

**Evaluation of the Graduate School of International Development
Studies, Roskilde University**

April – May 2009

**By Staffan Lindberg
Department of Sociology
Lund University**

10 June, 2009

List of Contents:

	Page:
Summary	3
1. The evaluation task and the way it was carried out	5
2. Background and mission of the School	5
3. Overall strategy and organisation of the School	6
4. Production of PhD theses, exams and future career of the degree holders	10
5. Becoming and graduate student and getting training	12
6. Larger institutional framework – the Department of Society and Globalisation and its organisation	15
7. Organisation of Research Groups in relation to PhD candidates’ training and thesis work	16
8. Networks and cooperation with institutions outside Roskilde	18
9. Conclusions and recommendations	20

List of Appendices:

1. Terms of reference for the evaluation
2. Persons interviewed in 2009
3. List of students: date of registration and date of finishing the degree, if any
4. List of Ph.D. dissertations
5. Incomplete list of IDS Graduates’ first or current employment
6. Titles of ongoing PhD research projects
7. List of Intensive Researcher Training Courses
8. List of Guest PhD students
9. List of Guest Professors
10. List of Guest Lectures
11. CVs of the Steering Committee of the Graduate School

Summary

The Graduate School of International Development Studies, from here onwards called the School, was already firmly established in 2003, having developed into the leading interdisciplinary graduate school in Denmark and in the Nordic countries over a period of 15 years. The most striking features, according to the earlier evaluation in 2003, and also according to my understanding at that time, were its interdisciplinary character, wide network co-operation, innovative Intensive Researcher Training Courses and strong coordination of activities.

The current evaluation finds that today, in 2008 - 2009, the School has not only been sustained at this high level of performance but has improved even further in terms of overall functioning and output of PhD exams. Given its aims, preconditions and context it has now reached an almost optimal way of functioning in terms of its main goal, that is, to successfully train PhD candidates in research and writing skills around development issues in the developing countries, which encompass a broad agenda of social transformation studies in social, political and economic perspectives.

The main reasons for this success are the autonomy of the School in terms of strong leadership, community building with an ideal size of the student group, material resources, institutional base and networks outside Roskilde University (RUC).

It is the strength of the School and the Department of Society and Globalisation that it allows the leadership to carry out all the necessary tasks for this and that it has a very committed and socially competent administrator working in close cooperation and proximity of the students and the teachers,

Teachers and students are provided opportunities and encouraged to actively involve themselves in the choice and shape of the various activities of the school, like seminars, courses and workshops. There is a democratic and informal atmosphere in the functioning of the sSchool but the level of such involvements, quite naturally varies with the phases that especially the PhD candidates are going through.

Two new and distinct activities have added further strength to the School since 2003:

- * The special thesis-seminars, called Friday seminars, which provide a permissive and encouraging environment for promoting the thesis writing in a creative way
- * The increased number of visiting Guest PhD students, who, staying for two to four months, add intellectual and social inspiration to the PhD candidates at the School. This contributes to the social and intellectual density of the School

Students and teachers very much appreciate these strong features of the School. It is striking how highly the students actually value the way the School is functioning and how they feel privileged to be part of it. There are individual points of critique of, or rather ambitions, expressing possible further improvements at the School, but they are of a benign character and mostly relate to they way the School could be linked more to various activities and networks inside as well as outside Roskilde University. Otherwise there is naturally a concern about the future – can we really preserve this well functioning School in the future? ‘How will we be able to make it work as well as this in the future?’

The main challenge in the years to come is to preserve and actively protect the essential features of the running of the School today: autonomy, focused and committed leadership who drives the activities that are now so successful, active mobilisation of resources in the form of scholarships and programme funds, and active and inclusive involvement of teachers and students in the running of the School and its various activities.

1. The evaluation task and the way it was carried out

The Terms of Reference for the evaluation are given in Appendix 1 and can be summarised as assessing the School's mission, strategy, organization, academic activities, and performance. In this evaluation the strategy, organisation and activities are dealt with as a dynamic interaction. Focus will be on the learning experiences of the doctoral students: strong features and possibly critical issues that need to be dealt with in order to maintain and develop standards.

The evaluation follows upon a previous evaluation of the School in 2003¹ and is based on an analysis of documents presented by the School administration referring to student registration statistics of various kinds (date of registration, supervisors, theses defended: titles, examiners and dates), annual reports, steering committee minutes, list of guest professors and guest PhD students, and other documents relevant to the running of the School. In temporal terms, this evaluation sees the 2003 evaluation as a kind of 'benchmark' and the main question asked here concerns the way the School has developed after that.

During my stay in Roskilde I made a substantive number of interviews (personal as well as via E-mail exchanges) with teachers, administrators and persons, with whom the School is cooperating and/or networking. In April 2009, I spent one week at the School and interacted actively in various ways with students and teachers/administrators. The persons met and interviewed are listed in Appendix 2.

Important background information is that I have been interacting more or less intensively with the School since its beginning in the early 1990s.²

2. Background and mission of the School

Beginning in the early 1990s, the School was already firmly established in 2003, having developed into the leading interdisciplinary graduate school in Denmark and in the Nordic countries over a period of 15 years. It was then already recognized as a centre of excellence in the Danish academic system.

The most striking features, according to the 2003 evaluation, and also according to my understanding at that time, were its interdisciplinary character, wide network co-operation, innovative Intensive Researcher Training Courses and strong coordination of activities.

The main goal of the School has continuously been to train individual PhD candidates in academic research and writing skills based on empirical studies of development issues in the developing countries. This interdisciplinary approach is very productive: development issues are by their very character multidimensional and are best dealt with within a broad social

¹ Doornbos, Martin and Christian Lund (2003) *Selv-Evaluation. The Graduate School of International Development Studies, Roskilde University*. The Hague: Institute of Social Sciences and Roskilde, IDS.

² During the 1980s and 1990s I led a graduate seminar in developments studies at the Department of Sociology, Lund University. Though much more limited in scope, there are many similarities with the Roskilde School in the way this programme was run. These experiences, not least in relation to my other experience of supervising a number of PhD students in more general sociological fields of research and examining a great many doctoral dissertations, are important for my understanding of what constitutes an efficient high quality PhD education programme.

science agenda. In addition to this, the School also has a cultural and humanistic competence, which adds even further to this quality.

The programme focuses on addressing and exploring the broad theme of *Institutions and Conflict in Development*. Political, economic and cultural institutions and conflicts are studied under an interdisciplinary angle, taking up the discussion at local, national and international levels. Translated into the actual theses produced so far, this field encompasses a broad social and human science agenda of structure and transformation studies in its social, political and economic dimensions. It also includes and encourages perspectives that are critical of mainstream development theories and practices, e.g., post-colonial theories.

When it comes to methodology, the School appears to have followed the general recent trend within the non-economic social science disciplines of working more with qualitative than quantitative data and analysis. This imbalance is currently being discussed and there are now plans to strengthen quantitative methodology in the researcher training at the Department.

Within this overall framework, priority quite naturally is given to academic quality in terms of theoretical grounding and methodological sophistication, as well as critical and innovative approaches.

I find these objectives highly relevant and, as can be seen below, very realistic in terms of output. The interdisciplinary approach to development studies is commendable and also produces candidates who find relevant jobs after their exams.

3. Overall strategy and organisation of the School

The School has maintained the same basic organisation as it had in 2003. This organisation and the principles behind it are describe in the 2003 evaluation and will not be repeated here in detail.

The current evaluation finds that today, in 2009, the School has not only been sustained at the high level of performance noticed in the 2003 evaluation but has improved even further in terms of overall functioning and output of PhD exams. On this output, see Section 4 below.

Given its aims, preconditions and context it has now reached an almost optimal way of functioning in terms of its main objective, that is, to successfully train PhD candidates in research and writing skills around development issues in the developing countries. We can call it the Roskilde Model.

The main reasons for this success are the autonomy of the School in terms of strong leadership, intellectual and social community building with an ideal size of the student and teacher group, material resources, institutional base and networks outside Roskilde University.

The size of the School, with around 25-30 doctoral students and about ten active supervisors/teachers, seems to be ideal given its programme and activities. Research seminars need around 8-10 active participants to be creative. The presence of participants at RUC is at any time reduced by the following factors: For long periods students, as well as teachers, go for fieldwork, courses and conferences outside the University; some of the students have their

offices outside RUC because they are financed by outside institutions; finally, some students, who have not finished within the three year time funded by the programme work outside the university. So, in order to get critical mass in the various academic activities, a group of around 25 students is probably ideal.

There is a very competent, inclusive, and committed intellectual and social leadership of the School, which manages to integrate the students in a meaningful and motivating community. There is a Steering Committee, formally meeting twice a year, but in between having informal communication and decision making when need arises. There is a strong and resourceful teaching staff available for various works crucial to the School (on this, see more below). Compared to the academic world at large, there is an unusual strong intellectual and social focus on the thesis work of the students, a shielding of distracting and potentially damaging influences, and a strong social spirit. There is a close daily interaction between students, teachers and visiting guest. There is a rich social life in and out of the School (outings, parties, etc.).

This also shows that the School is learning how to function even better in aspects not easy to control. The 2003 Evaluation indicated that the social isolation of some foreign PhD students outside the School could be a problem. There was little sign of this in my interaction with students in 2009.

As a matter of fact: Given the architectural ‘disaster’ in a field of nowhere, that is Roskilde University (not least compared to Lund), the School is, as a recent visiting scholar expressed it, a small ‘miracle’ Few students live there, all others, including the teachers, flee back to Copenhagen after classes. Yet, once you are inside these rather dull buildings, you forget all about it because of the warm intellectual and social atmosphere in the School.

It is the strength of the School and the Department of Society and Globalisation that it allows the leadership autonomy to carry out all the necessary tasks for these achievements.

The School has a very committed and socially competent administrator working in close cooperation and proximity of the students and the teachers. By handling scholarships, travel funds, course and seminar funding as well as research funds of the teachers, she is able to serve the candidates and teachers effectively. She goes out of the way to ensure that practical problems (like visa, travels, housing, etc.) are solved. Each project is an individual project with its own complex logistics – all this is handled successfully, as far as I can see. Moreover, she participates in the day to day social activities, lunches and social gatherings in and out of RUC. Thus, there is a strong element of personal care, rarely found in academic institutions, which adds strength to the School.

The material base, besides offices and lecture halls and teachers’ salaries, is based on overhead charges on the doctoral scholarships, which are used for courses, seminars, workshops, guest lectures, guests scholars (professors and PhD candidates), and students’ travel and participation in conferences and courses outside Roskilde. The students I interviewed felt that they could avail themselves of these opportunities as much as they needed.

In addition, special programme funding at the tune of about 500 000 DKK per year has been applied for and received from various institutions in five-year periods to substantially

augment this programme funding. The current funding runs from 2006 – 2010 (from the Council for Research Education).

Teachers and students are provided opportunities and encouraged to actively involve themselves in the choice and shape of the various activities of the school, like seminars, courses and workshops. There is a democratic and informal atmosphere in the functioning of the School but the level of such involvements, quite naturally varies with the phases that especially the PhD candidates are going through.

Two new and distinct activities have added further strength to the School since 2003:

The special thesis-seminars, called *Friday seminars*, which provide a permissive and encouraging environment for promoting the thesis writing in a creative way. When ready with a manuscript (paper or chapter of the thesis), the student together with the seminar leader invites the other PhD candidates and a selected number of teachers and experts to participate in the seminar. In this way it is insured that the seminar provides constructive and supportive comments and critique of the work presented. All students I interviewed were very enthusiastic about these seminars and said that it had helped them a lot.

James Scott, who was a visiting professor of the School from January to June 2008, writes (selection from his mail):

‘... I participated most actively in the PhD Seminars ..., which met regularly every other Friday for 2-3 hours. I was very impressed with its intensity and professionalism and the esprit de corps that Christian [the Director, my remark] was responsible for fostering. There were usually two papers, chapters of a thesis or an elaborate proposal for research or even an article. They were substantive pieces of work and Christian prepared detailed comments (as did I) which we gave orally, followed by a free-for-all discussion. The level of preparation by the students was exemplary; they had all read the material beforehand and came with careful commentary of their own.

In short, it was just about everything one might expect of a conscientious and productive training session between peers and their professors. Its esprit de corps was also abetted by communal breakfasts and lunches following the session, not to mention the meals and gatherings at Christian's flat and that of others in the program---most programs forget that commensality is crucial and young scholars are not just disembodied brains floating in formaldehyde. I have copied some aspects of this successful program back here at Yale since my return.’

An increased number of visiting Guest PhD students, staying for two to three months, adds intellectual and social inspiration to the PhD candidates at the School. They contribute to the social and intellectual density of the School, which is a common view of both PhD candidates and teachers. The five guest PhD students whom I interviewed were very appreciative of their stay. They were generously provided with offices and IT-equipment, could participate in the seminars and received very useful critique on their manuscripts discussed in the Friday seminars (For a List of Guest PhD students, see Appendix 8).

Students and teachers are generally very aware of and satisfied with these strong features of the School. It is striking how highly the students actually value the way the School is functioning and how they feel privileged to be part of it. There are individual points of critique of, or rather ambitions, expressing possible further improvements at the School, but

they are of a benign character and mostly relate to the way the School could be linked more to various activities and networks inside as well as outside Roskilde University. Otherwise there is sometimes a concern about the future – can we really preserve this well functioning School in the future? ‘How will we be able to make it work as well as this in the future?’

One important question is if this organisation and functioning of the School is person dependent, that is, it cannot work without the persons now in charge of the School. It is true that the persons, now driving the School, are very committed and qualified for the work and have shown an extraordinary zeal in their work. However, the way the School is now organised into a functioning and focussed intellectual and social community, I think it is rather independent of who is running it. After all, the form has evolved over a long period of time with different incumbents of the leading positions (some of them recruited amongst former PhD students). What is necessary, however, when renewal of personnel is called for, is to find academically competent and committed professors who subscribe to the main ideas of how to run the School.

Another issue is the view that the School is restricted and does not invite the whole teaching staff to participate fully. This issue is complex which I have discussed with some of the teachers and students. On the one hand, the way the School is built as a community necessarily makes for certain ‘exclusionary’ traits, a kind of ‘protecting shield’ in order to motivate and make sure that the thesis work has a steady progress.

