS, 11 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 2018

In 2018 Graduate School, Arts enrolled a total of 85 new PhD students.

2018	Enrolments	4+4	5+3	Non-Danish MA degree	Non-Danish citizenship	Mean age	Female	Male
Anthropology, Global Studies and the Study of Religion	20	2	18	8	12	28	16	4
Art, Literature and Cultural Studies	12	3	9	2	3	29	10	2
Didactics	10	1	9	0	1	36	3	7
History, Archaeology and Classical Studies	12	5	7	1	1	28	6	6
ICT, Media, Communication and Journalism	9	2	7	1	2	28	6	3
Language, Linguistics, Communication and Cognition	3	2	1	0	1	27	1	2
Learning and Education	11	1	10	1	2	37	6	5
Theology, History of ideas and Philosophy	8	2	6	2	2	28	5	3
Total	85	18	67	15	24	30	53	32

Source: Graduate School Arts, January 2019

Anthropology, Global Studies and the Study of Religion

Amanda Møller Rasmussen, Denmark (supervisor Michael Eilenberg)

Give an NGO a Fisher, and you Finance it for a Day. Give an NGO a Global Fear of Piracy, and you Finance it for a Lifetime?

Sebastian Lowe, United Kingdom (supervisor Ton Otto)

Ecological Rights and Indigenous Sound Worlds

Stine Hauberg Nielsen, Denmark (supervisor Marie Louise Tørring)

An Epidemic of Doubt? Exploring how HPV Vaccine Controversies Reflect New and Broader Challenges to Public Health

Charlotte Christiansen, Denmark (supervisor Line Dalsgård)

Kunst som Social Proces

Katrine Mandrup Bach, Denmark (supervisor Mads Daugbjerg)

Using the Past to Build the Future: Exploring the Mobilisation of the Recent Past in the Struggles for Contemporary Egyptian Identities

Marie Bjerre Odgaard, Denmark (supervisor Maria E. Louw)

When Bodies Meet in Marginal Spaces: 'ahrar al-jins' Experiences in Youth in Amman, Jordan

Cecilie Baann, Norway (supervisor Michael Eilenberg)

People are not Security Conscious

Edwin Ambani Ameso, Kenya (supervisor Lotte Meinert)

The Realities of Tuberculosis as an Epidemic in Kenya

Nicholas Rowland Wainman, United Kingdom (supervisor Lotte Meinert)

Refugee Livelihood Security and Future Perspectives

Miriam Hanna Ancilla Waltz, Netherlands (supervisor Lotte Meinert)

Epidemics and Health Security: Threats and Opportunities in One Health

Anne Chahine, Germany (supervisor Ton Otto)

Future Memory Making: Co-creating (post-) Colonial Imaginations with Youth from Greenland and Denmark

Carla Mirella De Oliveira Cortês, Mozambique (supervisor Heather Anne Swanson)

Potential and Vulnerabilities in Maputo Ring Road Resettlement Areas

Kirsten Lee Keller, United States (supervisor Heather Anne Swanson)

Seawall and Sewage for a Sinking City: Dutch Engineering and Urban Ecologies in Jakarta

Yayi Zheng, China (supervisor Christian B.N. Gade)

Borderlands and Livelihood Security: Social and Economic Dynamics

Helene Nymann, Denmark (supervisor Andreas Roepstorff)

Memories of Sustainable Futures: Remembering in the Digital Age

Eva Svatonova, Czech Republic (supervisor Christina Fiig)

The Making of Femonationalist Activists: Women Activists' Mobilization in Anti-Islamic Social Movements in East Central Europe

Sophie Schmalenberger, Germany (supervisor Christoffer Leiding Kølvræ)

Worrying about the Germans: Alternative für Deutschland between far-right populism and post-Holocaust culture

Anne Sophie Grauslund Kristensen, Denmark (supervisor Jeremy Morris)

Ethnographic Research on Social Trust, Social Capital, and the Danish Welfare State

Meina Jia, China (supervisor Anders Sybrandt Hansen)

Daigou: An Empirical Study of Market, Relational Morality, and Transnational Chinese Consumer Networks

Mattias Gori Olesen, Denmark (supervisor Martin Thomas Riexinger)

Narrating the East: The Life and Works of Mu ammad Lu fi Jum a (1886-1953)

Art, Literature and Cultural Studies

Annemarie Majlund Jensen, Denmark (supervisor Sara Dybris McQuaid)
Speaking of Hard Exits: Soldiers' Memories of Conflict in and about Northern Ireland

Lea Laura Michelsen, Denmark (supervisor Jacob Lund)
Kunsten at forsvinde: kunstaktivistiske maskeringer i en digital biometrisk kontekst

Marie Christine Skammelsen, Denmark (supervisor Jacob Lund)
Antiterror-arkitektur og byen som potentiel scene for terror

David Hilmer Rex, Denmark (supervisor Jacob Wamberg)
Artistic Practice and Systems Change

Anastasia Shanaah, Russia (supervisor Lotte Philipsen)
Politicization of Contemporary Arab Art Displays

Honey Biba Beckerlee, Denmark (supervisor Jacob Wamberg)
Digital Matters

Sine Krogh, Denmark (supervisor Karina Lykke Grand)
Art and the Formation of National Identities in Denmark

Lea Grosen Jørgensen, Denmark (supervisor Lis Møller)
Skjaldens fornyelse i Norden

Rebekka Lykke Nørremark, Denmark (supervisor Stefan Iversen)
Kategoria online. En undersøgelse af persuasive angreb i vernakulær dansksproget retorik på sociale medier

Kenneth Toah Nsah, Cameroon (supervisor Mads Rosendahl Thomsen)
Can Literature Save the Congo Basin? Environmental Literary Activism in the Congo Basin: A Study of Selected Authors from Cameroon and Congo-Brazzaville

Anna Solovyeva, Russia (supervisor Pernille Hermann)
Skalds as Memory Specialists and Memorable Images: The Supernatural Origins of Poetry and the Continuity of Skåldatal

Pernille Meyer Christensen, Denmark (supervisor Henrik Skov Nielsen)
Dufortællingens udvikling i dansk litteratur – Et diakront, narratologisk case-studie

Didactics

Savhannah Schulz, Germany (supervisor Andreas Roepstorff)
Developing Measures to Investigate the Role of Reflection in Educational Learning

Nis Langer Primdahl, Denmark (supervisor Venka Simovska)
A 'Contemplative Turn' in Danish Classrooms? - Questioning the (un)intended Effects of Contemplative Practices in Danish Schools

Michael Lyhne, Denmark (supervisor Line Lerche Mørck)
Udvidelse af læreres pædagogiske og didaktiske handleevne via forskningsviden af relevans for udsatte unges læring

Ronni Laursen, Denmark (supervisor Lars Qvortrup)
Et mixed methods studie af, skolelederens betydning for lærernes trivsel ved implementeringen af læringsplatformen

Line Fredens, Denmark (supervisor Lars Qvortrup)
Kunstneriske læreprocesser i et enaktivt perspektiv

Martin Kjær Hornsgaard, Denmark (supervisor Niels Bonderup Dohn)
Udskolingselevs interesse i naturfag – kan vi fremme den?

