The Oslo Academy for Studies in International History (OAS-HIS)

1. Overview

The vision of the Oslo Academy for Studies in International History (OAS-HIS) is to overcome the divide separating humanities education from extra-mural working life. We want to create a fertile, research-based learning environment for students in international history who are willing to work harder in order to learn more. We envisage an oasis of learning where students and professors cross paths with employers and alumni, and where history teachers join forces with education researchers. Operatives from business, government, and NGOs will be brought into OAS-HIS to teach students workplace-relevant skills, and students will venture out to experience workplace practices first-hand. In this way students in international history will be better prepared for the world they encounter after graduation. Ultimately, we want to make OAS-HIS a model for the humanities and social sciences at universities both in Norway and abroad.

What 4

1 What do we want a Center of Excellence in Education for?

The 2017 Government White Paper on the humanities in Norway observes that there exists «a cultural divide between the humanities on the one hand and representatives of working life on the other, with low mutual interest for each other’s perspectives, competence, and opportunities.»¹ Though «both parties have a job to do,» the White Paper concludes that the initiative for improved ties must come from the humanities.² A CEE will give us the means to overcome the divide and improve ties, creating an education in international history more attuned to the demands of the workplace. We will use the Center to bring employers and alumni into the university to take part in teaching and program design, and to send students out to workplaces on internships integrated in study programs. We want to set up these activities within an environment designed with the aid of educationists, in order to make the Center a foundation of research-based knowledge of how praxis can enhance learning. We also want academics and operatives to meet at «hot spots»: workshops, seminars, and conferences to discuss critical topics of common interest, which eventually may form the basis of a life-long learning framework within international history.

2 What does society need historians for?

Historical knowledge and a historical approach are invaluable guides for decision makers and analysts. People—as individuals and as part of communities or organizations—act on the
basis of notions of past events. If we want to understand or influence people’s actions, we must study their past. Historicity comes with the realization that an issue looks different depending on the angle from which it is perceived. This entails a need for trying to understand how different agents see matters differently. At a time of conflicting demands and worldviews, the need for people trained in multi-perspectivism becomes apparent. Besides, historians specialize in collating and critically analyzing huge amounts of text, distinguishing important from unimportant and facts from fabrications, and presenting their conclusions in readable prose. These are abilities in need as much today as ever. And yet historians, like other humanities graduates, struggle to market their competences and skills, which go unrecognized by employers. Graduates from programs in the humanities have lower employment rates, less full-time work, lower salaries, and less relevant jobs than other graduates.\(^3\)

3 What do we single out international history for?
International history at the University of Oslo is an exceptionally propitious environment for students who want the aid of a historical perspective to comprehend the current state of international affairs with its multipolar world system, the rise of Asian states and Islamist terrorism, and the mix of interdependence and incompatible ideologies. Its home Department—of Archaeology, Conservation and History—is brimming with educational creativity, as witnessed by the 2017 establishment of the innovative master program Modern International and Transnational History (MITRA), and a bold 2019 revision of first-year bachelor courses in history earning the support of DIKU’s Program for student-activating forms of learning.

4 What do we need the Academy model for?
We want to use OAS-HIS to give extra support to students who are willing to make an extra effort. That Norwegian humanities students have room for working harder is amply documented.\(^4\) We will apply the Academy model employed by successful sports clubs all over Europe, where young players are taught the «skills required to play at that club’s level and style.»\(^5\) But we shall apply it the Norwegian, non-elitist way: motivation, not prior grades, will be the admission criterion at OAS-HIS. Motivated students in a learning environment that is inspiring, challenging, meaningful, and supportive welcome the opportunity to take on difficult tasks, set high goals, and work hard to learn more.\(^6\) These self-selected students will serve as a model for others via the cultural emulation effect analyzed by Norbert Elias.\(^7\) MITRA students will have Academy membership as default. Students from the bachelor
program International Studies (INTER), who are introduced to political science, history, economics, and law before majoring in one of these, are also invited. MITRA and INTER students guarantee a diverse and highly motivated student body. Other target groups are bachelor and master students from the History Program and other programs who attend courses in international history and who want to benefit from extra challenges by putting in extra work.

How 2

1 How to evaluate the impact of OAS-HIS?
In the long run, OAS-HIS is successful if historicist perspectives and insights from international history permeate society. Medium-term goals are less impossible to measure, namely international history graduates who are more adequately trained and better placed to get relevant jobs. In the short term, success means designing new, workplace-related learning activities, enhancing the competence of teachers, establishing and expanding a pool of partnerships with employers, creating a network of alumni who engage in Academy activities, and organizing hot spots with a view to developing such events into a framework for life-long learning.

2 How to spread the word and praxis of OAS-HIS?
The Oslo Academy should be envisaged as a test lab, in which ideas and practices of partnership between international history teachers and extra-mural employers and alumni can be tried out in a safe environment before successful and relevant elements are introduced to the rest of the history discipline as well as to similar humanities and social science disciplines. Few Academy activities are exclusive to international history, so the potential for sharing best practice is vast: via the Center’s website, via journal articles, and via conferences etc. Nor are there compelling reasons why sharing should stop at national borders. The challenges—and the potential—of establishing robust partnerships with employers and alumni to improve the fit between university education and the practice awaiting humanities graduates in the workplace are similar across Scandinavia and much of Europe.

2. Documented quality in existing teaching and education

Input factors
With more than new 250 undergraduates and one hundred new master students each year, history is UiO’s largest humanities discipline. International history has long been the most popular subdiscipline, making up of one-fourth of the student body. Since the 2003 Quality
Reform, international history courses have been attended by almost 2,500 students, including considerable numbers from programs such as International Studies, European Studies, Teacher Education, Political Science, and area studies. Courses—for second and third year bachelor students—range from the Holocaust (HIS2319) and international human rights (HIS2361) to 20th century great power conflicts (HIS2371), the Middle East conflict (HIS2411), and U.S. foreign relations (HIS2424).