On the other hand, as shall also be discussed below, the School need inputs from a large teaching staff available among the wider staff engaged in undergraduate development education and research at the Department, mainly:

- as supervisor within their field of specialisation (where teachers themselves play a very strong role in recruiting new students)
- as organisers of courses in research training, and
- as participants in seminars, workshops, etc. not least the ones organised by the Research Groups (see below) to which individual students may be linked

As far as I can see, the School is rather inclusive in these respects. Supervisors are appointed after competence and interest, since they very often are the ones interacting with the candidates before getting funding and entry into the School. There of course complications in this, for example, if a very active supervisor quits or retires before his/her students have finished, and one has to find a replacement within a short period of time.³

This is not to say that students have all the knowledge they need about the teaching staff and their research. A few of the students in fact wanted more participation from the teaching staff in seminars in order to improve their visibility. This is of course not easy with the number of teachers engaged on a part time basis and engaged in many other things. Personal homepages can go some way in increasing the visibility, but the teachers themselves could involve themselves more. Also the School leadership needs to be aware of the problem and, if possible, encourage some of the teachers to get more involved in the various activities of the School. An important interaction point is of course the Research Groups at the Department, but their activities vary a lot in frequency (see below).

³ One of the dropout students I interviewed had recently lost a supervisor in this way and decided to leave the School. The candidate found a suitable new supervisor in another section of the same Department.

This goes also for the very important building of tailor made networks of contacts around each PhD candidate so that she/he can connect with the research frontier, learn how to do the research work and get motivated to do it. All the students I interviewed said they were well connected in this respect. This is of course facilitated by the big network of contacts with relevant researchers and institutions that the School has around the world.

As for the inside development of functional relations with other activities in the same institute: With the gradual development of various relevant activities within the Department of Society and Globalisation, this should become even easier, now that the School has found such a stable form of functioning (see more about this below).

4. Production of PhD theses, exams and future career of the degree holders

The School continues to recruit individual students intending to write an individual PhD thesis based on her/his own research interest. There is currently no research programme funding of PhD studies. Funding of PhD students is secured mainly by recruiting prospective candidates and applying for scholarships from various sources. It depends on a very active role played by the teachers/supervisors at the School from recruitment of candidates to the beginning of their studies and over the whole student-cycle until final exam.

The recruitment is based on available funding and available supervisors within the particular field of specialisation. Available funding means a few scholarships from Roskilde University (currently there only two such stipends) but most of all scholarships from two research councils: Forskningsfaglige Udvalg at the Ministry of Foreign Affairs (FFU) and the Danish Social Science Research Council (FSE). (See further on this in Section 8 below.)

Sometimes the School is sharing the funding of a PhD candidate with one of the 4 partner research institutions.

Recruitment is both from Danish and international institutions, but in respect of the later in reality restricted to students with some kind of institutional connection with the School and its partner institutions, and the availability of Danish funding for this (see also below, section 8). This recruitment may be weaker now that the co-operation with the Centre for Basic Research in Kampala and the Centre for Studies in Social Sciences (CSS) in Calcutta has ended (see below Section 8).

Students are normally given scholarships for three years of studies – in a few cases only 2 ½ years, if the funding agencies judge that some of the work has already been done. Councils and partner institutions generally also provide fieldwork funding, while those receiving a university scholarship have to apply separately for this.

This material basis of time and funding is hardly sufficient given the tasks and activities that the PhD candidate is obliged to complete before receiving the exam. A time span of four to five years is more realistic, given the actual record of the successful PhD candidates of the School.

There are many reasons for this. First of all, half a year is spent in course work and nearly another half year in teaching at the undergraduate level. So only two years remain in which the student has to plan and carry out an empirical fieldwork in a distant country and location,

as well as consolidate and analyse this material and produce a thesis based on this. Given the practical, social and cultural complications of this venture compared to, say, a study of a neighbourhood in Copenhagen within half an hour's reach of the home of the student – little wonder about the extra time needed.

Some students do finish within three years, or rather within 3 ½ years, given that it takes some time from final seminar to thesis defence – 3-5 months, during which the student could also work outside. But for many students the one to two extra years it takes has to be financed one way or the other. Some are lucky in getting teaching assignments at Roskilde, or some other university, others have to go for more time consuming jobs or unemployment compensation. Others again get engaged in full time occupations, which of course slow down the work on their thesis. Another important reason for prolonged time between start and finish is maternity leave.

Given these circumstances, the record of finished PhD theses is until now very good. Of 75 students enrolled from 1990 till 2004, 57 have now until February 2009 defended their theses successfully, or 76 per cent. (These data and the discussion in this section are based on data given in Appendix 3 and a number of interviews with students, teachers and the administration of the School).

Outstanding performance in terms of output of PhD theses

The number of dropouts and failed students has become smaller over the years. If we look at the enrolments between 1996 and 2004 and the output, we find that of the 38 students registered during these years, 31 or 82 % had finished with a PhD degree until February 2009, while another 3 are now ready to defend their theses in 2009, which, if successful, makes for 90 % output within an average time period of a little less 5 years of studies for each candidate. These results are superb, given the constraints and circumstances discussed above. The number of dropouts is only two and the number of remaining candidates but with uncertain prognosis is again two.

Going into the few individual cases for non-success, one reason is inability to write focused texts, which is a problem in all doctoral education programmes, especially in the social sciences and humanities. The main reason is self-confidence in a highly competitive environment, but could also be more technical: lack of training in academic writing, or handicaps like dyslectics. But these few cases testify that the School is good at screening candidates before entry and very good at fostering writing skills.

During the period evaluated here, the School has also introduced and accepted the article format of a PhD-thesis, which is a help for some students in composing the thesis, given the right publishing context (accessible journals, etc.).

The success rate above is so good that it is easy to imagine that it could come down somewhat in the near future, not because the School does not work as well as earlier, but because the normal type 'failure and accident rates' may just be higher. First of all, graduate programmes are qualified educations and tests – if nobody failed, one would rather doubt the quality of the examinations.

There is also, as far as I can see, very little of illness in the 1996-2004 generations (increased risk due to fieldwork in developing countries, traffic accidents, infections, etc.) and I did not

come across cases with a weak or partially failed fieldwork for a number of external reasons (that is, things that cannot be counteracted by the supervisor). Such circumstances may easily affect the studies and the production of PhD theses and they are more or less beyond the control of the School as such.

The above evaluation has to be qualified: The academic quality of the doctoral theses produced at the School is continually evaluated by internal and external examiners according to Danish academic rules and is not evaluated here (for details on this, see Appendices 4). It is assumed that the theses produced at the School at least hold average Danish PhD quality. I know from own reading that there are many very good theses over the years, but I don't really know anything about the majority of the theses defended.

Jobs after degree

More or less all of the PhD degree holders have found jobs within the academic, administrative or NGO-sections, a fact proves the relevance of the education given at the School. See Appendix 5 for a somewhat incomplete list of first or current employment.

In the 2003 evaluation, it was found that about 60 per cent of the degree holders from the School had found their first job in universities and research institutions, while the rest had gone to public, private and NGO institutions and companies. In 2009, we find that among 20 degree holders finishing between 2004 and 2009 (February), 13 had acquired jobs in universities and research institutions, while 6 had gone to the public and private sector for work (for one person, information was missing). Thus, the same pattern is maintained. This indicates that the School fills an important role in renewing Danish and some developing countries' academies. (The fact that the School and the degree it delivers is in interdisciplinary studies does not seem to be an obstacle for this, despite the often very conservative discipline orientation of age-old universities.) But it also indicates a strong role in supplying other Danish international development oriented sectors with qualified personnel.

5. Becoming and graduate student and getting training

Currently the School has 28 doctoral students of which 5 have been enrolled between 2000 – 2004 (now working outside but trying to finish their degree, see Section 4 above). Among those enrolled from 2005 onwards, there are two cases where the students have changed into a PhD education elsewhere (due to better finance and supervision facilities available elsewhere). For details, see Appendix 6.

Students from a great many backgrounds apply for a seat in the School. As we have seen above, this means finding a suitable teacher who can help in formulate the research plan and in applying for funding from the available sources. This also presupposes an active role of the teachers at the School in the recruitment.

The other way of recruiting students is to announce a position within a field of studies, which is suggested and funded by the partner research institutions.

Most students do not have a Masters degree in development studies. Some preference is, however, given to recruit students who have already during their graduate studies worked on the special topic that they want to pursue at the PhD-level.

Thus, in most cases, then, the student already has a supervisor when entering the School. This is one strong reason for the success of the candidate later on: There is a sufficient screening of the candidates and there is a qualified supervisor to guide the work. Again, as in all doctoral supervision, there are of course the usual complications: the fit between the supervisors' interest and the students' varies a lot, as do the availability of the supervisors when needed.

I found through my interviews that these relations vary considerably, for some the supervision experience is very good and for others weaker. What makes the big difference here in terms of results is, I think, the strong community and seminars built around the thesis work at the School as emphasized above. For example, four students who had recently taken the doctoral degree, expressed a very strong satisfaction with the final internal evaluation seminar before presenting the final thesis manuscript. It seems, it had really helped them in finishing the thesis.

The School has a practical and very informative manual for the new PhD candidates, which is called 'How to get a PhD at the Gradual School of International Development Studies.' This rather short manual is continuously updated and seems to be a good help the students to enter into the School quickly and in efficient way. The manual as well as other relevant information is also published on the Homepage of the School, which I find fairly satisfactory also in terms of being updated and informing about current events.

Library introduction is good according to the students and the Library facilities with electronic subscription on academic journals are excellent. The Library can also get all necessary books from Copenhagen or other places in a few days.

Course work

Course work and theoretical examination is limited to half a year, or 30 academic credits. Thus, most of the training for the doctoral thesis work should ideally have been provided on the undergraduate levels, like relevant theoretical and methodological knowledge and skills, proficiency in academic writing, etc.

There is no individual reading list and examinations based on that (such as in the Swedish system, in which course work encompass 1 – 1 ½ years studies within a four year study time for a PhD). Instead, students are required to attend various researcher courses organised by the School, the Department, RUC, or by outside institutions. In addition credit is given for attending research seminar and international conferences, presenting papers at these seminars and conferences or being a discussant of a paper at a conference.

The **Intensive Researcher Training Courses** (IRTCs) make up the School's own and rather unique basic course activity. They are organised as rather short in-house workshops on a particular theme, with invited professors' lectures, seminars around these, and seminars with student papers. As far as I can see the high level achieved before 2003 has been maintained (for a list, see Appendix 7). The main function of these courses is not to help the student learn more about her/his own topic, but to give him training in a relevant field, theoretically and methodologically, by writing papers and getting comments from highly qualified researchers,

as well participating in lectures by specialists and discussions around these. (Incidentally, I have participated as senior researcher in two of the recent ones and found that the same standard as earlier on was maintained.)

The mix of the School's own Intensive Researcher Training courses and other courses as well as seminar and conference participation, seems in most cases to form a good basis for the thesis work as witnessed by the students interviewed.

Some students, however, say that they would like to have more training in writing, in methods (like fieldwork methods) and in various theoretical fields. Some students asked for better introduction to technical aspects like using Internet for academic purposes, using EndNotes for writing, etc.

This is a common dilemma for most graduate schools and not at all unique to this School. The number of new PhD candidates entering each year is small (from 1 – 6 in the case of this School) and is an insufficient basis for organising many of these courses. So in order to arrange for these types of training, the School needs to draw on a broader institutional framework with courses organised in the Department, at RUC, at Copenhagen academic institutions, etc., which is also what happens. Moreover, the School is generous in funding the students travel and stay during these courses outside Roskilde as well as their participation in international conferences. Due to a variety of factors, the organisation of such courses are not continuous over time, so some candidates will have much less opportunity to enjoy these courses than others entering at another point of time.

One particular skill, which was mentioned by some students, is academic writing. However, given the premises, and as stated above, most of this skill should have been learnt at the undergraduate levels. What the School can do, and seems to be doing quite well, is to continue train the PhD students in writing by asking them to present research plans, field work plans, reports, articles, and draft chapters for the thesis at various supervision meetings and seminars. The publications by the PhD candidates, are listed in the Annual Reports of the School, and seem to be quite frequent, but I have not evaluated this systematically.

Currently there is also an academic writing course/seminar organised by RUC, which some of the students are attending and appreciating.

One fairly recent change in the School that should be noticed in this connection, is that the earlier working paper report series, which made the School well known outside RUC, have now been discontinued. The most important reason given for this is that such a series makes it much more difficult to publish the work in academic journals later on. Another reason given was that it was costly to keep these series running. It remains to be seen if this change has impacted on the publishing intensity of graduate students and teachers/researchers at the School. Within the time allotted for this evaluation, I have not had time to evaluate this.

One compulsory and important task, that all students have to complete, is 500 hours of teaching at the Masters courses in the Department. For most of the PhD candidates this means supervising students writing their masters thesis – which to me is rather odd, given that the candidates have only just completed their masters' degree themselves. Whatever reasons for this, during my interviews I found out that the foreign PhD candidates claimed that they faced difficulties in completing this task. They did not know the Danish Masters education system and thus they could not suggest a suitable teaching assignment for themselves. Sometimes

they ended up guiding Danish students writing in Danish! In this respect there is clearly scope for improvements in coordination between the School and the Masters programmes.

Once inside the School and having started on the thesis work (planning, field-working, analysing and writing the thesis), the student is in the middle of an active research environment with their own office, computers, daily meetings and rather frequent seminars and guest lectures - interacting with each other, supervisors, teachers, guest and visitors. This makes for a productive environment.

It is interesting to note that although the invitation of guest professors have continued over later years (see Appendix 9 for a list) and some professors, like James Scott in 2008, have played an important role in the seminars and other activities, the School nowadays puts more emphasis on inviting guest PhD students. Unlike guest professors, who mostly sit and work with their own manuscripts, guest students are more prone to interaction with the School's own PhD students and thus add more to the intellectual and social density of the School. As in the case with the innovative Intensive Researcher Training courses, this experience is also something that many other researcher training institutions could learn from the Roskilde model.

6. Larger institutional framework – the Department of Society and Globalisation and its organisation

International Development Studies was until 2007 part of the Department of Geography at RUC. In 2007 there was a reorganisation so that Development studies became part of the new Department of Society and Globalisation (DSG). Within this new framework the School has been able to maintain the earlier autonomy that has been such an important and strong feature during its whole existence. The only noticeable effect of this re-organisation, was, that room facilities became poorer. However, as far as I can see the School has managed to create a nice internal atmosphere also in the new place.