Ingi Heinesen Højsted, Denmark (supervisor Uffe Thomas Jan-kvist)
Forskningsbaseret design af matematikundervisning med dynamiske geometriprogrammer

Morten Elkjær Hansen, Denmark (supervisor Uffe Thomas Jan-kvist)
Identifikation og afhjælpning af elevers matematikspecifikke læringsvanskeligheder i et dynamisk online miljø

Peter Bruun, Denmark (supervisor Sven-Erik Holgersen)
Musikalsk Skaben Mellem Kunst og Pædagogik

Elisa Nadire Caeli, Denmark (supervisor Jeppe Bundsgaard)
Elevs udvikling af computational thinking

History, Archaeology and Classical Studies

Valentina Matta, Italy (supervisor Helle Vandkilde)
Hub or Backwater? Uncovering Sardinia's Role within the European Bronze Age Networks

Nikoline Sauer, Denmark (supervisor Rubina Raja)
The Archaic Phase on Caesar's Forum

Jesper Borre Pedersen, Denmark (supervisor Felix Riede)
From Individual to Culture in the Final Palaeolithic - Questioning patterns and processes of dispersal, technological change and regional collapse in the Final Palaeolithic Hamburgian culture

Rie Bloch, Denmark (supervisor Niels Nørkjær Johannsen)
Symbolic Communication in Stone Age Europe

Laura Elisabeth Svop Ahlqvist, Denmark (supervisor Helle Vandkilde)
European Late Bronze Age Networks: An Iconographic Perspective

Martin Høybye, Denmark (supervisor Nick Shepherd)
Contemporary Futures in the Anthropocene: Life at Ground Zeros of Climate Change

Simon Kjær Nielsen, Denmark (supervisor Niels Nørkjær Johannsen)
Changing Ways of Life in the Neolithic. A Landscape Archaeological Study of a Cultural Meeting in NW Jutland around 2800 BC

Christian Ringskou, Denmark (supervisor Mikkel Thelle)
Ringkøbing og Skjern – købstaden og den unge by

Line Egelund Hejlskov, Denmark (supervisor Rubina Raja)
Urban Development in Rome – Space through Time

Kasper Steenfeldt Tipsmark, Denmark (supervisor Bjørn Poulsen)
Tidligmoderne Turneringer - Equin adelskultur og hestens rolle ved Christian IV's hof 1588-1648

Christian Svejgård Lunde Jørgensen, Denmark (supervisor Felix Riede and Rubina Raja)
Urban Life / Urban Disaster, An Archaeoseismological Approach

Katrine Crone, Denmark (supervisor Karen Gram-Skjoldager)
Genforeningsfejringer og national identitet

ICT, Media, Communication and Journalism

Srihari Hulikal Muralidhar, India (supervisor Claus Bossen)
The Role of ICT in Financial Inclusion

Susanne Holm, Denmark (supervisor Finn Olesen)
Patientcentreret radiografi - mellem menneske og teknologi

Anne Mette Felsted Rasmussen, Denmark (supervisor Finn Olesen)
Det relationelle samspil mellem mennesker og teknologier - Et empirisk baseret STS-studie af underviseres praksis i anvendelsen af teknologidreven simulationsundervisning på sygeplejerskedannelser

Malthe Stavning Erslev, Denmark (supervisor Søren Pold)
Digital Dannelse som agens, performance og produktion

Asnath Paula Kambunga, Namibia (supervisor Rachel Charlotte Smith)
Future Memory Making: Prototyping (post-)colonial Imaginations with Namibian Youth

Bjarke Vognstrup Fog, Denmark (supervisor Clemens Nylandsted Klokmose)
Fra data til dansk—literate computing i et humanistisk perspektiv

Line Have Musaeus, Denmark (supervisor Ole Sejer Iversen)
Developing Student's Computational Thinking Through Agent-Based Modeling in Secondary Education

Helle Breth Klausen, Denmark (supervisor Iben Have)
Fra sans og samling – en medievidenskabelig undersøgelse af anvendelsen og oplevelsen af det medierede fænomen ASMR

Anne Henriksen, Denmark (supervisor Anja Bechmann)
Trust & Algorithms: Developing Artificial Agents for Digital Healthcare

Language, Linguistics, Communication and Cognition

Jeroen Willemssen, Netherlands (supervisor William McGregor)
Reta Language and Lore: A Linguistic and Historical Description of an Endangered Papuan Language

Christina Emborg, Denmark (supervisor Jakob Steensig)
Turtagningsfærdigheder hos voksne infantile autister

Yonatan Ungermann Goldshtein, Denmark (supervisor Inger Schoonderbeek and Peter Skautrup)
The Melody of Jutland

Learning and Education

Frederikke Skaaning Knage, Denmark (supervisor Dorte Marie Søndergaard)

Når unge vægrer sig ved skole

Kornelia Kraglund, Denmark (supervisor Kirsten Elisa Petersen)

Undervisning af flygtningebørn. En forskningsbaseret didaktik

Casper Thrane, Denmark (supervisor Karen Wistoft)

Betydninger af stx-danskfagets indskrivning og træning af tværfaglige kompetencer ud fra emnet smag og æstetik

Emil Smith, Denmark (supervisor David Reimer)

Measuring School Culture Through the Eyes of Students and Teachers

Rajeshwar Acharya, Nepal (supervisor Karen Valentin)

'Battlefield' of Educational Aid: A Study of International Financing of the Nepali Education Sector Amidst Declining Foreign Aid

Ida Elbæk, Denmark (supervisor Eva Gulløv)

Relationer i dagplejen

Narges Ghandchi, Iran (supervisor Helle Pia Laursen)

Intergenerational Socialization into Danish Language and Culture. An Ethnographic Study of Migrant Adults' Socialization through Their Children into Danish Language and Culture

Mikkel Holding Vembye, Denmark (supervisor Hans Siggaard Jensen)

Developing the Concept of Causation and Evidence in Evidence-based Research

Maria Louise Larsen Hedegaard, Denmark (supervisor John Benedicto Krejsler)

Demokrati og medborgerskab i den målstyrede skole

Mia Hesselberg-Thomsen, Denmark (supervisor Morten Nissen)

At spille en professionel rolle i andres liv

Lucas Lundbye Cone, Denmark (supervisor Katja Brøgger)

The Politics of Privatization: Markets, School Choice, and the Struggle for Public Education

Theology, History of Ideas and Philosophy

Anne-Cathrine Wackerhausen, Denmark (supervisor Johanna Seibt)

Dehumanizing Humans and Humanizing Machines - Social Robotics and the Attributability of Humanity

Ludvig Goldschmidt Pedersen, Denmark (supervisor Casper Andersen)

Scientific Virtues in the Danish Bureaucracy, 1885-1942

Louise Rognlien, Norway (supervisor Louise Fabian)

Nye stemmer: Den indvandrede kvinde

Søren Carsten Light Lorenzen, Denmark (supervisor Jan Dietrich)

Name, Names, and Naming: An Analysis of the Narrative Self in the Old Testament

Eva Elisabeth Houth Vrangbæk, Denmark (supervisor Jakob Engberg)

Constructing Theology with the Self - Text Mining the Autobiographical Elements of Augustine's Works

Marie Andersen, Denmark (supervisor Eve-Marie Becker)

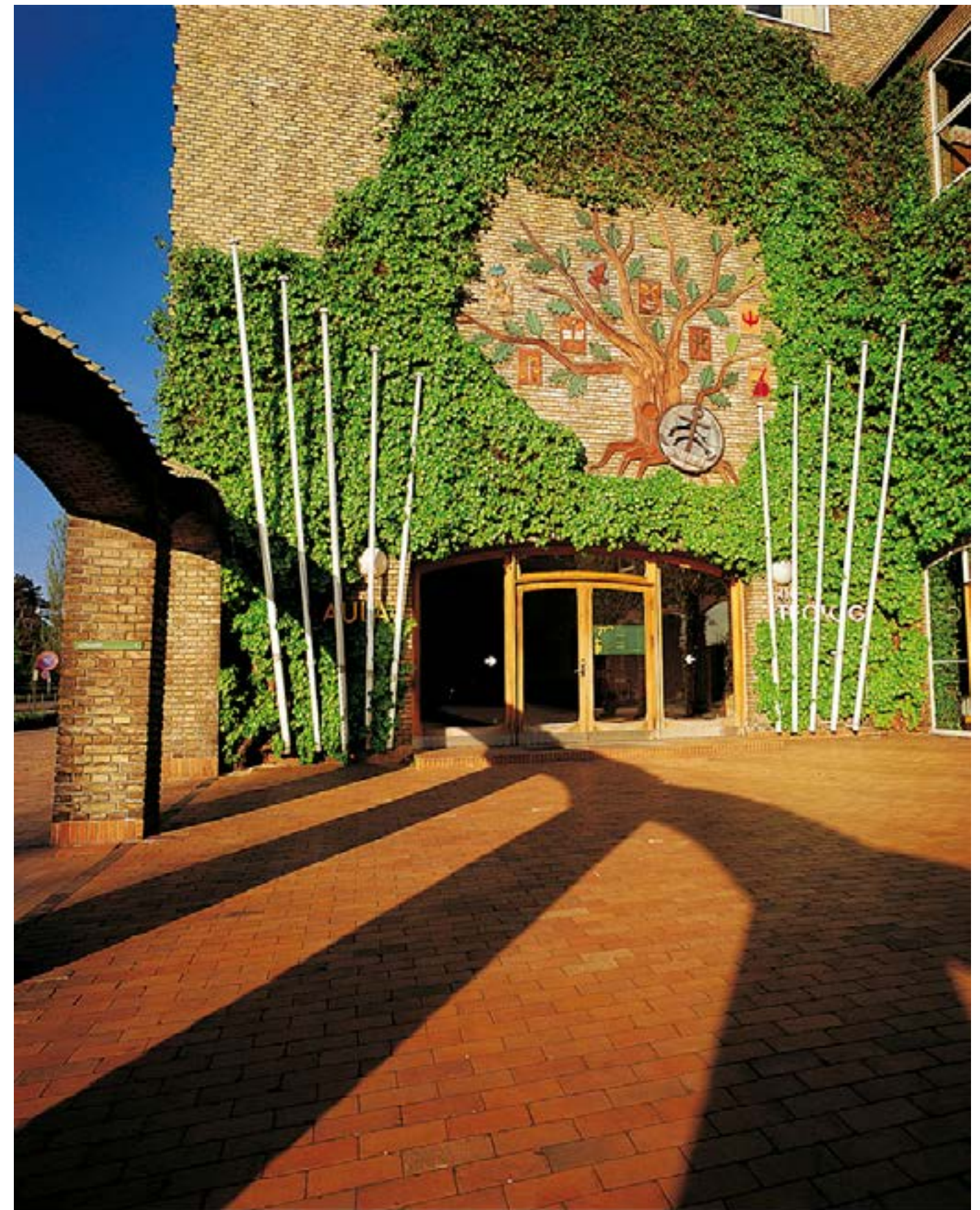
Epistolary Leadership and the Management of Time - a Comparative Reading of Paul's and Seneca's Letters

Jóannes Purkhús, Denmark (supervisor Eve-Marie Becker)

Doulos in and Around Paul: A Socio-historical, Semantic and Motific Analysis

Valeria Dessy, Italy (supervisor Anders-Christian Jacobsen)

Origen and the Modern Protestant Tradition



PHD GRADUATES 2018

In 2018 Graduate School, Arts awarded the PhD degree to 46 graduates.