The overall organisations of this new Department is under development, but there is a basic structure in which Teaching is organised into undergraduate (Bachelor and Masters' levels) and graduate schools in Development Studies and in Political Science respectively. These have strong autonomy, with own budgets, directors and steering committees.

Research is, on the other hand, organised into four Centres, out of which the Centre for International Development Studies (CIDES) is one. In each Centre there are a number of Research Groups, which seem to be the most important arenas of actual research work, seminars, etc. for the senior researchers and teachers at the Department. The relation of this organisation to the Graduate School evaluated here is discussed below.

An important and very basic role is played by the institutional teaching base of the School in the form of large undergraduate teaching programmes (BA and MA levels) in development studies and other fields in the department, which allows for a big teaching staff. Currently the total teaching staff consists of the following categories: there are four full professorships (one vacant), mostly active in the School; 12 associate professors, out of which 8 are active in the School on a part time basis; and 8 assistant professors/post-docs, out of which one is also part time active in the School. The large staff in development students makes room for recruitment of new teachers/researchers, which is so important for a lively intellectual

community at a university. With a stagnant staff over longer periods of time people often stop meeting anew, having somehow ‘consumed’ each other, as one of the teachers expressed it.

These larger staff exists as a solid resource base for the School and can provide competent teachers, supervisors and examiners when need arises and in a flexible way. Their involvement is, of course, also contingent on own initiatives. It may be a bit surprising that so few of the PhD candidates at the School have been recruited from the Masters Programme in Development Studies at Roskilde. But this should rather, I think, be interpreted as a proof of the strong standing of the School in Denmark, that among the rather few doctoral students it recruits, there are students from all over the country and internationally.

7. Organisation of Research Groups in relation to PhD candidates’ training and thesis work

Earlier there were three rather distinct research groups in development studies:

1. Political Culture, Conflict and Development
2. Natural Resource Management –Political Processes and Institutional Dynamics
3. Globalisation and Institutional Frameworks for Industrial Development

In 2009 these groupings largely persist with the same and some later recruited senior researchers/teachers involved in the activities, but the names of the groups have changed into:⁴

1. The Politics of Culture and Local-Global Interaction, which for a time had a sub-group called “Development Politics at the Margins of the State” which has now merged with the main group
2. Interfaces of Development: Global Challenges, Local Complexities
3. GlobAsia - Global, Regional and Local Development

This change of names has come about during the period when the institutional framework of the School and Development Studies changed from being part of the Geography Department to becoming part of the new Department of Society and Globalisation (2007). According to some of the School staff, the new institutional structure opens up more space for interaction with various social science researchers and activities than earlier. During this period and still, the research groups have played a certain role as arenas for discussing the new organisation and how it should be developed, and presumably also as a basis for institutional politics.

The steering committee of the School has one member from each of these groups to ensure representation. Otherwise the School and the research groups can largely be seen as separate activities serving different purposes.

Unfortunately, the name changes have done away with the distinctions earlier made between culture/politics, natural resource management and economics, which makes it difficult for outsiders and new PhD students to know the difference between them. Of course, most inside members of the School know about the groups and their members and can join depending on their interest. However, there were also some students who complained about the esoteric

⁴ Names have been taken from the Manual: ‘How to get a PhD’.

character of these groups and that they were difficult to relate to. Thus, it would at least be desirable to have more distinct names of the groups, which can help outsiders to relate to Development Studies at the Department.⁵

Quite naturally, the activities of the research groups vary over time depending on the number of active senior researchers, their projects and programmes, and the way the individual PhD candidates are involved. As is well known interest in political economy and politics have had a rather decisive downturn in the last decade whereas cultural studies have become very popular. This has also affected the School and the research groups. Now, as one of the senior researchers expressed it, ‘politics is back and who knows if not the economic crisis right now may stimulate more interest in economics ...?’

Interest in natural resource management has also varied over time and has been lower in the recent period. What ensures certain stability, however, are projects extending over longer periods of time, like, for example, the *value chains study projects* in collaboration with the Danish Institute of International Studies, which continuously has lead to new doctoral theses being defended.

Today, there are varying levels of activities in the groups, some being more active in own meetings and other more outwardly active: interacting with partners in the Department and the university as well as outside Roskilde University around the world.

Research Group 1, for example, has strong links with and very active participation in the Centre for International Studies in Citizenship, Democratic Participation and Civil Society (CIPACI) and in the Centre for Gender Studies which are now of growing importance in the Department as a whole. This research group is also very active in organising panels at the Africa Conference in Leipzig this year.

My interviews with PhD candidates reveal that their relation with the Research Groups is highly individual, with some being very actively participating in the groups, while others do not because they do not find it helpful to their thesis work and/or do not think they have time to participate in this activity. Some complained that organisational discussions in and around the 2007 re-organisation had taken up time in the groups, but most of them said that they had been able to avoid getting too much involved in these discussions.

So, there is a clear distinction between the functioning of the School and the research groups. The School focuses on continuous activities which help the PhD candidates pursue their thesis work as discussed above. It has a size much bigger than individual research groups – an ideal size to form a functioning intellectual and social community, so crucial for the success of the School (as discussed above).

The research groups, on the other hand, organise researchers in thematic groups, which helps the researchers keep up with their respective ‘research frontiers’ and develop new projects and programmes. One such example is the newly started *Research Network on The Indian Ocean as Visionary Area: Post-Multiculturalist Approaches to the Study of Culture and Globalisation*. The most important significance of this for the School is the way new research

⁵ This ‘confusion’ is illustrated by the fact that when I visited the School in April 2009, the name of research group 1 had changed into ‘Politics, Culture and Global Change’. But this change may be a step in the right direction towards a clearer demarcation.

fields and topics can be developed into projects and programmes and serve as a basis for the recruitment of new PhD students and training courses.

Currently there are, however, no larger research programmes in development studies that finance PhD candidates. This may change in future as new funding may become available for research programmes and doctoral students within them, as is happening, for example, in Sweden. This offers certain advantages in terms of support for doctoral students and it is important that the School considers this possibility in its future work.

At the same time, research groups have played and can play a vital role for the School in the sense that they form an important base for organising Intensive Researcher Training Courses (ITRCs). It can be the teachers and/or it can be the PhD candidates who take the initiative. Recent experience shows, however, that there are a few senior teachers who take most of these initiatives and see to it that new ITRCs are planned and carried through. Thus, there is room for more activities in this sense.

8. Networks and cooperation with researchers and institutions outside Roskilde

The ways the School is connected with Danish and international institutions and researchers provide a rich resource base for the work at the School, and, as we have seen above, actually explain much of the success of the School.

Its focused electronic newsletter called NORDEV, or Nordic Network – in Int. Development Studies, is a generous and rich information service to connected research communities and individuals, which is unique among the Nordic countries. It has been driven for more than a decade by one of the very committed and active senior teachers who headed the School when it was first started in 1990.

Research councils

The School's relations to the two most important research councils for development research, Danish Social Science Research Council (FSE) and Forskningsfaglige Udvalg at the Ministry of Foreign Affairs (FFU), are very strong, and as mentioned above many of the scholarships come from these two sources. Two of the professors at the School have important roles in these councils: Christian Lund is chairman of the FSE, and Henrik Secher Marcussen is chairman of the FFU. This, of course, ensures a strong link and continuous information about funding opportunities. Currently it seems, there are fairly abundant funding resources available for PhD students with FFU, which gives the School a window of opportunity to recruit new PhD candidates in the future.

Danish and Nordic network co-operation

The text below between quotation marks is taken from the Annual Report of the School for 2008 as indicated by citations marks. My own comments are mixed in.

‘The network co-operation concerning the Ph.D. programme comprises several university departments and other research institutions in all the Nordic countries. The most important partner institutions are the Danish Institute for International Studies (DIIS), the Danish Centre for Human Rights (DCHR)) in Copenhagen, the UNEP Collaborating Centre on

Environment and Energy, Risø, and the Rehabilitation and Research Centre for Torture Victims (RCT). Senior researchers at these institutions act as co-supervisors for several of the Ph.D. students.’

I have interviewed via E-mail correspondence four persons in leading positions at these four partner institutions. They express deep satisfaction with the co-operation and its results. The main points are that they can carry through new and innovative research projects together with the School with the help of PhD candidates and get competent new researchers into their institutions. There seems to be a good continuity in these relations over time.

‘Moreover, the Graduate School acts as centralizing institution among its network of partners. A number of Danish institutions have formed a *Ph.D. Netværk i Udvikling og Internationale Relationer* [*Ph.D. Network in Development and International Relations*] including Copenhagen Business School; Institute of Geography, Copenhagen University; Centre for African Studies, Copenhagen University; Institute of International Studies; Department of Political Science, Aarhus University; Department of Ethnology (Moesgaard), Aarhus University; Centre for Middle East Studies, University of Southern Denmark; Research Center on Development and International Relations, Aalborg University. The Graduate School co-ordinates the planning of joint courses between the network institutions.

In addition to this, the Graduate School is networking with the Norwegian University of Life Sciences, and the Institute of Development Studies (UK) in order to organize joint Ph.D. courses and facilitate exchange of students.’

I have not looked into this networking during this evaluation, but know from earlier on that the School plays a leading and often catalyst role in development research activities in Denmark and so some extent in the Nordic countries.

Network co-operation with Third World institutions

‘Network co-operation with institutions in the Third World is also of central importance for the Ph.D. programme. Under the ENRECA research capacity building programme, funded by Danida, the Department of Geography and International Development Studies has formal collaboration agreements with the Centre for Studies in Social Sciences (CSS) in Calcutta, India, and the Centre for Basic Research (CBR) in Kampala, Uganda.’

It should be noted here that the co-operation with CSS in Calcutta and CBR in Kampala has played a broad and vital role in the School for the past many year. Several PhD candidates have graduated under the Programme in Roskilde and in Calcutta; several Researcher Training Courses have been organised in India and in Uganda in this co-operation; and several research projects have been developed. This co-operation has ended in 2008. I think that the School needs to find similar co-operation projects in the future to sustain its networking at this level and also recruit new PhD students - if funding opportunities are available. Maybe some of the projects mentioned below can fill this function.

‘During 2002, yet another programme of university-to-university collaboration was funded by Danida, where the Department of Geography and International Development Studies together with the Department of Technology and Social Studies, Roskilde University and

the Institute of Geography, University of Copenhagen collaborate with the National University of Laos, Hanoi Agricultural University, Vietnam and, in due course, with the Royal University of Phnom Penh, Cambodia.

Another programme, SLUSE (Sustainable Land Use and Natural Resource Management), is funded previously by Danced, now Danida. It involves collaboration with two Departments at Roskilde University; The Royal Veterinary and Agricultural University, Copenhagen; Institute of Geography, University of Copenhagen; and universities in Thailand, Malaysia and South Africa.

Finally, a three-year collaboration with the Laboratoire d'études et recherches sur les dynamiques sociales et le développement local (LASDEL), in Niger was initiated in '06. This programme includes the organisation of Summer Schools in Niger in '06 and '08, exchange of researchers between our institutions and a Danish PhD project.'

The above three projects seem to form a good basis for sustained networking in developing countries. However, it is to be noted that as foreign aid programmes may be relatively less forthcoming in the future and developing countries own efforts to do research and manage their own development programmes will dominate, a new type of funding may be needed to ensure a welcome Danish participation in these efforts.

9. Conclusions and recommendations

The current evaluation finds that today, in 2009, the School has not only been sustained at the high level it performed in 2003, but has improved even further in terms of overall functioning and output of PhD exams. Given its aims, preconditions and context it has now reached an almost optimal way of functioning in terms of its main goal, that is, to successfully train PhD candidates in research and writing skills around development issues.

In my opinion and based on the evaluation, there are a few things that need to be addressed in the future. One is the management of the teaching quota of the students in the Masters courses so that they get a better understanding of it and thus are able to carry out this task in a better way.

Another is the relation to the Masters programme as well as other units of education and research at the Department of Society and Globalisation.

The role of the Research Groups needs to be better understood and presented in terms of possible specialised and informal interaction groups for the students, and especially as a source of renewing the School through recruitment of new students, organisation of courses, etc. This also goes for the various emerging Centres at the Department as a whole. As the Department crystallises into more stable formation there could perhaps be more room for cooperation in various ways.

Developing new partnerships with institutions in the developing world is also desirable to sustain the "grassroots" academic interaction so crucial for keeping in touch with changing political and economic realities in these countries.

A final thing, which needs to be constantly considered, is the various opportunities for, especially new PhD students, to attend courses in methods and methodology, and various other more general theoretical fields. The introduction to doctoral studies could perhaps also be a bit more technical, in the sense of learning how to work with Internet when it comes to research work, as well such a simple thing as, for example, learning how to use EndNotes. Since these courses cannot be organised by the School itself, constant co-operation with the rest of the Department teachers and leadership and the rest of the University, as well as institutions outside Roskilde is required to cater to this need.

The main challenge in the years to come is to preserve and actively protect the essential features of the running of the School today: autonomy, focused and committed leadership who drives the activities that are now so successful, active mobilisation of resources in the form of scholarships and programme funds, and active involvement of teachers and students in the running of the School and its various activities.

Appendices:

Appendix 1

Terms of reference for evaluation of the Graduate School in International Development Studies, Roskilde University, 2009

Since the early 1990s International Development Studies has organized an interdisciplinary PhD programme. In 1998 the PhD programme was reorganized into the Graduate School of International Development Studies, which since then has been recognized as a centre of excellence by the Danish research authorities. The five-year grant from 1998-2002 was an indication that the Graduate School already at that time responded to the research authorities' request that doctoral training should ideally take place in a consolidated academic environment. In 2003, an evaluation of the Graduate School was carried out, and in 2005 another 5 year grant (2006-10) to support the development of the Graduate School was obtained.

Since it is 5 years since the last evaluation and since we are more than half way through the current external grant, it is time to conduct an evaluation of the Graduate School in terms of its

- **mission** (are the objectives of the graduate school relevant and realistic?)
- **strategy** (are the means to reach the objectives realistic and appropriate?)
- **organization** (administrative processes, financial management, quality control, allocation of supervisors, planning of teaching/seminars, collaboration with other institutions from within and without Roskilde University)
- **academic activities** (supervision, seminars, seminars for supervisors, and especially those activities for which previous 'quality improvement' grants have been employed, namely courses, guest lectures, guest PhD student programme)
- **performance** (by students (and graduates), supervisors, and management)

These terms of reference are inspired by the *European University Associations Institutional Evaluation Programme Guidelines*. Information on the above issues is expected to be obtained with present and former PhD students, guest PhD students, supervisors, Graduate School administration and management.