2018	Graduates	4+4	5+3	Non-Danish MA degree	Non-Danish citizenship	Mean age	Female	Male
Anthropology, Global Studies and the Study of Religion	6	1	5	2	2	37	3	3
Art, Literature and Cultural Studies	3	2	1	0	0	32	2	1
Didactics	7	0	7	1	2	43	1	6
History, Archaeology and Classical Studies	11	5	5	1	2	35	4	7
ICT, Media, Communication and Journalism	3	1	2	0	0	34	2	1
Language, Linguistics, Communication and Cognition	2	0	2	0	1	51	1	1
Learning and Education	6	1	5	1	1	40	4	2
Theology, History of ideas and Philosophy	8	2	6	1	2	38	5	3
Total	46	12	33	6	10	39	22	24

Source: Graduate School Arts, January 2019

ANTHROPOLOGY, GLOBAL STUDIES AND THE STUDY OF RELIGION

Pierre du Plessis, Botswana (supervisor Anna Tsing and Rane Willerslev)
Gathering the Kalahari: Tracking Landscapes in Motion

Morten Deleuran Terkildsen, Denmark (supervisor Andreas Roepstorff)
Cancer Genetic Counseling in China and Denmark; a Comparative Anthropological Perspective

Thea Skaanes, Denmark (supervisor Rane Willerslev and Ton Otto)
Cosmology Matters - Power Objects, Rituals, and Meat-sharing among the Hadza of Tanzania

Mette Lind Kusk, Denmark (supervisor Lotte Meinert)
On Uncertain Ground: Intimate Wrangles over Land and Belonging in Northern Uganda

Hugh Daniel Turpin, Ireland (supervisor Armin Geertz)
Failing God? A Cognitive Anthropological Examination of the Relationship between Catholic Scandals and Irish Secularisation

Mette Bjerregaard Mortensen, Denmark (supervisor Hans Jørgen Lundager Jensen and Anders Klostergaard Petersen)
A Contribution to Qur'anic Studies: Toward a Definition of Piety and Asceticism in the Qur'an

ART, LITERATURE AND CULTURAL STUDIES

Anders Eskildsen, Denmark (supervisor Steen Kaargaard Nielsen)
Interagency in Improvised Music: A Systems Theory-based Analytical Strategy

Christina Jerne, Denmark (supervisor Britta Timm Knudsen)
Moments of Rupture. Effectuating, Assembling and Desiring Anti-mafia Economics

Tina Louise Hove Sørensen, Denmark (supervisor Bodil Marie Stavning Thomsen and Per Stounbjerg)
Hinsides udkant: Alternative kunstneriske sanseliggørelser af dansk provins i perioden 2005-2015

DIDACTICS

Keld Skovmand, Denmark (supervisor Frede V. Nielsen and Sven-Erik Holgersen)
I bund og grund – Lærerprofessionens didaktik?

Geir Hyrve, Norway (supervisor Monica Carlsson)
Bruk av kvalitative case-studier i evalueringer av barnevernsprogrammer

Hans Harryson, Faroe Islands (supervisor Jens Rasmussen)
Den pædagogiske diskurs i læreruddannelsen. Formal, indhold og undervisningsmetoder En komparation af læreruddannelserne HSN, Drammen, VIA, Aarhus og HÍ, Reykjavik

Niels Lukassen, Denmark (supervisor Jens Rasmussen)
Formativ feedback: Systemteoretisk genbeskrivelse og empirisk undersøgelse af formativ feedback i folkeskolens 7. klasser

Rikke Dalgaard Hartmeyer, Denmark (supervisor Hans Siggaard Jensen)
Linking the Nodes: A Study of Mediating Elements in Node-link Diagram Interventions

Rune Hansen, Denmark (supervisor Tomas Højgaard)
Målstyret kompetenceorienteret matematikundervisning

Jan Bisgaard, Denmark (supervisor Vibe Aarkrog)
Praktikkens didaktik: Hvordan styrkes lærlinges og studerendes engagement og læring i praktik?

HISTORY, ARCHAEOLOGY AND CLASSICAL STUDIES

Katrine Balsgaard Juul, Denmark (supervisor Jens-Bjørn Riis Andresen and Mads Kähler Holst)
On the Verge of Coastal Culture: Dynamic Identities in the North Sea Areas AD 400-700 Expressed through Gender, Status and Regionality

Anna Severine Beck, Denmark (supervisor Mette Svart Kristiansen and Mads Kähler Holst)
Assembling the House, Building a Home. The Late Iron Age Long-house (500-1000 AD)



Torben Trier Christiansen, Denmark (supervisor Søren Michael Sindbæk)

The Productive Limfjord Region in Perspective. A Study of Metal Detecting Sites and Socioeconomic Development in Denmark, AD 400-1150

Matteo Pilati, Italy (supervisor Mads Kähler Holst and Jens-Bjørn Riis-Andresen)

Archaeological Image-based 3D Recording in Context. The Methodological and Theoretical Traits of an Emergent Documentation Strategy

Peter Jensen, Denmark (supervisor Mads Kähler Holst)

Approaching Reality: Integrating Image-based 3D Modelling and Complex Spatial Data in Archaeological Field Recording

Martin Friis Andersen, Denmark (supervisor Jens Krasilnikoff)

Danmarks hidtil smukkeste Indsats. Danske atleteres og mediers konstruktion af de olympiske lege i London (1948 og 2012) som erindringssted

Byron Zachary Rom-Jensen, Denmark (supervisor Thorsten Borring Olesen)

The Scandinavian Legacy: Nordic Policies as Images and Models in the United States

Henrik Lundtofte, Denmark

Håndlangerne - Schalburgkorpsets Efterretningstjeneste og Hi-pokorpset 1943-1945

Nicola Daumann, Germany (supervisor Troels Myrup Kristensen)

Sacred Landscapes and Economies in Urban Contexts. Looking at Movement towards Sanctuaries in Late Second Temple period Jerusalem and Roman Heliopolis

Niels Nyegaard, Denmark (supervisor Nina Javette Koefoed)

Perverse forbrydere og gode borgere: Homoseksualitet, heteronormativitet og medborgerskab i Københavns offentlighed, 1906-11

Anette Ekström Larner, Denmark (supervisor Nina Javette Koefoed)

The Good Household Gone Bad. Tracing the Good Household in Early Modern Denmark Through Crime and Incarceration

ICT, MEDIA, COMMUNICATION AND JOURNALISM

Bente Hull Frich, Denmark (supervisor Finn Olesen)

Omsorg i teknologien? Teknologi i omsorgen? - Et STS studie af telepraksis

Marie Louise Juul Søndergaard, Denmark (supervisor Lone Koefoed Hansen)

Staying with the Trouble through Design: Critical-feminist Design of Intimate Technology

Lyng Stegger Gemzøe, Denmark (supervisor Jakob Isak Nielsen)

The Showrunner Effect: System, Culture and Individual Agency in American Remakes of Danish Television Series

LANGUAGE, LINGUISTICS, COMMUNICATION AND COGNITION

Hanne Wachter Kjærgaard, Denmark (supervisor Susana Silvia Fernández)

Technology-mediated Written Corrective Feedback in the Danish Lower Secondary Classroom

Aymeric Daval-Markussen, France (supervisor Peter Bakker)

Reconstructing Creole

LEARNING AND EDUCATION

Rune Müller Kristensen, Denmark (supervisor Niels Egelund and Anders Holm)

Teachers and Teacher Personality: Secondary Growth Curve Analyses of Effects of Teachers' Personality Traits and Education on Students' Behavior and Self-esteem

Charlotte Riis Jensen, Denmark (supervisor Susan Tetler)

Vejledning af lærere - en samskabende proces: Når lærere støttes i at udvikle inkluderende læringsmiljøer

Jie Gao, China (supervisor Susan Wright)

The Sino-Danish Center and the Challenges of Developing Equal Sino-Foreign Partnerships in Higher Education

Bjarke Lindsø Andersen, Denmark (supervisor Cathrine Hasse)

Online education bag scenen: Teknologiske medieringer af autoritet

Ane Refshauge Høyrup, Denmark (supervisor Laura Gilliam)

Tillidsarbejde og tydelighed - Et studie af tillid, magt og afhæn-

ghed blandt pædagoger og forældre i danske vuggestuer

Helene Falkenberg, Denmark (supervisor Malou Juelskjær)

Skole- og ungdomsliv i overbygningsskolens rum og steder - diffraktive og rytmeanalytiske læsninger af skoleliv i nye organiseringer af udskoling

THEOLOGY, HISTORY OF IDEAS AND PHILOSOPHY

Øyvind Lyngseth, Norway (supervisor Thomas Schwarz Wentzer)

Strygerspillet's Epistemologi

Bjarke Skærlund Risager, Denmark (supervisor Mikkel Thorup)

Social Movements in Times of Crises: The Production of Space, Place, and Subjectivity in Crises of Economy and Democracy, 2011-17

Christoffer Basse Eriksen, Denmark (supervisor Mikkel Thorup)

Beneath the Visible: Nature, and the Sub-visible World in Early Modern Microscopy

Line Marschner, Denmark (supervisor Ulla Schmidt and Anders Klostergaard Petersen)

Kirkearkitektur som erkendelsesvej - En undersøgelse af moderne kirkebygningers autonomi belyst gennem arkitekterne Johannes og Inger Exners kirkebygninger

Bodil Elisabeth Lodberg, Denmark (supervisor Liselotte Malmgart)

Hus og hjem - en oversat økonomi i protestantismen og det danske velfærdssamfund

Kinga Zeller, Germany (supervisor Bo Kristian Holm)

Luthers Schriftverständnis aus Rezeptionsästhetischer Perspektive. Eine Untersuchung zu Anknüpfungspunkten, Transformationsmöglichkeiten und Differenzen

Lone Slot Nielsen, Denmark (supervisor Svend Andersen)

Kritik og engagement. En undersøgelse af K.E. Løgstrups kulturforståelse

Vanja Thaulow, Denmark (supervisor Troels Nørager)

Herrens Stridsmand: Rotorisk kritik af N.F.S. Grundtvigs teologiske polemik i perioden 1810-1825



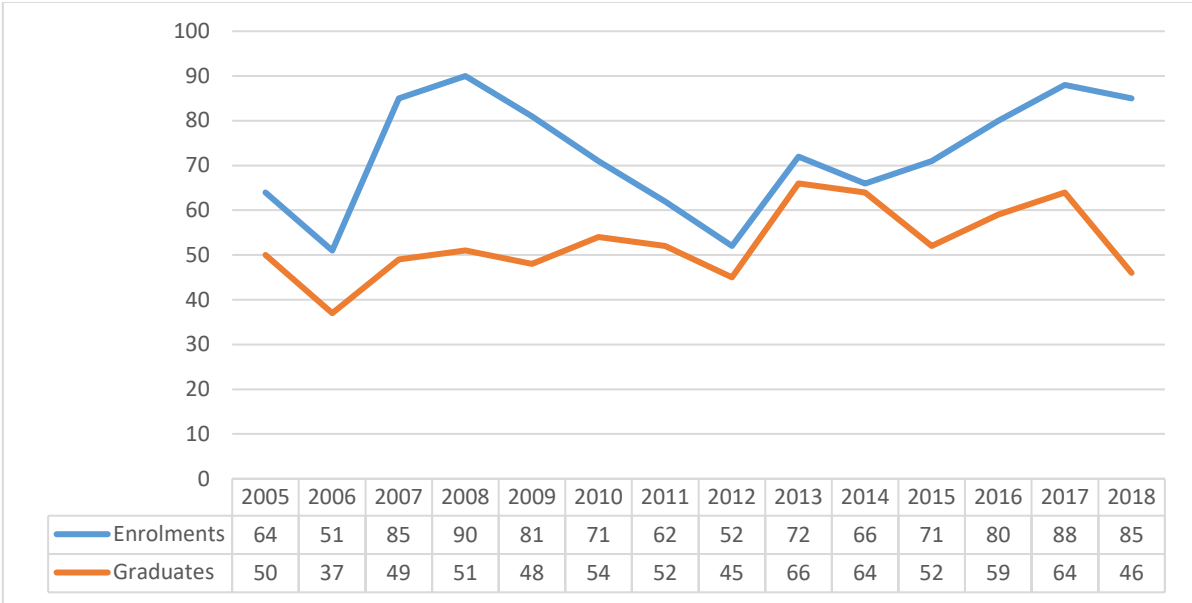
GRADUATE SCHOOL, ARTS, NUMBERS AND FIGURES

Total number of enrolled PhD students by December 2018

2018	Enrolled	4+4	5+3	Non-Danish MA degree	Non-Danish citizenship	Mean age	Female	Male
Anthropology, Global Studies and the Study of Religion	55	12	43	15	21	30	36	19
Art, Literature and Cultural Studies	43	14	29	5	5	31	29	14
Didactics	34	1	33	1	2	42	18	16
History, Archaeology and Classical Studies	44	10	34	10	11	30	23	21
ICT, Media, Communication and Journalism	26	5	21	7	8	31	14	12
Language, Linguistics, Communication and Cognition	14	6	8	2	3	30	9	5
Learning and Education	41	2	39	2	5	40	28	13
Theology, History of ideas and Philosophy	34	11	23	5	7	30	11	23
Total	291	61	230	47	62	33	168	123
		21 %	79 %	16 %	21 %		58 %	42 %