The evaluation will take place in April/May 2009 over 10 working days (two days in preparation, five days at Roskilde University, and three days of report writing). A briefing will be organized at the beginning of the five days and a de-briefing will be organized at the end of the five days. The de-briefing will be for the Steering Committee, staff and students of the Graduate School.

The evaluation report should not exceed 20-25 pages (plus possible appendices).

The Graduate School administration and management will be available throughout the evaluation. Administration and management will also to the best of their ability make available all necessary documentation to the evaluation team.

Christian Lund

Appendix 2

Persons interviewed in 2009

Personal interviews – individually and in group meetings

School leadership:

Christian Lund, Director of the School

Inge Jensen, Administrator of the School

Other professors and associate professors of the School:

Signe Arnfred

Ole Bruun

Bodil Folke Fredriksen

Preben Kaarsholm

Laurids Lauridsen

Henrik Secher Marcussen (brief interview due to time constraints)

Lisa Ann Richey

Henrik Søbørg

Assistant professor:

Ravinder Kaur

Doctoral candidates currently studying at the School:

Signe Cold-Ravnskilde

Paola Colleoni

Lene Christensen

David Lorenzo

Dora Navarro Bustos

Mette Petersen

Paul Stacey

Bent Steenberg Olsen (very brief interview)

Hristina Vassileva

Jesper Zeuthen

Guest PhD students currently at the School:

Michael Griffith, Leeds University

Benny Juliawan, Oxford University

Jenny Kuhlman, Leipzig University

Maria Andrea Narni, Lund University (not on scholarship but with a room in the School)

Via E-mail enquiry:

Professor James Scott, Yale University, guest professor in 2008

PhD exam holders from the School who recently graduated:

Amanda Hammar

Karin Olsen
Peter Kragelund
Mogens Pedersen

PhD students delayed in their studies

Jacob Trane Ibsen (now about to finish)

Jacob Lindahl

Danny Raymond (now about to finish – got delayed by serious illness)

Hristina Vassileva (later interviewed personally, see list above; now about to finish after two maternity leaves)

Sacha Zurcher (who is still dreaming of completing her thesis, but is now working as subject specialist in the library of Roskilde University, and the one who helps new PhD candidates to find their way in the library)

Two recent dropout PhD candidates

Kristian Harpviken (who became a doctoral student in sociology at University of Oslo, completed the degree and is now the deputy director of PRIO in Oslo.

Marlene Spanger (who shifted to PhD studies in another section of the Department of Society and Globalisation, when she lost her School supervisor, Fiona Wilson, who retired in 2008)

Persons representing the partner institutions:

Jørgen Fenhan, UNEP Risø Centre, DTU

Steffen Jensen, Senior Researcher, Rehabilitation and Research Centre for Torture Victims (RCT)

Nanna Hvidt, Director, Danish Institute of International Studies, Copenhagen

Neil Webster, Senior researcher, Danish Institute of International Studies, Copenhagen

I have also read a number of earlier guest PhD students' evaluation of stay reports

Appendix 3

First name	Family name	Enrolment date	Date of degree or resignation
Birthe	Nautrup	1991 December	1992, resigned
Patrick	Adibe	1990 Oktober	1992, November
Einar	Braathen	1990 September	1992, resigned
Catarina	Gustafsson	1991 December	1993, resigned
Norbert	Tengende	1991 April	1994, 14 September
Vinod	Krishnan	1991 April	1994, resigned
Evie	Globerman	1992 September	1994, resigned
Pilani	Muyambo	1991 April	1994, resigned
Keld	Buciek	1990 Juni	1995 Degree from Geo.
Per	Tidemand	1990 September	1995, 17 Januar
Henrik	Knudsen Egelyng	1990 Januar	1995, 22 September
Faustin	Maganga	1991 December	1996, 26 April
Kristen	Nordhaug	1991 December	1996, 29 August
Christian	Lund	1992 August	1996, 8 January
Tine	Breinholt	1991 December	1996, resigned
Thomas Blom	Hansen	1990 September	1997, 12 September Doctoral degree
Mette	Masst	1990 September	1997, 17 January
Søren	Lund	1993 December	1997, 22 August
Yussuf	Adam	1990 Oktober	1997, 30 May
Shamita	Basu	1991 April	1998, 13 May
Susanne	Wendt	1990 September	1998, 16 October
Tor Arve	Benjaminsen	1994 August	1998, 3 September
Peter	Triantafillou	1994 August	1998, 4 June
Karuti	Kanyinga	1994 Maj	1998, 6 November
Kaori	Izumi	1996 Februar	1998, 7 September
Rolf	Hernø	1995 Februar	1998, resigned
Kristine	Juul	1991 December	1999, 15 October
Ulrik	Vangstrup	1995 April	1999, 18 June
Tove	Degnbol	1992 November	1999, 8 October
Runa	Midtvåge	1994 Februar	1999, resigned
Jonas	Olsen	1995 Januar	2000, resigned
Jørgen	Anker	1995 Februar	2000, 22 June
Henrik	Nielsen	1995 September	2000, 29 June
Sallie Simba	Kayunga	1996 September	2001, 15 June
Peter	Oksen	1995 Februar	2001, 18 May
Peter	Gammeltoft	1997 Januar	2001, 21 June
Afonso Cesar	Moreira	1995 April	2001, 25 June
Maribel	Blasco	1994 September	2001, 29 June
Julie	Koch	1997 September	2002, 10 May
Steffen	Jensen	1997 Juli	2002, 13 March
Elias	Madzudzo	2001 Maj	2002, 17 May
Genovea Maya	Fruet	1994 September	2002, 27 September
Simon	Turner	1996 Oktober	2002, 7 June
Jan Ole	Haagensen	1996 September	2003, 21 September
Søren Walther	Nielsen	1996 Juni	2003, 11 April
Astrid	Blom	1996 Juli	2003, 25 April
Silke Mason	Westphal	1998 Marts	2003, 28 March
Hala	Omar	1997 September	2003, resigned
Ebbe	Prag	1999 Januar	2004, 3 September
Ravinder	Kaur	2000 Juli	2004, 10 December
Sanne Lehmann	Jørgensen	1999 April	2004, 22 October
Johan	Fischer	2000 juni	2005, 15 September
Ivan	Nygaard	2001 August	2006, 22 June
Jens Peter	Kragelund	2001 December	2006, 4 May
Stinne Højer	Mathiasen	1999 August	2006, 7 April

Appendix 3

Ayo Juhani	Wahlberg	2003 Oktober	2007, 17 January degree from LSE
Kristian Berg	Harpviken	2005 Januar	2007, resigned
Karen Holm	Olsen	2002 Oktober	2007, 20 September
Mogens	Pedersen	2001 December	2007, 24 January
Ole	Jensen	1998 Juli	2007, 27 April
Søren	Schmidt	2001 Oktober	2007, 3 May
Pia	Steen	2003 April	2007, 5 February
Amanda	Hammar	1997 September	2007, 8 October
Marlene	Spanger	2005 August	2008, resigned
Rikke	Broegaard	2003 Februar	2008, 11 December
Helene	Kyed	2003 Oktober	2008, 11 January
Rasmus Alex	Wendt	1998 December	2008, 28 March
Stephanie	Robert	2002 November	2009, 26 January
David	Kibikyo	2001 September	2009, 27 February
Karen	Lauterbach	2004 April	2009, 9 January

Please note that the completion time does not take into account various forms of leave.



Appendix 4

List of Ph.D. dissertations.

David Kibikyo

“Assessing Privatization in Uganda.”

27. februar 2009

Bedømmelsesudvalg:

Daniel Fleming, RUC

Anders Milhøj, University of Copenhagen

Per Tidemand, Dege Consult

Stephanie Robert Oksen

“Electricity and its networks in Laos (1950`s – 2000`s).”

26. januar 2009

Bedømmelsesudvalg:

Christian Lund, RUC

Catherine Aubertin, Institut de recherche pour le développement –IRD, France

Pierre Petit, Institut de sociologie de l’ULB, Université Libre de Bruxelles

Karen Lauterbach

“The Craft of Pastorship in Ghana and Beyond.”

9. januar 2009

Bedømmelsesudvalg:

Christian Lund, RUC

Tom McCaskie, School of Oriental and African Studies, University of London

David Maxwell, History Department, School of Humanities, Keele University

Rikke Broegaard

“Struggles for land and security in Nicaragua: Moulding the slope of the playing field.”

11. december 2008

Bedømmelsesudvalg:

Fiona Wilson, RUC, formand

Elizabeth Dore, School of Humanities, University of Southampton

Cristóbal Kay, Institute of Social Studies, The Hague

Rasmus Wendt

“TRIPs in India – An analysis of WTOs impact on the political process in India and the wider institutional settings in the Indian society.”

28. marts 2008

Bedømmelsesudvalg:

Laurids Lauridsen, RUC

Jørgen Dige Pedersen, University of Aarhus

Wolfgang Hein, GIGA, German Institute of Global and Area Studies

Helene Kyed

“State Recognition of Traditional Authority.”

11. januar 2008

Bedømmelsesudvalg:

Steen Bergendorff, RUC

Harry G. West, SOAS, University of London

Eric Worby, University of the Witwatersrand, Johannesburg

Amanda Hammar

“The day of burning’: land, authority and belonging in Zimbabwe’s agrarian margins in the 1990s.”

8. oktober 2007

Bedømmelsesudvalg:

Christian Lund, RUC

Sara Berry, Johns Hopkins University

Jocelyn Alexander, Oxford University

Karen Holm Olsen

“Climate Policy in Practice.”

20. september 2007

Bedømmelsesudvalg:

Laurids S. Lauridsen, RUC, formand

Axel Michaelowa, University of Zurich

Kjeld Rasmussen, University of Copenhagen

Søren Schmidt

“State Developmental Capacity in Syria.”

3. maj 2007

Bedømmelsesudvalg:

Laurids Lauridsen, RUC

Jørgen Bæk Simonsen, University of Copenhagen

Ziya Önis, Koc University, Istanbul

Ole Jensen

“Between Nation and State: Migration as a Livelihood Strategy and a Process of Ethnicity among the Baltis of Northern Pakistan.”

27. april 2007

Bedømmelsesudvalg:

Henrik Secher Marcussen, RUC

David Seddon, University of East Anglia

Martijn van Beek, University of Aarhus

Pia Steen

“Diasporas and ‘Normal Politics’- the creation of transnational political spaces in the Nicaraguan diaspora in Costa Rica and The US.”

5. februar 2007

Bedømmelsesudvalg:

Fiona Wilson, RUC

Lucy Taylor, Department of International Politics, University of Wales

Thomas Blom Hansen, Amsterdam School for Social science Research (ASSR),
University of Amsterdam

Mogens Pedersen

“Land-Use change and Migration in Southeast Asia. A study of the influence of labour migration and remittances on agricultural practices in northern Thailand.”

24. januar 2007

Bedømmelsesudvalg:

Peter Oksen, RUC

Jonathan D. Rigg, Durham University

Gopal Thapa, Asian Institute of Technology, Thailand

Ayo Wahlberg

“Modernisation and its side effects – an inquiry into the revival and renaissance of herbal medicine in Vietnam and Britain.”

17. januar 2007

Discussants:

Fiona Wilson, RUC

Lisa Richey, RUC

Johan Fischer, RUC

Ivan Nygaard

“Institutions-Invented, Reinvented and Changed – a challenge for development intervention.”

22. juni 2006

Bedømmelsesudvalg:

Christian Lund, RUC

Iben Nathan, Royal Veterinary and Agricultural University

Sten Hagberg, Uppsala University

Jens Peter Kragelund

“Donor, Dollars and Development. Insights into the Impacts of Danida’s Private Sector Development Programme in Ghana.”

4. maj 2006

Bedømmelsesudvalg:

Henrik Secher Marcussen, RUC

Lau Schulpen, Center for International Development Studies, The Netherlands

Henrik Schaumburg-Müller, Copenhagen Business School

Stinne Højer Mathiassen

“Development of the local reality. An ethnographic study of relational work of southern ngos in Ayacucho, Peru.”

7. april 2006

Bedømmelsesudvalg:

Christian Lund, RUC
Rosalind Eyben, University of Sussex
Thea Hilhorst, Wageningen University

Johan Fischer

“The Moderate and the Excessive: Malay Consumption in Suburban Malaysia.”

15. september 2005

Bedømmelsesudvalg:

Fiona Wilson, RUC

Professor Daniel Miller, University College, London

Farish Ahmad-Noor, Centre for Modern Oriental Studies, Berlin

Ravinder Kaur

“Narratives of Resettlement. Past, Present and Politics among 1947 Punjabi Migrants in Delhi.”

10. december 2004

Bedømmelsesudvalg:

Steen Bergendorff, RUC

Professor Paul Brass, University of Washington

Professor Gyan Pandey, Johns Hopkins University

Sanne Lehmann Jørgensen

“Learning in Global Networks? Industrial Restructuring of Thai Manufacturers in the Automotive and Garment Commodity Chains.”

20. oktober 2004

Bedømmelsesudvalg:

Laurids Lauridsen, RUC

Dr. Henry Wai-chung Yeung, National University of Singapore

Professor Anders Malmberg, Uppsala University

Ebbe Prag

“Women Making Politics. Women’s associations, female politicians and development brokers in rural Senegal.”

3. september 2004

Bedømmelsesudvalg:

Henrik Secher Marcussen, RUC

Docent Eva Evers-Rosander, Uppsala University

Professor Jean-Francois Medard, Centre d’Etudes d’Afrique Noire

Jan Ole Haagenen

“The Political Construction of indigenous Peoples, forests and State in India - Local Institutions in Joint Forest Management in Jhabua, Madhya Pradesh.”

21. november 2003

Bedømmelsesudvalg:

Christian Lund, RUC

Roger Jeffery, School of Social and Political Studies, Edinburgh

Kristian Stokke, University of Oslo

Astrid Blom

"Beyond Despotism. An analysis of the constitution of chief's authority through land dispute processes in Angónia district, Mozambique."