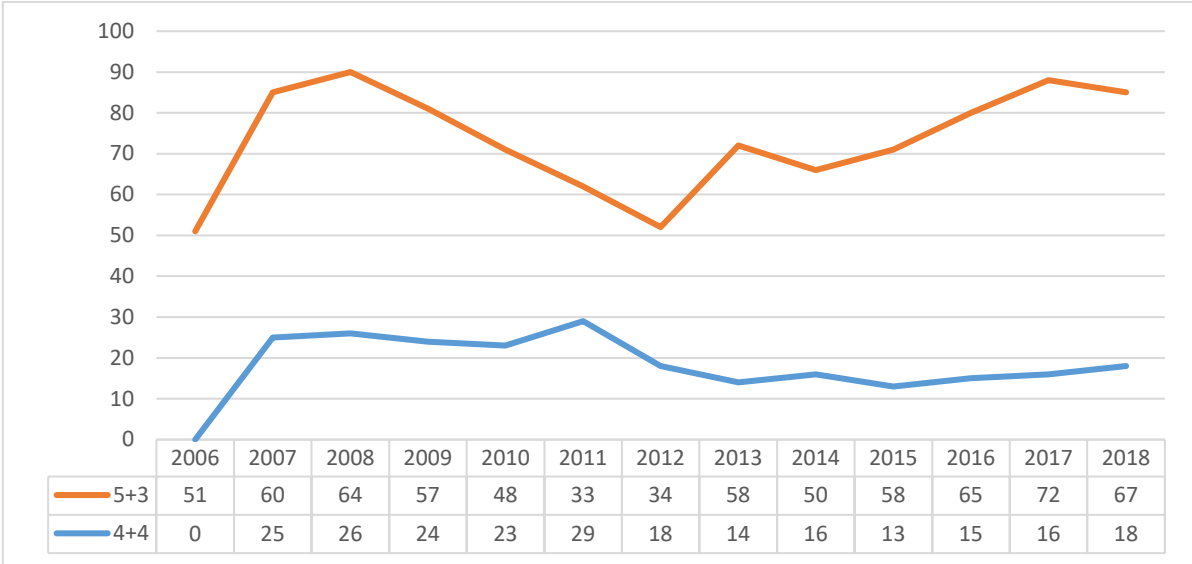
Source: Graduate School, Arts, January 2019

Enrolments and graduates, 2005-2018



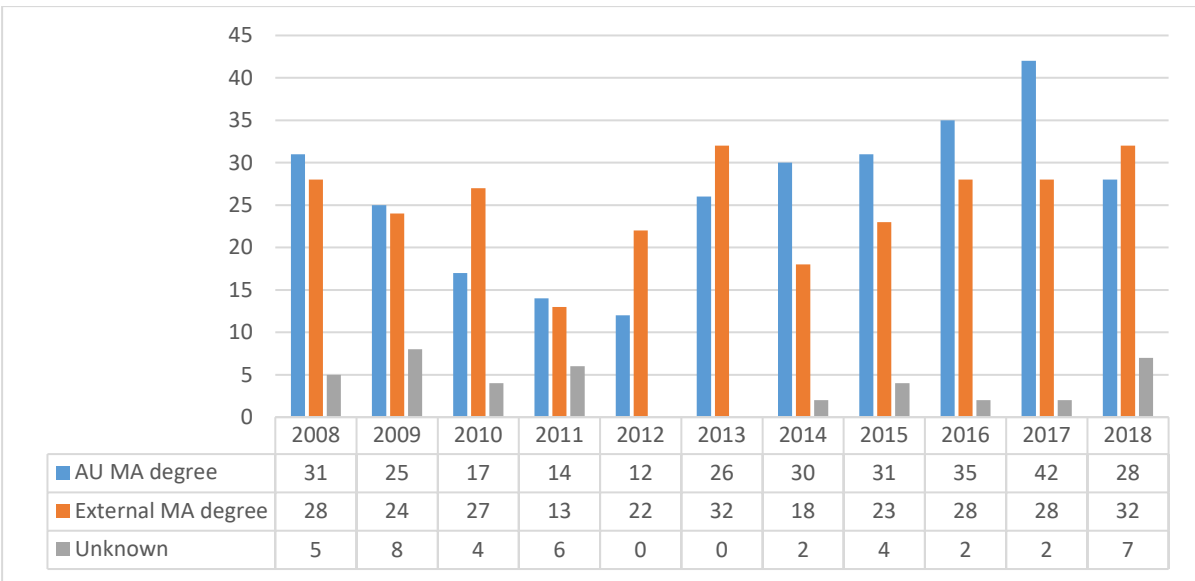
Source: Graduate School, Arts, January 2019
Note: Prior to 2012 PhD students from the programmes based at the Department of Education (Didactics; Learning and Education) are not included.

Enrolments divided into 5+3 and 4+4, 2005-2018



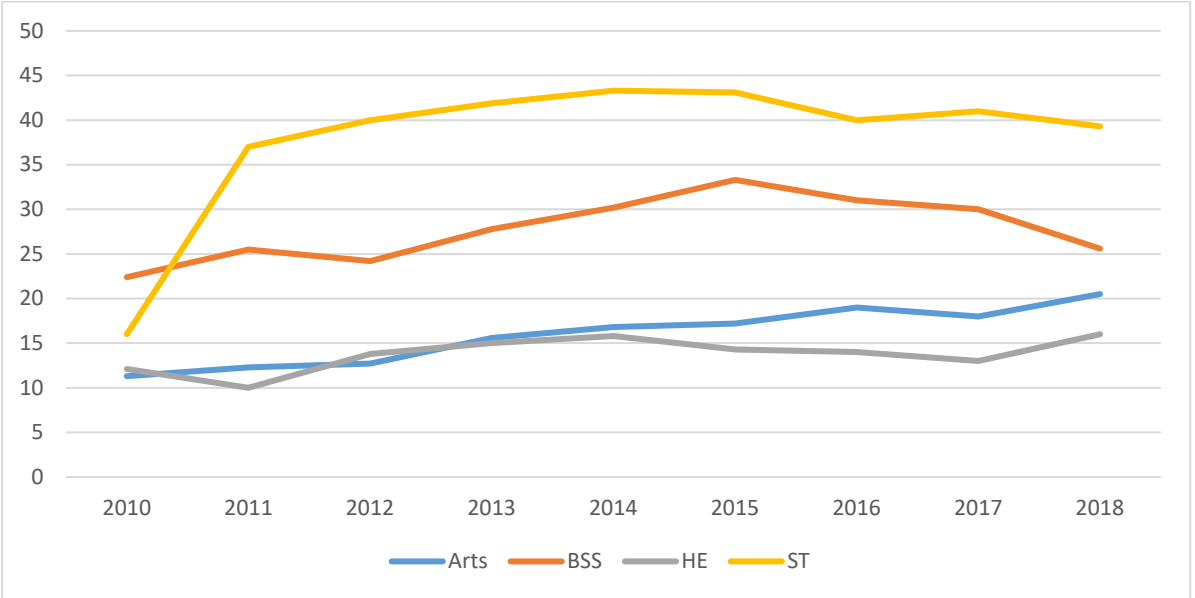
Source: Graduate School, Arts, January 2019
Note: Prior to 2012 PhD students from the programmes based at the Department of Education (Didactics; Learning and Education) are not included.

Origin of MA degree of the 5+3 enrolments, 2008-2018



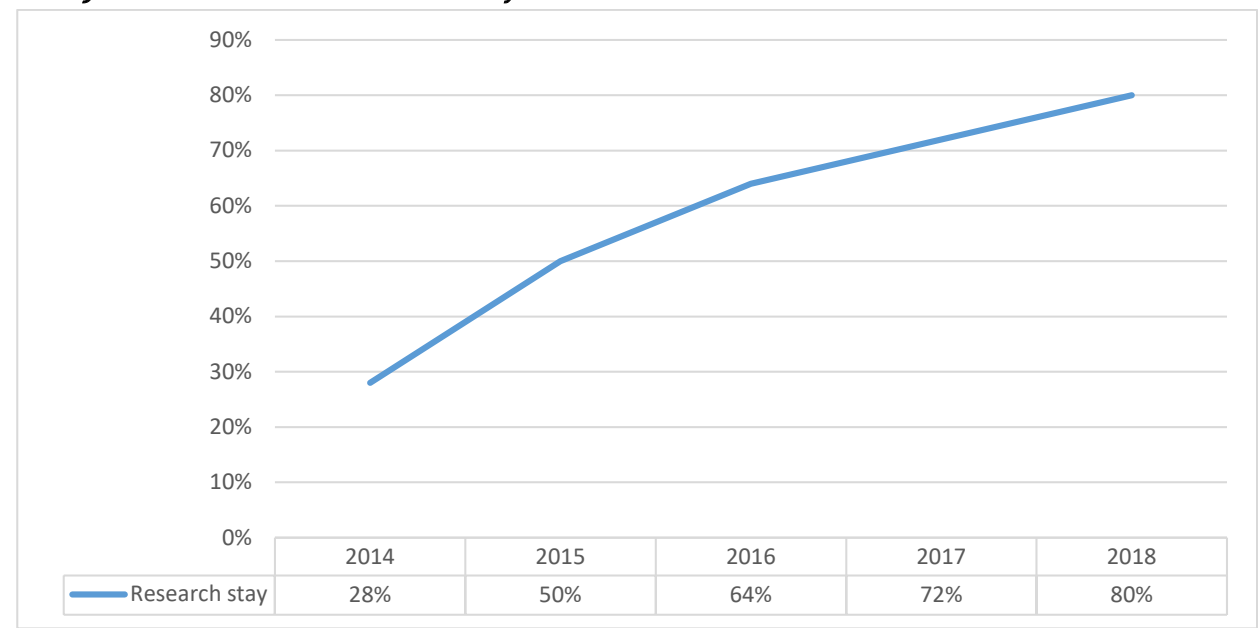
Source: Graduate School, Arts, January 2019
Note: Prior to 2012 PhD students from the programmes based at the Department of Education (Didactics; Learning and Education) are not included.

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



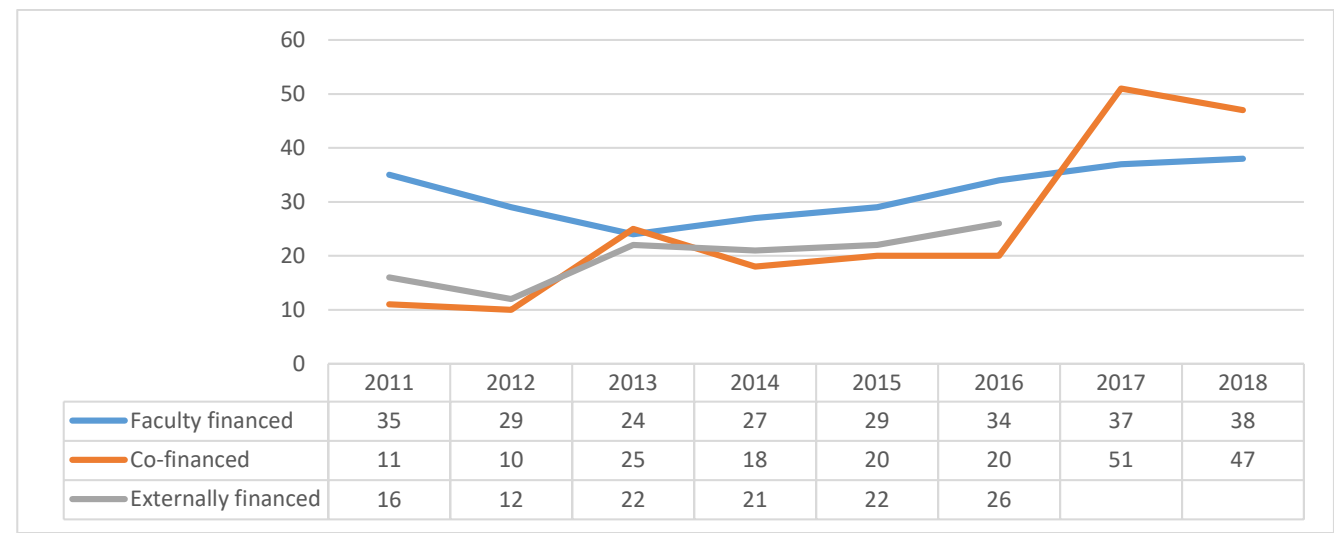
Source: AU Talent Development Unit, January 2019

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



Source: Graduate School, Arts, January 2019

Financing of the PhD students enrolled in 2011-2018 (head count)