25. april 2003

Bedømmelsesudvalg:

Henrik Secher Marcussen, RUC

Lise Rakner, Chr. Michelsen Institute, Bergen

Signe Arnfred, The Nordic Africa Institute, Uppsala

Søren Walther Nielsen

"Reintegration of Ex-fighters in Highland Eritrea. -A window to the Historical Process of State Formation and its Lines of Social Stratification."

11. april 2003

Bedømmelsesudvalg:

Christian Lund, RUC

Kjetil Tronvoll, University of Oslo

Martin Doornbos, Institute of Social Studies, The Hague

Silke Mason Westphal

"When Change is the only Constant. Coffee agroforestry and household livelihood strategies in the Meseta de los Pueblos, Nicaragua."

28. marts 2003

Bedømmelsesudvalg:

Henrik Secher Marcussen, RUC

Helle Munk Ravnborg, IIS

Jose Anntonio Fernandez, University of Costa Rica

Genoveva Fruet

"Paths to State/Society Synergy? The experience of housing cooperatives in Porto Alegre, Brazi."

27. september 2002

Bedømmelsesudvalg:

Henrik Secher Marcussen, RUC

Ann Schlyter, Gothenburg University

Katherine Gough, Copenhagen University

Simon Turner

"The Barriers of Innocence - humanitarian intervention and political imagination in a refugee camp for Burundians in Tanzania."

7. juni 2002

Bedømmelsesudvalg:

Christian Lund, RUC

Peter Geschiere, Leiden University

Liisa Malkki, University of California

Elias Madzudzo

"Outcomes of Community Based Natural Resources Management Programmes. A case study of the communal areas management programme for indigenous resources in Bulilimangwe district of Zimbabwe."

17. maj 2002

Bedømmelsesudvalg:

Henrik Secher Marcussen, RUC

Jannik Boesen, Centre for Development Research, Copenhagen

M.W. Murphree, University of Zimbabwe

Julie Koch

"The Power of Partnership: The Impact of Women's Work on Gender Relations among Low-income Urban Couples, La Paz, Bolivia."

10. maj 2002

Bedømmelsesudvalg:

Laurids S. Lauridsen, RUC

Ann Varley, Reader, University College London

Diana Moulinari, Lund University

Steffen Jensen

"Claiming Community - Negotiating Crime. State formation, neighborhood and gangs in a Capetonian township."

13. marts 2002

Bedømmelsesudvalg:

Bodil Folke Frederiksen, RUC

John Comaroff, University of Chicago

Deborah Posel, University of Witwatersrand

Maribel Blasco

"In loco parentis? Students, families and secondary schooling in urban Mexico."

29. juni 2001

Bedømmelsesudvalg:

Preben Kaarsholm, RUC

Marit Melhuus, University of Oslo

Lene Büchert, UNESCO, Paris

Peter Gammeltoft

"Embedded Flexible Collaboration and Development of Technological Capability."

21. juni 2001

Bedømmelsesudvalg:

Daniel Fleming, RUC

Fredrik Sjöholm, National University of Singapore

Thee Kian Wie, Indonesian Institute of Sciences

Sallie Simba Kayunga

"The No-Party System of Democracy and the Management of Ethnic Conflicts in Uganda."

15. juni 2001

Bedømmelsesudvalg:

John Degnbol-Martinussen, IU-RUC
Per Tidemand, Rambøll, Copenhagen
Mahmood Mamdani, Department of Anthropology, Columbia University

Peter Oksen

"Cattle, Conflict and Change: Animal Husbandry and Fulani-Farmer Interactions in Boulgou Province, Burkina Faso."

18. maj 2001

Bedømmelsesudvalg:

Mogens Buch-Hansen, IU-RUC

Anette Reenberg, Copenhagen University

Ton Dietz, Amsterdam Research Institute for Global Issues and Development Studies

Afonso Moreira

"Armed Governmentalities: Development and Technocratic Rationalities in Brazil."

25. juni 2001

Bedømmelsesudvalg:

Bodil Folke Frederiksen, IU-RUC

David Slater, Loughborough University, UK

Finn Stepputat, Centre for Development Research, Copenhagen

Henrik Nielsen

"Donors and Recipients - a critical analysis of development in Burkina Faso."

29. juni 2000

Bedømmelsesudvalg:

Daniel Fleming, IU-RUC

Ian Christoplos, Uppsala University

Hans Otto Sano, DCHR, Copenhagen

Jørgen Anker

"Collective Action and Social Change in Chile: Pobladores and trade unions after the transition to democracy."

22. juni 2000

Bedømmelsesudvalg:

Daniel Fleming, IU-RUC

Ron Eyerman, Uppsala University

David Lehmann, Centre for Latin America Studies, University of Cambridge

Kristine Juul

"Tubes, Tenure and Turbulence: The effects of drought related migration on tenure systems and resource management in Northern Senegal."

15. oktober 1999

Bedømmelsesudvalg:

Fiona Wilson, IU-RUC

Pauline Peters, Harvard Institute for International Development, Cambridge

Camilla Toulmin, IIED-Drylands Programme, Edinburgh

Tove Degnbol

"State Bureaucracies under Pressure. A study of the interaction between four extension agencies and cotton-producing farmers in the Sikasso Region, Mali."

8. oktober 1999

Bedømmelsesudvalg:

Fiona Wilson, IU-RUC

Jim Bingen, Michigan State University

Ole Therkildsen, Centre for Development Research, Copenhagen

Ulrik Vangstrup

"Collective Efficiency or Efficient Individuals?

Assessment of a Theory for Local Industrial Development and the Case of Regional Industrial Clusters in Mexico."

18. juni 1999

Bedømmelsesudvalg:

Laurids Lauridsen, IU-RUC

Mark Holmström, University of East Anglia, Norwich

Tilman Altenburg, German Development Institute, Berlin

Karuti Kanyinga

"The land question in Kenya. Struggles, Accumulation and Changing Politics."

6. november 1998

Bedømmelsesudvalg:

Fiona Wilson, IU-RUC

John Lonsdale, University of Cambridge

Michael Neocosmos, University of Botswana

Susanne Wendt

"Slum and Squatter Settlements in Dhaka. A study of consolidation processes in Dhaka's low-income settlement areas."

16. oktober 1998

Bedømmelsesudvalg:

John Degenbol Martinussen, IU-RUC

Ann Schlyter, Nordiska Afrikainstitutet, Uppsala

Susanne Thorbek, Aalborg University

Kaori Izumi

"Economic Liberalisation and Land Question in Tanzania."

7. september 1998

Bedømmelsesudvalg:

Henrik Secher Marcussen, IU-RUC

I. Kikula, Institute of Resource Assessment, University of Dar es Salaam.

Jannik Boesen, Centre for Development Research, Copenhagen

Tor Arve Benjaminsen

"Beyond degradation. Essays on people, land and resources in Mali."

3. september 1998

Bedømmelsesudvalg:

Mogens Buch-Hansen, IU-RUC

Michael Mortimore, Drylands Research, Somerset, UK
Paul Mathieu, Institut d'Etude de Développement, Université Catholique de Louvain, Belgique

Peter Triantafillou

"Governing Pests, Pesticides and Farmers in Malaysian Agriculture: A Genealogy of Modern Pest Control."

4. juni 1998

Bedømmelsesudvalg:

Bodil Folke Frederiksen, IU-RUC, formand

Mason C. Hoadley, Lund University

Timothy Mitchell, New York University

Shamita Basu

"Religious Revivalism as Nationalist Discourse: Swami Vivekananda and the Nineteenth Century Neo Hindu Movement in Benegal."

13. maj 1998

Bedømmelsesudvalg:

Bodil Folke Frederiksen, IU-RUC, formand

Sudipta Kaviraj, SOAS, University of London

Peter van der Veer, Research Centre Religion and Society, University of Amsterdam

Thomas Hansen (doktorafhandling)

"The Saffron Wave."

12. september 1997

Bedømmelsesudvalg:

John Degnbol Martinussen, IU-RUC, formand

Sudipta Kaviraj, SOAS, University of London

Richard G. Fox, University of St. Louis, Missouri

Søren Lund

"Participation? A Question of Praxis. A discussion of the "theories" of participatory development based on experiences from a sand dune fixation project in Mauritania 1982-1990."

22. august 1997

Bedømmelsesudvalg:

Henrik Secher Marcussen, IU-RUC, formand

Leif Manger, Universitetet i Bergen

A.Allan Schmid, Michigan State University

Yussuf Adam

"Trick or Treat. The relationship between Destabilisation, Aid and Government Development Policies in Mozambique 1975-1990."

30. maj 1997

Bedømmelsesudvalg:

Signe Arnfred, IU-RUC, formand

Gary Littlejohn, Department of Social and Economic Studies, University of Bradford

Jens Erik Torp, Department of Intercultural Communication and Management,
Handelshøjskolen i København

Mette Masst

“Commodity Boom and Socio-Economic Differentiation among Peasant Households in Zimbabwe.”

17. januar 1997

Bedømmelsesudvalg:

Henrik Secher Marcussen, IU-RUC, formand

Kjell Havnevik, Uppsala Universitet

Sam Moyo, International Development, Studies, University of Zimbabwe

Kristen Nordhaug

“State and the U.S. Hegemony in Taiwan's Economic Transformation.”

29. august 1996

Bedømmelsesudvalg:

Laurids Lauridsen, IU-RUC, formand

Tom Hart, Center for Pacific Asia Studies, Stockholm University

Gordon White, Institute of Development Studies, University of Sussex

Christian Lund

“Law, Power and Politics and the Rural Code in Niger.”

8. januar 1996

Bedømmelsesudvalg:

Henrik Secher Marcussen, IU-RUC, formand

Gerti Hesselting, Afrika-Studiecentrum, Leiden

David Seddon, University of East Anglia, Norwich

Faustin Maganga

“Local Institutions and Resource Management: The Case of Babati District, Tanzania.”

26. april 1996

Bedømmelsesudvalg:

Heenrik Secher Marcussen, IU-RUC, formand

Aud Talle, Institut for Antropologi, University of Oslo

Sofus Christiansen, Geografisk Institut, Københavns Universitet

Henrik Knudsen

“Agricultural Biotechnology for Sustainable Development: The Case of Semi-Arid India.”

22. september 1995

Bedømmelsesudvalg:

Laurids Lauridsen, IU-RUC, formand

Jørgen Jakobsen, Statens Planteavlfsforsøg

Jørgen Dige Pedersen, Institut for Statskundskab, Århus Universitet

Per Tidemand

“The Resistance Councils in Uganda. A Study of Rural Politics and Popular Democracy in Africa.”

17. januar 1995

Bedømmelsesudvalg:

Preben Kaarsholm, IU-RUC, formand

Heike Behrend, Institut for Afrikanastik, Universität Köln

Peter Gibbon, CUF

Norbert Tengende

“Worker, Students and the Struggles for Democracy: State-Civil Society Relations in Zimbabwe.”

15. september 1994

Bedømmelsesudvalg:

Daniel Fleming, IU-RUC, formand

Lloyd M. Sachikonye, International Development Studies, University of Zimbabwe

Björn Beckman, Stockholms Universitet

Patrick Adibe

“State, Structural Adjustment and the Peasantry in Nigeria: A case study.”

25. november 1992

Bedømmelsesudvalg:

Mogens Buch-Hansen, IU-RUC, formand

Lars Rudebeck, University of Uppsala

Britha Mikkelsen, Kowi Consult, el. (CUF)

Appendix 5

First name	Family name	Work after the degree
Yussuf	Adam	Lecturer University Maputo
Patrick	Adibe	Private consultant
Jørgen	Anker	Consultant, Rambøll
Shamita	Basu	Vivekananda College for Women, Calcutta
Tor Arve	Benjaminsen	Associate Professor, Noragric
Maribel	Blasco	Associate Professor, CBS
Astrid	Blom	Project coordination Centre for Smoking Cessation
Rikke	Broegaard	Regional Planer Bornholm
Tove	Degnbol	Technical Adviser, Ministry of Foreign Affairs
Johan	Fischer	Associate Professor, RUC
Genovea Maya	Fruet	USA
Peter	Gammeltoft	Associate Professor, CBS
Amanda	Hammar	Researcher at Nordic Africa Institute, Uppsala
Thomas Blom	Hansen	Professor University of Amsterdam
Jan Ole	Haagensen	Research Director at Rehabilitation Centre for Torture Victims
Kaori	Izumi	Land Tenure and Rural Officer, FAO Eastern Africa
Steffen	Jensen	Senior researcher RCT
Ole	Jensen	No info
Kristine	Juul	Associate Professor, RUC
Sanne Lehmann	Jørgensen	Post. doc. CBS
Karuti	Kanyinga	Lecturer University of Nairobi
Ravinder	Kaur	Associate Professor, RUC
Sallie Simba	Kayunga	Lecturer Makere University
David	Kibikyo	Lecturer Makere University, Researcher Centre for Basic Research
Henrik	Knudsen Egelyng	Danced
Julie	Koch	MS (Danish Volunteer Service)
Jens Peter	Kragelund	Assistant Professor, RUC
Helene	Kyed	Researcher at DIIS
Karen	Lauterbach	Head clerk at the Ministry of Research and Innovation
Christian	Lund	Professor, RUC
Søren	Lund	Associate Professor, RUC
Elias	Madzudzo	University Harare
Faustin	Maganga	University of Dar es Salaam
Mette	Masst	Senior adviser NORAD
Stinne Højer	Mathiasen	Consultant at KREVI
Afonso Cesar	Moreira	Assistant lecturer, RUC/KU
Henrik	Nielsen	Research Fellow DIIS
Søren Walther	Nielsen	Høje Taastrup Municipality
Kristen	Nordhaug	Professor, Development Studies Oslo
Ivan	Nygaard	Researcher at UNEP Centre Risoe
Peter	Oksen	Associate Professor, RUC
Karen Holm	Olsen	Researcher at UNEP Centre Risoe
Mogens	Pedersen	Consultant at International Woodland Company
Ebbe	Prag	Post.doc., RUC
Stephanie	Robert	CBS/Pen Consult
Søren	Schmidt	Researcher at DIIS
Pia	Steen	External Lecturer, KU
Norbert	Tengende	Past away
Per	Tidemand	Private consultant
Peter	Triantafillou	Associate Professor, RUC
Simon	Turner	Senior researcher, DIIS
Ulrik	Vangstrup	Administrator, Development Consultant, Social researcher
Ayo Juhani	Wahlberg	Assistant Professor, LSE
Susanne	Wendt	Asian Development Bank, Manilla
Rasmus Alex	Wendt	Consultant for Danish Industry
Silke Mason	Westphal	MS (Danish Volunteer Service)



Appendix 6

Titles of Ph.D. research projects

Hans Gorm Norden Andersen

“Decentralisation and Development – a case study on local self-government in rural Nepal.”

Morten Koch Andersen

“Mobilisation and Social Navigation in Student Politics at Dhaka University, Bangladesh.”

Dora Navarro Bustos

“Social Networks and Local Politics in Latin America.”

Janne Bjerre Christensen

“In the mindst of a Movement: How do NGOs make space for political and social change in Iran.”

Lene Bull Christiansen

“Fathers and Heroes of the Nation: Negotiations of Hegemonic Masculinity in Zimbabwean ‘Identity Politics.’”

Signe Marie Cold-Ravnkilde

“Competing for water – conflict and cooperation in local water governance in the Douentza-region, Mali.”

Paola Colleoni

“Ecuadorian Indigenous organisations: Reconfigurations in a changing global system.”

Michael Eilenberg

“Forest politics and local livelihoods along international borders of Indonesia.”

Kasper Hoffmann

“Ethnic Conflict, Authority and Non-State Government in Eastern DR Congo.”

Jakob Trane Ibsen

“Does democratic decentralisation benefit poor groups politically? The case of Indonesia.”

Stine Finne Jakobsen

“Surviving Armed Conflict: Social Suffering, Livelihood & Networks among Internally Displaced People in Colombia.”

Tina Maria Jensen

“Poverty alleviation as a platform for elite reconfiguration? The case of the cotton sector in Benin.”

Rasmus Lema

“Making Inroads from Outsourcing: Indian Software Suppliers and Innovation.”

Jakob Lindahl

“Linking up to East Asian Production Networks: Regional Investment and its Impact on Industrial Upgrading in Vietnam.”

David Lorenzo

“Territorial Rule in the Central Highlands of Peru: Struggles over Power and Autonomy at the Margin of the State.”

Thomas Martin

“Implementing Human Rights in Ugandan Prisons.”

Gun Mickels-Kokwe

“Natural resource management and livelihood security in Luapula Province, Zambia.”

Bent Steenberg Olsen

“A Global Political Ethnography of Mozambican AIDS Treatment.”

Mette Kjær Petersen

“From sweatshops to high-tech industries in China? - A study of the Chinese innovation system.”

Christel Rasmussen

“Everyday governance and dynamics of public service provision at local level, the case of decentralisation in Benin.”

Jacob Rasmussen

“Invisible and denied: An investigation of young urban refugees in Nairobi, their entanglement in violent practices and varying notions of citizenship.”

Danny Raymond

“Jewish Diasporas and Radical Settlers on the West Bank - an obstacle for peace in the Middle East.”

Lone Riisgaard

“Social and Environmental Standards in the Floriculture Sector of East Africa: Implications for Employment and Trade.”

Paul Austin Stacey

“ The Socio-political-Economy of Micro-Credit Projects in Dagomba, Northern Ghana.”

Hristina Vassileva

“Differences in Regional and International Responses to Human Rights Deterioration: Zimbabwe between regional partners and international donors.”

Jesper Zeuthen

“Migrant Workers in Chinese Industry: Industrial Workers or Peasants Working in Industry?”

Hanna Ziadeh

“State Formation and Nation Building in a Human Right perspective in Arab States. The case of Lebanon, Iraq and Yemen (between 1945 and 2007).”

Sacha Zurcher

“The political Ecology of Community Forestry in the Northern Thailand: A question of Challenging boundaries, and defining the room of manoeuvre.”



Appendix 7

List of Intensive Researcher Courses

"Theories and Methodologies in Development Studies and Political Ecology in a North South Perspective."

Store Restrup Herregård, Aalborg, Denmark, 5-8 October 2003

"Senses of right and wrong: Judicial settlements, truth commissions, international tribunals, and the politics of popular justice in the aftermath of collective violence."

The Danish Institute for International Studies, Copenhagen, 15-16 December 2003.

"Problems and Processes of State Formation."

Helsinki, 23-24 January 2004

"Power, Development, and Environment."

Nexø, 2-4 June 2004

"Bringing religion back in: Religious institutions and politics in Africa."

Roskilde, 22-23 September 2004

"Ethnographies of Aid and Development."

Dubrovnik, 25-29 April 2005

"Researching Politics and Culture in Local African Arenas."

Uppsala University, 17-20 May 2005

"Ph.D. workshop on fieldworkk."

Roskilde University Centre, 16-17 June 2005

"Security and development: recent trends in social science."

Nexø, Bornholm, Denmark 26-28 October 2005

"Postcolonial sexualities: Politics and discourses."

Roskilde University, 2-6 May 2006

"Globalisation and the impact of outsourcing on firms, industries and labour in developing countries."

Copenhagen Business School (CBS), Denmark, 31 May-2 June 2006

"Property and Access to Resources. Fuzzy Concepts; Fuzzy Realities?"

Nexø, Bornholm, Denmark, 22-24 September 2006

"Globalisation, Governance and Institutional Development."

Ebeltoft Park Hotel , 23-25 November 2006

"Post-Exotic India: A New Narrative in Making."

Roskilde University, 26-27 September 2007

"Crafting a scientific article."

Roskilde University , 6-7 September 2007

"Research Methods in Development Studies."

Roskilde University, 10-12 December 2007

"Religion and Public Moral Debate in Africa."

Copenhagen University, 27-29 February 2008

"Between State and Society: Local-Level Politics in Southeast Asia."

Hotel Søfryd, Roskilde and Roskilde University, 6-9 May 2008

"Rural Property and Inequality."

Norwich, UK, 1-2 September 2008

"Citizenship and governance at the margins of state: Latin America between post-conflict and neo-populism."

Hotel Søfryd, Jyllinge, 2-5 September 2008

"Postcolonial feminist theories and analytical approaches."

Hotel Søfryd, Jyllinge, 30 September-2 October 2008

Name	Country	Year	Mths with scholarship	Mths without schol.
Sylvia Karlsson	Sweden	2000	6	
Elias Madzudzo	Zimbabwe	2000	6	
Juliao Sousa	South Africa	2000	6	
Majibur Rahman	Finland	2001	6	
Muhammed Hassan	Pakistan	2001	6	
Youssuf Kamel	DK	2003	6	
Augustine Masomara	Zimbabwe	2003	3	
Ben Jones	UK	2003	3	
Edwin Rap	The Netherlands	2003	4	
Wolfram Dressler	Canada	2003	5	
Mahmoud Hamid	The Netherlands	2003	4	
Hugo Zunio	Chile	2003	4	
Eric Hahonou	France	2005	6	
Ben Jones	UK	2005	5	
Tina Heinze	Germany	2006	5	
Philipp Szlezak	UK	2006	5	
Wolfgang Zeller	Finland	2006	6	
Zerihun Woldeeslassie	Norway	2007	3	
Mangalappalli Amruth	India	2007	4	
Swagato Sarkar	India	2007	5	
Carlos Dominguez	UK	2007	3	
Nkoli Aniekwu	Nigeria	2007	5	
Elise Guillermet	France	2007	3	
Olga Zubkovskaya	Bulgaria	2007	3	
Dayabati Roy	India	2008	3	
Elisa Greco	Italy	2008	3	
Gonzalo Vargas	UK	2008	3	
Ippolytos Andreas Kolofonos	USA	2008	3	
Reason Beremauro	Zimbabwe	2008	5	
Sarbeswar Sahoo	India	2008	3	
Maria Nardi	Sweden	2008		4
Alexandra Cosima Budabin	USA	2009	4	
Benedictus Juliawan	UK	2009	3	
Jenny Kuhlmann	Germany	2009	4	
Michael Griffiths	UK	2009	6	
Maria Nardi	Sweden	2009		4

List of Guest Professors

Appendix 9

Name	University	Year	Months
Amiya Kumar Bagchi	Centre for Studies in Social Scienses, Calcutta	95/96	6
Jefrey Gamara	Universidad Nacional de San Christobal de Huamanga, Peru	1999	3
Lynette Jackson	University of Illinois at Chicago	1999	6
Yonah Seleti	University of Natal	1999	3
Martin Doornbos	Institute of Social Studies, The Hague	2000	3
Rene Lmarchand	University of Florida	2000	3
Jeremy Gould	University of Helsinki	2001	3
Simon Batterbury	University of Arizona	2002	3
Karin Barber	University of Birmingham	2002	2
Jan Breman	Amsterdam School of Social Science Reserch	2003	3
Fiona Wilson	CUF, Copenhagen	2003	3
Gopal Thapa	Asian Institute of Technology, Thailand	2005	1
Gopal Thapa	Asian Institute of Technology, Thailand	2006	5
Gopal Thapa	Asian Institute of Technology, Thailand	2007	1
Yang Minghong	University of Sichuan, Chengdu, China.	2007	2
James Scott	Yale University	2008	6

List of Guest Lectures		
Howard Stein	University of Michigan	2004
Sussie Jacobs	University of Manchester	2004
Göran Hyden	University of Florida	2004
Edmund Terence Gomez	University of Malaya	2004
Henry Wai-Chung Yeung	National University of Singapore	2004
Lawrence Flint	Birmingham University	2005
Rajendra P. Shrestha	Asian Institute of Technology	2005
James Scott	Yale University	2007
Barbara Harris White	Oxford University	2007
Rita Abrahamsen	University of Aberystwyth	2007
John Comaroff	University of Chicago	2008
Thomas Blom Hansen	University of Amsterdam	2008

Appendix 11

CVs of the Steering Committee of the Graduate School

(CVs for the rest of the academic staff can be found on the Internet homepages of International Development Studies)

Christian Lund, Professor.

I have extensive experience in managing the Graduate School of International Development Studies. This includes development of academic activities and visiting programmes, organisation of research training courses, seminars and lecture programmes as well as fund raising. The Graduate School currently hosts 27 PhD students. I have supervised 17 PhD students since 2000. Substantial research experience in analysing local politics and state formation: in particular socio-legal processes of conflict and their relationship to policy and politics as well as institutional arrangements pertaining to property and natural resources management. Field experience is gained from Niger, Ghana, Burkina Faso, Mali, Senegal, and Laos.

I have considerable research council experience as member and chairman of the Social Science Research Council in Denmark.

I command strong editorial skills acquired from editing the European Journal of Development Research for 5 years and from editing 10 books/journal issues.

SELECTED MEMBERSHIPS AND DUTIES

- Danish Social Science Research Council (2004- (Chairman since 2007)).
- Conseil Scientifique of Laboratoire d'études et de recherches sur les dynamiques sociales et le développement local (LASDEL), Niamey, Niger. (2000-)

ACADEMIC AND PROFESSIONAL EXPERIENCE

2005	Guest Fellow at London School of Economics, Department of Economic History (March).
Since 04	Professor, International Development Studies, Roskilde University.
Since 03	Director of the Graduate School of International Development Studies, Roskilde University.
2002	Guest Senior Researcher at Centre for Development Research, Copenhagen. On leave from International Development Studies (1 year).
2001	Guest lecturer at École des Hautes Études en Sciences Sociales (School of Advanced Social Studies) in Marseille, France (March-April).
99-04	Associate Professor, International Development Studies, Roskilde University.

PUBLICATIONS

Monographs:

1. *Local Politics and the Dynamics of Property in Africa*. Cambridge/New York, Cambridge University Press, 2008.
2. *Law, Power and Politics in Niger - Land Struggles and the Rural Code*. Hamburg/New Brunswick: LIT Verlag/Transaction Publishers. 1998.
3. *Niger - En politisk økonomisk oversigt* [Niger - a political and economic overview], Danish Ministry of Foreign Affairs, 1997.

Articles in peer reviewed journals:

4. 'Approaching development – An opinionated review.' *Progress in Development*

- Studies* (forthcoming vol. 8 no. 3, 2009).
5. 'Institutional authority and processes of property.' *Development and Change* (forthcoming 2009) (co-authored with Thomas Sikor).
 6. 'Re-categorizing 'public' and 'private' property in Ghana.' *Development and Change* (forthcoming 2009)
 7. 'Formalisation of land rights: some empirical evidence from Mali, Niger and South Africa.' *Land Use Policy* vol. 26, no. 1. 2009. pp. 28-35 (co-authored with Tor A. Benjaminsen, Espen Sjaastad and Stein Holden).
 8. 'Governing access to forests in Northern Ghana. Micro-politics and the rent of non-enforcement.' *World Development* vol. 34, no. 11, 2006. pp. 1887-1906 (co-authored with Andrew Wardell)
 9. 'Twilight institutions. An introduction.' *Development and Change* vol. 37, no. 4, 2006. pp. 673-84
 10. 'Twilight institutions. Public authority and local politics in Africa.' *Development and Change* vol. 37, no. 4, 2006. pp. 685-705
 11. 'A la marge de la loi et au coeur de la politique locale. Colonisation agraire des forêts classées au Nord Ghana.' [At the margins of the law and in the heart of local politics. Agricultural colonisation of forest reserves in Northern Ghana] *Autrepart* no. 30, 2004. pp. 117-34 (co-authored with Andrew Wardell)
 12. 'Bawku is still volatile. Ethno-political conflict and state recognition in Northern Ghana.' *Journal of Modern African Studies* vol. 41, no. 4, 2003. pp. 587-610
 13. 'Conflicts and contracts in Burkina Faso. Land and local law between state and community.' *Austrian Journal of Development Studies/Journal für Entwicklungspolitik* vol. 19, no. 1, 2003. pp. 91-106
 14. 'Formalisation and informalisation of land and water rights in Africa. An introduction.' *European Journal of Development Research* vol. 14, no. 2, 2002. pp. 1-10 (co-authored with Tor A. Benjaminsen).
 15. 'Precarious democratisation and local dynamics in Niger – Micro politics in Zinder.' *Development and Change* vol. 32, no. 5, 2001. pp. 845-69
 16. 'Seeking certainty and aggravating ambiguity: on property, paper and authority in Niger.' *IDS Bulletin* vol. 32, no. 4, 2001. pp. 47-53
 17. 'A question of honour. Property disputes and brokerage in Burkina Faso.' *Africa* vol. 69, no. 4, 1999. pp. 575-94
 18. 'Politics in a Sahelian town. Dori and the art of alliance.' *Danish Journal of Geography* vol. 2, 1999. pp. 15-25
 19. 'Development and rights. Tempering universalism and relativism' *European Journal of Development Research* vol. 10. No. 2, 1998. pp. 1-6
 20. 'Struggles for land and political power. On the politicization of land tenure and disputes in Niger.' *Journal of Legal Pluralism* no. 40, 1998. pp. 1-22
 21. 'Land use and land right dynamics under conditions of population pressure. Determinants for resource management options in eastern Burkina Faso.' *Human Ecology* vol. 26, no. 4, 1998. pp. 599-620 (co-authored with Anette Reenberg)
 22. 'Legitimacy, land and democracy in Niger.' *Review of African Political Economy*, no 71, March 1997. pp. 99-112
 23. 'Compétition pour les juridictions et manoeuvres politiques au Niger.' *Cahiers Africains* nos. 23-24, 1997. pp. 135-50
 24. 'Approaching twilight institutions. Analytical dimensions of politico-legal institutions and disputes.' *Forum for Development Research* no.2, 1996. pp. 353-75