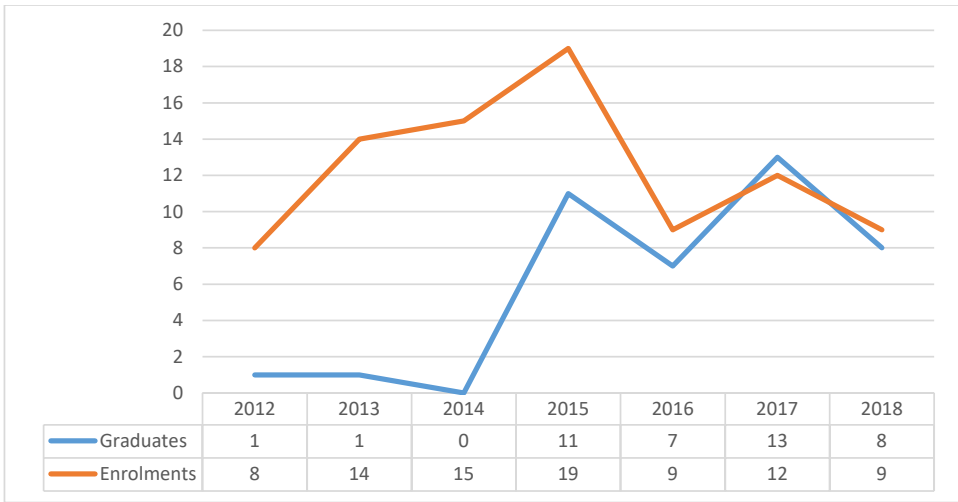
Source: Graduate School, Arts, January 2019
Note: Due to a shift in method of registration from 2017, we no longer register any stipends as solely externally funded (all externally funded PhD students are co-financed with either salary, overhead or educational fee).

Graduate School, Arts, total number of enrolled PhD students in collaboration with University Colleges 2012 - 2018

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

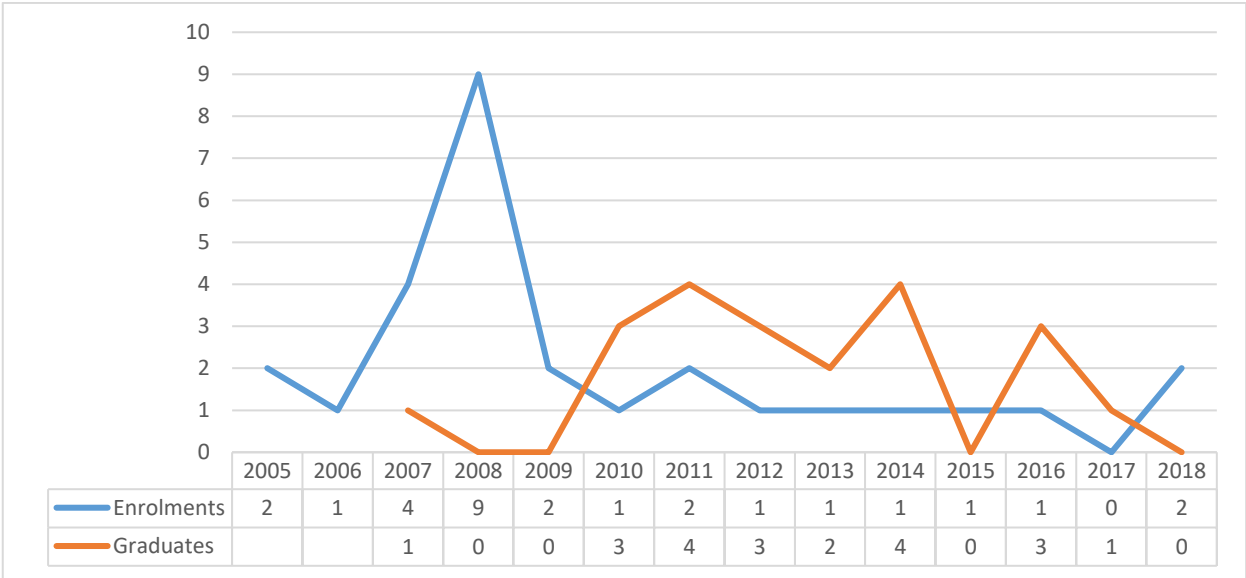
Source: Graduate School, Arts, January 2019

Graduate School, Arts, enrolments and graduates in collaboration with University Colleges 2012-2018



Source: Graduate School, Arts, January 2019

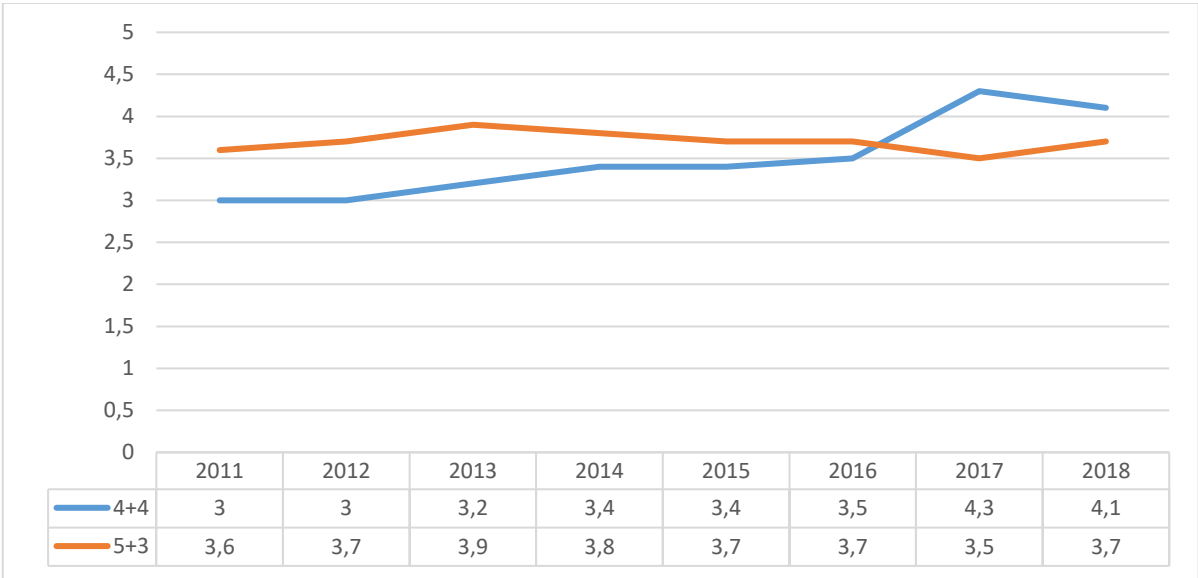
Graduate School, Arts, industrial PhD students, enrolments and graduates 2005-2018



Source: Graduate School, Arts, January 2019

Completion time 2010-2018

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



Source: Graduate School, Arts, January 2019

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

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

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



CONTACT INFORMATION AND WHERE TO LEARN MORE

Graduate School, Arts webpage <http://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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