SUPERVISED Ph.D. PROJECTS

1. Ethnic Conflict, Authority and Non-State Government in Eastern DR Congo. Kasper Hoffmann, International Development Studies. In process.
2. An Ethnography of a Logging Concession in Democratic Republic of Congo. Thomas Hendriks, Katholieke Universiteit Leuven, Faculty of Social Sciences, Institute for Anthropological Research in Africa, Belgium (co-promoter). In process.
3. Poverty Alleviation as a Platform for Elite Reconfiguration. The case of the Cotton Sector in Benin. Tina Maria Jensen, International Development Studies, Roskilde University. In process.
4. Implementing Human Rights in Ugandan Prisons. Tomas Martin, International Development Studies, Roskilde University. In process
5. The Making of Perpetrators. Mobilization and Social Navigation in Student Politics at Dhaka University, Bangladesh. Morten Koch Andersen, International Development Studies, Roskilde University. In process.
6. Water Conflicts in Mali. Signe Marie Cold-Ravnkilde, International Development Studies, Roskilde University. In process.
7. Maize, Markets and Rural Livelihoods in Luapula, Zambia. Gun Mickels Kokwe, International Development Studies, Roskilde University. In process.
8. Seeking health and education: Experiences and imaginations of the state in urban Niger. Gabriella Körling, Uppsala University, Sweden (external supervisor). In process.
9. Everyday governance and dynamics of public service provision at local level, the case of decentralisation in Benin. Christel Rasmussen, International Development Studies, Roskilde University. In process.
10. Rule by Record – Territoriality in Highland Peru, David Lorenzo, International Development Studies, Roskilde University. In process.
11. Poor farmers' struggle for land, and the implication for agricultural development. How land claims are made, secured and lost in Nicaraguan villages. Rikke J. Broegaard, International Development Studies, Roskilde University. Graduated 2008.
12. State Recognition of Traditional Authority: Authority, Citizenship and State-formation in Rural Post-war Mozambique. Helene Maria Kyed, International Development Studies, Roskilde University. Graduated 2008.
13. Climate Policy in Practice. Articles on the Clean Development Mechanism and Institutional Capacity Development in Uganda. Karen Holm Olsen, International Development Studies, Roskilde University. Graduated 2007.
14. Beyond Mountains. The Impact of Pakistani Territorialisation on Balti Livelihoods and Migration Processes. Ole Jensen, International Development Studies, Roskilde University. Graduated 2007
15. Local-level Politics in Uganda. Institutional Landscapes at the Margins of the State. Ben Jones, London School of Economics, UK. Graduated 2005. Awarded the William Robson Prize, LSE 2005/06.
16. Women Making Politics. Women's Associations, Female Politicians and Development Brokers in Rural Senegal. Ebbe Prag, International Development Studies, Roskilde University. Graduated 2004.
17. When change is the only constant. Coffee agroforestry and household livelihood strategies in the Meseta de los Pueblos, Nicaragua. Silke Westphal, International Development Studies, Roskilde University. Graduated 2003.
18. Beyond despotism. An analysis of the constitutions of chiefs' authority through land dispute processes in Angónia district, Central Mozambique. Astrid Blom, International Development Studies, Roskilde University. Graduated 2003.

EXTERNAL EXAMINER

1. Derrière la vitrine du développement. Aménagement forestier et pouvoir local au Burkina Faso. Sita Zougouri, Mock viva [Slutseminar] (PhD), Department of Cultural Anthropology, Uppsala University, 2008.
2. The Politics of the Decentralisation Reform in Mali. Øivind Hetland, Doctor rerum politicarum dissertation, Department of Sociology and Human Geography, University of Oslo, 2007.
3. Anthropologie de la gouvernance. Politique des ressources, dispositifs du développement & logiques d'acteurs. Pierre Yves Le Meur, Habilitation à diriger des recherches (HDR) en anthropologie, Ecole des Hautes Etudes en Sciences Sociales, Paris, 2006.
4. En attendant la décentralisation au Niger. Dynamiques locales, cliëntilisme et culture politique. Eric Hahonou, PhD, École des Hautes Etudes en Sciences Sociales, Marseille, France. 2006.
5. Peasant Production and Limits to Labour. Thyolo and Mzimba Districts in Malawi, mid-1930s to late-1970s. Erik Green, Doctoral Dissertation, Department of Economic History, Lund University, 2005.
6. Term Paper: Property Rights to Land by Hussein Jemma for the partial fulfilment of the requirements for the Course EDS410-Development Studies, Department of International Environment and Development Studies, The Norwegian University of Life Science, Aas, 2005.
7. Heavy Clouds but No Rain. Agricultural Growth Theories and Peasant Strategies on the Mossi Plateau, Burkina Faso, Mats Hårsmar, Doctoral Dissertation, Department of Rural Development Studies, Swedish University of Agricultural Sciences, Uppsala, 2004.

ORGANIZING RESEARCHER TRAINING COURSES AND CONFERENCES

1. Anthro-politics. Doing 'Local' Research on Globalization Issues. (with Lisa Richey and Paola Colleoni), International Development Studies, Roskilde University. May 18-20, 2009
2. Crafting a Scientific Article – Workshop, International Development Studies, Roskilde University, January 23rd, 2009.
3. Rural Property and Inequality. (with Thomas Sikor, University of East Anglia), International Development Studies, Roskilde University and School of International Development Studies, University of East Anglia. September 1st -2nd, 2008.
4. Local Politics in South East Asia. International Development Studies, Roskilde University. May 6-9th, 2008.
5. Research Methods in Development Studies – Introductory Course (with Randi Kaarhus, NORAGRIC), International Development Studies, Roskilde University and NORAGRIC, Aas, December 10-11th, 2007.
6. Crafting a Scientific Article – Workshop (with Tor Benjaminsen, NORAGRIC), International Development Studies, Roskilde University and NORAGRIC, Aas, September 6-7th, 2007.
7. Property and Access to Resources: Fuzzy concepts? Fuzzy realities? (with Thomas Sikor, Humboldt University) International Development Studies, Roskilde University and Humboldt University, Berlin. September 22-24th, 2006.
8. PhD Workshop on Fieldwork – Studying a Social Field (with PhD students: Rikke Broegaard, Jakob Trane Ibsen and Helene Kyed). Roskilde University, June 16-17th, 2005.

9. Ecole Doctorale. Researching Politics and Culture in Local African Arenas (with Sten Hagberg, Uppsala University). Uppsala. Uppsala and Roskilde Universities, 2005.
10. Bringing Religion Back In. Religious Institutions and Politics in Africa (with Ben Jones, Karen Lauterbach, Holger Berndt Hansen and Niels Kastfelt) in collaboration with Centre for African Studies and Department of Church History, University of Copenhagen, 2004.
11. Power, Development, and Environment, (with Søren Lund) in collaboration with Department of Environment, Technology and Social Studies, RUC, 2004.
12. Problems and Processes of State Formation (with Jeremy Gould and Fiona Wilson) in collaboration with International Development Studies, Roskilde University, International Development Studies, University of Helsinki and Danish Institute for International Studies, 2004.
13. Religious Mobilisation and Organised Violence in Contemporary South Asia (with Ravinder Kaur), International Development Studies, Roskilde University, 2003.
14. Twilight Institutions. Local Politics in Developing Societies (with Kristine Juul), International Development Studies, Roskilde University, 2002.
15. Conflicts over land and water in Africa. Questions of citizenship and identity (with Rie Odgaard, DIIS), Centre for Development Research, 2002.
16. Formalisation and informalisation of land rights in Africa (with Rie Odgaard, DIIS), Centre for Development Research, 2001.
17. Negotiating Land Rights in Developing Societies (with Kristine Juul), International Development Studies, Roskilde University, 1999.
18. Development and Rights (Conference at the occasion of Roskilde University's 25th anniversary, organised with Daniel Fleming, Signe Arnfred, Rolf Hernø and Stig Toft Madsen), 1998.
19. Access, Control and Management of Natural Resources in Sub-Saharan Africa. Methodological Considerations (with Henrik Secher Marcussen), International Development Studies, Roskilde University, 1994.

4 CURRICULUM VITAE

Name: Laurids S. Lauridsen
Date of birth: 23 April 1951
Institutional affiliation: Department of Society and Globalisation,
Roskilde University
DK-4000 Roskilde, Denmark
Tel.: +45-46742017; E-mail lsl@ruc.dk
Formal Education: M.Sc. (Political Science), Aarhus University,
1979
Ph.D./Licentiatgrad (Geography), Roskilde
University, 1986
Dr. scient.soc., Roskilde University 2008
Employment record 1986 to present:
2006 to present Professor, Department of Society and
Globalisation, Roskilde University.
2003 to 2006 Professor, Department of Geography and
International Development Studies, Roskilde
University.
2001 to 2003 Research professor, same department
1986 to 2001 Associate professor, same department

5 Visiting Scholarships

Aug. 1999 to August 2000 Visiting Scholar at International and Area
Studies, University of Berkeley, California,
USA
September to November 1997
October to December 1996 Visiting Scholar at Institute for National Policy
Research (INPR) and Programme for Southeast
Asia (PROSEA), Academia Sinica, Taiwan .
Visiting Scholar at the Social Research
Institute (CUSRI), Chulalongkorn University,
Thailand

Selected external assignments:

2005 to 2008 Member of the Programming Committee for
Globalisation and Marginalisation, The
Research Council of Norway
2004 to present Member of the Governing board of the
Rehabilitation and Research Centre for Torture
Victims (RCT)
1998 to 2005 Member of the editorial committee of Forum
for Development Studies, NUPI, Oslo, Norway
1995 to 1999 Deputy chairman, The Board of Centre for
Development Research, Copenhagen

Selected recent publications:

Lauridsen, L.S. (2008) *States, institutions and industrial development. Industrial deepening and upgrading policies in Taiwan and Thailand compared*. Vol.1 (598 pages), Shaker Verlag, Aachen.

Lauridsen, L.S. (2008) *States, institutions and industrial development. Industrial deepening and upgrading policies in Taiwan and Thailand compared*. Vol. 2. (456 pages), Shaker Verlag, Aachen.

[Lauridsen, L. S. \(2006\). Foreign Direct Investment, Linkage Formation and Supplier Development in Thailand during the 1990s: The Role of State Governance](#). In Sanjaya Lall and Rajnesh Narula (eds.) *Understanding FDI-Assisted Economic Development*. (pp. 115 -140). London and New York, Routledge, Taylor and Francis Group.

[Lauridsen, L. S. \(2006\). Governance, Technology and Development](#). In Ahmed Shafiqul and Habib Zafarullah (eds.), *International Development Governance: Publication Administration and Public Policy*. (pp. 761-775). CRC Press, Taylor & Francis Group.

Lauridsen, Laurids S. (2002). Struggling with globalisation in Thailand. Accumulation, learning or market competition, *Southeast East Asia Research* 10, 2, (pp. 155-183).

Lauridsen, Laurids S. (2002). Coping with the Triple Challenge of Globalisation, Liberalisation and Crisis: The Role of Industrial Technology Policies and Technology Institutions in Thailand, in "Changing Global and Regional Conditions for National Economic Restructuring in Asia", in *The European Journal of Development Research*, Special Issue, Vol. 14, No. 1 (June) (pp. 101-125). John Degenbol-Martinussen and Laurids S. Lauridsen (guest editors)

Lauridsen, Laurids S. (2001). U-landene i en globaliseret verdensorden (ni kapitler), i Hans Branner, Laurids S. Lauridsen og Hans Mouritzen, '*International Politik, Danmark og U-landene*', Forlaget Columbus, (pp. 157-247)

6 PhD Supervision

Graduated

Peter Kragelund
Søren Schmidt
Kristen Nordhaug
Peter Gammeltoft
Peter Triantafilou

Ongoing

Rasmus Lema
Jakob Trane Ibsen
Jacob Lindahl
Jesper Zeuthen

Lisa Ann Richey, Ph.D.
Associate Professor

International Development Studies
Department of Society and Globalisation
Roskilde University, Denmark

EMPLOYMENT AND EDUCATION

Since 2005 Associate Professor, Dept. of Society and Globalisation, Roskilde University, Denmark

2003-2005 Assistant Professor, International Development Studies, Roskilde University

2003-2004 Soros Reproductive Health and Rights Fellow, Heilbrunn Dept. of Population and Family Health, Mailman School of Public Health, Columbia University, New York, USA

2001-2003 Project Researcher, Danish Institute for International Studies (DIIS) formerly Centre for Development Research (CDR), Copenhagen

Harvard University, USA Post-Doctoral Research and Training, Anthropological Demography (2000).

The University of North Carolina at Chapel Hill, USA MA (1992) Ph.D. Political Science (1999).

Recent Research Grants

Danish Development Research Council (Forskningsrådet for Udviklingsforskning) (2004-2010) The Politics of Access to Anti-Retrovirals in the Treatment of African AIDS.

Columbia University and Soros Open Society Institute (2003-2004) Reproductive Rights Fellow at the Heilbrunn Department of Population and Family Health at the Mailman School of Public Health.

Danish Social Science Research Council (2001-2003) Individual Research Project. Gender, Wealth and Modernity: Weaving International, National, and Local Interpretations of Population Policies in Uganda and Tanzania.

Selected Recent Publications

Books

Brand Aid: Celebrities, Consumption and Development (forthcoming 2010) Minneapolis and London: Univ. of Minnesota and Zed Books. (co-author with Stefano Ponte)

Population Politics and Development: From the Policies to the Clinics (2008) Palgrave MacMillan: New York and London.

Women and Development: Rethinking Policy and Reconceptualizing Practice, Editor with Frances Vavrus of a special issue of *Women's Studies Quarterly*. (2003).

Selected Articles in peer reviewed journals

"Bono's Product (RED) Initiative: Corporate Social Responsibility that solves the problems of 'distant others'", Third World Quarterly, 30, 2: 301-317 (2009), with Stefano Ponte and Mike Baab.

“‘Boundary Work’ in the Provision of AIDS Treatment in South Africa: Science, Denial and Politics” New Political Science, 30,1: 1-21 (2008).

“Better RED Than Dead? From ‘Band Aid’ to ‘Brand Aid’ “, Third World Quarterly, 29(4), 711-729. (2008), with Stefano Ponte.

“Global Knowledge/Local Bodies: Family Planning Service Providers’ Interpretations of Contraceptive Knowledge(s)”, Demographic Research, 18(17), 469-498. (2008).

“Darwin’s Nightmare’: A Critical Assessment” Review of African Political Economy. No. 113. Pp. 591-608 (2007).

“TRIPs and Public Health – the Doha Declaration and Africa”, Development Policy Review, Vol. 25, No. 1 (2007) with Stine Jessen Haakonsson.

“Lover’ ‘Mother’ or ‘Worker’: Multiple Identities in the HIV/AIDS and Reproductive Health Agenda in Tanzania.” African Journal of AIDS Research (2005) vol. 4. No. 2, pp. 83-90.

“From the Policies to the Clinics: The Reproductive Health Paradox in Post-Adjustment Health Care.” World Development. (2004) Vol. 32, No. 6, pp. 923-940.

Chapters in Books

"The Rock Man's Burden? Product (RED), Celebrities and Women at the Frontier of Development Assistance in The Fourth Wave: An Assault on Women. Gender, Culture and HIV in the 21st Century. Social Science Research Council-UNESCO volume, Vinh-Kim Nguyen and Jennifer F. Klot, eds. (forthcoming 2009).

Gendering the Therapeutic Citizen in Reproduction, Globalization and the State. Carole H. Browner and Carolyn F. Sargent, eds. Durham, NC: Duke Univ. Press (forthcoming 2009).

Reproductive Health, Family Planning and HIV/AIDS: Dangers of (Dis)Integration in Tanzania and Uganda in Population Politics after Cairo, Mohan Rao, ed. Sage Publications (forthcoming, date unknown).

HIV/AIDS Prevention and Population Policies in Africa in Between Life and Death/Paradoxes of Social Engineering: Governing Population in an Era of Human Rights. Sabine Berking and Magdalena Zolkos, eds. (forthcoming 2009).

Brand Aid?: How Shopping has become Saving African Women and Children with AIDS in International handbook on gender and poverty, Sylvia Chant, ed. Edward Elgar. (forthcoming 2010) with Stefano Ponte.

Uganda: HIV/AIDS and Reproductive Health. In Where Human Rights Begin: Health, Sexuality and Women in the New Millennium. Wendy Chavkin and Ellen Chesler, eds. Rutgers Univ. Press (2005).

Gender Equality and Development Aid in Foreign Aid In the New Global Economy. Peter Burnell and Oliver Morrissey, eds. Edward Elgar Publishing (2004) reprinted from the original in Foreign Aid and Development: Lessons Learnt and Directions for the Future, Finn Tarp, ed. Routledge: London and New York (2000), translation forthcoming in Italian (2009).

Selected University Courses Taught and Organized

Anthro-Politics: Doing ‘Local’ Research on Globalisation Issues, PhD Researcher Course, May 18-20 Roskilde Univ. (with Christian Lund and Paola Colleoni)

The Politics of Health and Illness: HIV/AIDS, reproductive health and conflict in development, post-grad. course, Dept. of International Development Studies, Roskilde University.

Postcolonial Sexualities - Politics, Institutions and Discourses, PhD Researcher Course, Dept. of International Development Studies, Roskilde University. 2006 with Signe Arnfred and Bodil Folke Frederiksen.

The Politics of Health and Development: Calories, Categories and Causality, post-grad. course, Dept. of International Development Studies, Roskilde University.

AIDS, Governance, Health and Rights in Resource-Poor Countries, post-grad. course, Dept. of International Development Studies, Roskilde University.

PhD Supervision

Paola Colleoni (2008-)

Bent Steenberg Olsen: (2008-)

Rachel Spichiger (2009-) co-supervisor with Helle Munk Ravnberg, DIIS

Louise Nygaard Rasmussen (2008-) co-supervisor with Niels Kastfelt, Copenhagen University

Selected Consultancy Work

‘DanChurchAid. Consultant to write DCA's gender policy. (Aug 2003)

Danida Consultant on Technical Assistance in preparation for Secondary Education Support Programme, Nepal: Development of a Monitoring and Formative Research Programme. (Aug 2002-May 2003).

International Advisory Board Member, Eastern and Southern International Youth and Students Conference on HIV/AIDS (Nairobi, June 2003).

DanChurchAid. Gender Equality and Development Aid. Consultancy for Development Dept. Dec. 6, 1999.

Why "Demographic Fatigue" Contributes Little to Our Understanding of Contemporary Africa. Different Takes Issue Paper. Publication of the Population and Development Program at Hampshire College. No. 3, Spring 2000.

Professional Service, Organizations, and Honour Society Memberships

Board Member for the International Development Studies Graduate School, RUC

Member of the Governing Committee for the Centre for International Development Studies (CIDES), RUC

Board Member for RUC: Danish Network for International Health (ENRECA)

Peer reviewer for the journals New Political Science, Journal of Women, Politics and Policy, Africa, Politics and Gender, Population Studies, Canadian Journal of African Studies, Medical Anthropology, Social Dynamics.

Peer reviewer for grants for the Canadian Social Science Research Foundation and the Norwegian Research Foundation

CURRICULUM VITAE: PETER OKSEN

Name: Peter Oksen
Date of birth: 24. March 1965
Nationality: Danish
Current position: Associate Professor
Education: Ph.D. in International Development Studies, Roskilde University 2001
M.Sc. and B.Sc. in Human Geography, University of Copenhagen 1993

Key qualifications:

Major interest and experience are within natural resource management in tropical agricultural systems. This includes agricultural land-use policy and system analysis, land tenure analysis, land use planning, environmental management, and EIA. In particular work has been done on smallholder farming systems, agro-forestry, plantation, and shifting cultivation, as well as agro-pastoral smallholder farming systems and animal husbandry in African environments. As a trained geographer, Peter Oksen is straddling the divide between science and social science through engagement in interdisciplinary research and teaching projects, and applies methods and approaches from both traditions (socio-economic studies, GIS and remote sensing analysis, and environmental assessment). Recent research is concerned with climate change impact on socio-economic development in Vietnam, local tenure arrangements and land reform in Northern Thailand, and land allocation programs and local resource management in Lao PDR.

Tools include semi-structured interviews, questionnaires, participatory learning and action methods (PLA and PRA), and design and execution of household and village surveys and creation and management of databases in relation hereto. Experience in Remote Sensing and GIS (Geographical Information Systems) including digital processing and interpretation of satellite images. In particular GIS has been used as a versatile tool for combining and integrating socio-economic, bio-physical, and remote sensing data.

Extensive teaching experience in research related subjects, including fieldwork methods, on all levels in the university system from 1. semester to Ph.D. supervision and assessment. Vast experience in group supervision, class-room seminars, and lectures with 300+ audiences.

Relevant experience:

- 2008-** Head of the Danish researcher team in the Danida funded research programme “Assessing effects of and responses to climate change on environment and socio-economic development in Mid- Central Vietnam” in cooperation with Vietnamese Academy of Science and Technology, Institute of Geography, Hanoi.
- 2008** Teacher at “Cultural Studies” in Hoi An, Vietnam. Cultural Studies is a private Norwegian enterprise offering M.Sc. courses to international students. Subject of the course was development issues in SE Asia.
- 2005-** Member of the board of DDRN (Danish Development Research Network) former Netard, which has as objective to bridge the divide between agricultural and development research and Danida development policies and initiatives. Funded by Danida.
- 2005** Visiting professor at Asian Institute of Technology (AIT), Bangkok at the School of Environment, Resources and Development (SERD). Duration 5 weeks. Financed by the EU program ASEM-DUO.
- 2004-2005** Long-term Technical Advisor at the DANIDA financed USEPAM project (University Support to Environmental Planning and Management in Cambodia, Lao

PDR, Vietnam). Duration 18 months. Responsible for coordination and execution of syllabus and curriculum building as well as research activities and institutional building in relation to the creation of a new B.Sc. program in interdisciplinary environmental studies at the newly established Centre for Environment and Development Studies (CEDS) at the National University of Laos (NUOL).

2003- Associate Professor at International Development Studies, Roskilde University

2003- Director of Research for the Natural Resource Management Research Group at International Development Studies (IDS), Roskilde University

2002- Team leader for the USEPAM project at IDS

1998-2003 Assistant Professor at the SLUSE program (Danish University Consortium on Sustainable Land Use and Natural Resource Management) at International Development Studies (IDS), Roskilde University. Duties include planning, coordination, and execution of SLUSE education activities at IDS. The aim of SLUSE is to provide master students with an interdisciplinary approach to natural resource management in developing countries. This is done in co-operation with Copenhagen University and the Royal Veterinary and Agricultural University through interdisciplinary problem-oriented group work including a field-course in Thailand and Malaysia. Initially financed by DANCED (now Danida).

Countries of working experience:

Lao PDR, Thailand, Vietnam, Malaysia, Cambodia, Philippines, Niger, Burkina Faso, and South Africa.

Languages:

Mother tongue:	Danish
Fluent:	English, French, German
Knowledge of:	Lao

Selected publications last 5 years:

1. Oksen, P., Magid, J. & Neergaard, A.D., 2009 (Forthcoming). "Thinking outside the box. Interdisciplinary integration of teaching and research on an environment and development study programme". *Interdisciplinary Science Reviews*, Vol. 33 (3).
2. Oksen, Peter. 2008. "Kronik: Økonomisk spekulation driver fødevarepriserne op. (Financial speculation is driving up foodprices)" *Information*. 25. juli 2008.
3. Magid, Jakob, Andreas de Neergaard, and Peter Oksen. 2007. "*Thinking outside the box – 10 years practical experiences in interdisciplinary education and research*" in 3rd LaSyS Workshop. Land system science: Handling complex series of natural and socio-economic processes Tune Kursuscenter, Denmark
4. Oksen, Peter. 2007. "*Opportunities and challenges in relation to establishing a GIS/remote sensing unit at the National University of Laos*" Paper presented at the Regional Conference on Environmental Planning And Management Issues in Southeast Asian Countries, Hanoi 6 – 8 March 2007
5. Buch-Hansen, Mogens, Peter Oksen, Sidthinat Prabudhanitisarn. 2006. "Rethinking natural resource management in Thailand" *Journal of Political Ecology* Vol. 13, pp. 48-59
6. Treue, Thorsten, Ole Mertz, and Peter Oksen. 2004. "Teaching Land Use and Natural Resource Management: The Challenge of Interdisciplinary and Intercultural Collaboration." in *Sustainable Development and the University. New Strategies for Research, Teaching and Practice*, edited by R. Fincham, S. Georg, and E. H. Nielsen. Howick: Brevitas.
7. Sontirat, Seubsak, Peter Oksen, and Piya Duangpatra. (Eds.). 2004. "Transformation Processes in the Use of Natural Resources and Effects on Sustainability. A Monograph on Conceptual Approaches to Interdisciplinary Land Use and Natural Resource Management in North and Northeast Thailand." Bangkok: Kasetsart University.

8. Oksen, Peter. 2004. "Land Rights. Issues of Tenure and Livelihood Strategies." in *Transformation Processes in the Use of Natural Resources and Effects on Sustainability. A Monograph on Conceptual Approaches to Interdisciplinary Land Use and Natural Resource Management in North and Northeast Thailand*, edited by S. Sontirat, P. Oksen, and P. Duangpatra. Bangkok: Kasetsart University.
9. Oksen, Peter. 2004. "Land Use and Tenure Relations in Northern Thailand: Results from the Song Interdisciplinary Research Project." Pp. 17 in *TUCED-SLUSE International Conference on Interdisciplinary Curriculum and Research Management in Sustainable Land Use and Natural Resource Management*, edited by P. Duangpatra and S. Sontirat. Chaophya Park Hotel, Bangkok: TUCED-SLUSE, Kasetsart University Research and Development Institute, Bangkok.
10. Birch-Thomsen, Torben, Mogens Buch-Hansen, Trevor Hill, Peter Oksen, and Jakob Magid. 2004. "Integrating Knowledge Systems in the Search for Sustainable Natural Resource Management." in *Sustainable Development and the University. New Strategies for Research, Teaching and Practice*, edited by R. Fincham, S. Georg, and E. H. Nielsen. Howick: Brevitas.
11. Reenberg, A., P. Oksen and J. Svendsen, 2003, "Land use vis-à-vis agricultural development in Southeastern Burkina Faso: the field expansion dilemma", *Geografisk Tidsskrift. Danish Journal of Geography*, Vol. 103, No. 2, pp. 57-69
12. Prabudhanitisarn, S., P. Oksen and M. Buch-Hansen, 2003, "Socio-political Reform and Academic Rethink of Sustainable Natural Resource Management in Thailand". Paper presented at *Local land use strategies in a globalizing world: shaping sustainable social and natural environments*, Institute of Geography, Geocenter, University of Copenhagen
13. Dohn, H., Q. Gausset, O. Mertz, *et al.*, 2003, "Strengthening learning processes in natural resource management in developing countries through interdisciplinary and problem-oriented learning", *International Journal of Sustainability in Higher Education*, Vol. 4, No. 2, pp. 106-125
14. Oksen, P., V. Jintana, and M. Mohamed. 2003. "Applying Interdisciplinarity within Natural Resource Management: Experience from Co-Operation between Danish, Thai, Malaysian and Southern African Universities." *Journal of Southeast Asian Education* 4(1):1-29.

PhD supervision

Ongoing

Michael Eilenberg