As shown by the attached letters of reference, lists of recent publications in top international channels, and roster of doctoral candidates, one must travel far to find a milieu matching the research strength of international history at the University of Oslo. A decade of generational shift has combined with a conscious policy of recruiting top scholars irrespective of nationality to produce a faculty made up by five professors—including Norway’s first (2018) ERC Consolidator Grantee in history—and five associate professors from five nations. Consortium partners PRIO and the Nobel Institute contribute additional competence with two professors and two senior researchers.

Strength in research and teaching is paramount but must be complemented. For an age in which teaching is rapidly becoming digitalized, IAKH has two major assets: the website norgeshistorie.no, winner of UiO’s Dissemination Prize 2016, and a digital adviser with expertise in web and social media content management. UiO consortium partner LINK brings competence in education design and evaluation; the Career Services bring competence in how students can raise their career consciousness, market their skills, and match their ambitions with the needs of the labor market. Among PRIO’s assets are a renowned expert on academic writing (Lynn Nygaard) and expert skills in organizing events such as hot spots. Nobel supplies a perfect venue for these, and a library of world fame with international historians for its impressive collections.

More than six hundred students on a history faculty of thirty yield a teacher/student ratio that demands careful management of resources, achieved by a tailor-made monitoring system for deployment of teaching hours. The ratio also demands extraordinary creativity to achieve the desired learning outcomes. IAKH has managed to establish a culture for learning that has produced results far in excess of what resources available for history education would indicate. Three recent examples:

- A complete makeover of first-year courses, commencing in fall 2019. Predominant is an attempt to renew lectures as well as exams by making the former vessels of inquiry-based learning, and by changing the latter from school exams at the end of the semester to portfolios which students work with through the entire course. Digitalization is critical both for the new lectures and the portfolio exams. The reform (verging on a revolution)
was awarded with support from DIKU’s Program for student-activating forms of learning, earning top marks and the grade «Excellent» throughout.

- **HIS4015L Historie i praksis**, a new master course for Teacher Education students, offered for the first time in fall 2018 as a **tripartite cooperative venture** comprising the university, schools, and select museums in Oslo. Students in groups of three or four work with a museum to organize a visit by «their» class, prepare teaching material, and undertake the visit in cooperation with the regular school teacher.

- **Modern International and Transnational History** (**MITRA**), the first English history program in Norway, dating from 2017. A 30 ECTS master thesis frees time for an internship **semester abroad**. Half of MITRA’s admission quota of twenty students is reserved for international students. The program was nominated by UiO for DIKU’s 2018 Quality in Education Award as an example of innovative program design. The DIKU jury hailed MITRA as representing **pioneering work.»**

**Process factors**

History master students at UiO have long been **part of the research community**. Their theses are genuine works of primary research, and are treated as such by their supervisors and other faculty. They are often part of larger research projects, some are co-authoring papers with their supervisors, and several supervisors have successfully implemented group supervision as a complement to traditional one-on-one supervision. IAKH also strives to take other student groups seriously as historians:

- A major assignment in the new introductory course HIS1000, starting in fall 2019, is to research and write, in «street gangs» of five, the history of a street in Oslo. Articles that pass an arduous quality check will be published on the award-winning **norgeshistorie.no**. In this way the new bachelor students learn to write for a digital medium and see that their work is treated as real historiography.

- The journal **Fortid** [Past], edited by students, carries peer reviewed articles by professors and students alike, and is an outlet for ambitious students to publish their bachelor theses, essays building on their master theses, etc. The department sponsors the journal and has recently facilitated its transfer to digital full open access, believing there is no better way to learn the historian’s craft than through editorship as well as authorship.

Consistently high attendance indicates that students think they get value for their time at UiO’s international history courses, but admission numbers are no proof of quality. **Student perspectives** are actively sought, through course evaluation surveys, roundtable discussions, and program council consideration of course evaluation reports. In the 2018–19 overhaul of not only first-year courses but also the master program in history, students were part of all working groups. Course content and design are changed in order to keep up with new research and increase learning. Regular-sized courses are taught as seminars with **student activity**, and even the biggest bachelor courses have seminars in addition to lectures.
Indicative of the quality of history education at UiO, and also of IAKH’s work to consistently improve quality, is the verdict of the external program evaluation conducted in 2016 as part of the university’s quality system. The panel observed that all available information showed teaching to be of very high quality, and commended the work to improve it further. In addition to continue the Sisyphian toil to increase the retention rate, they suggested increased weight on methods and to discontinue teaching Norwegian and world history separately. The 2019 reforms of the history program targets both of these points of criticism, in addition to transforming first-year courses in the direction of inquiry-based learning. A third area of improvement mentioned by the panel was the lack of workplace relevance—whence this application.

**Outcome factors**

The string of awards to IAKH in recent years testifies to a department of extraordinary vitality. The record includes UiO’s education prize in 2014; the dissemination prize in 2015 and 2016; UiO’s Student Parliament’s Best Teacher award in 2018; and the ERC Consolidator Grant in 2018. The university’s education prize, for the master course HIS4050 Historieformidling [dissemination of history], is particularly relevant, as indicative of the vibrant and creative learning environment in history. The course features both the publication of student essays in newspapers and student-made podcasts.

Until the creation of MITRA, almost all international history at master level in Oslo was part of the regular History Program. At bachelor level the History Program is predominating but you can also major in international history at the cross-disciplinary INTER. Both of these programs are hugely popular, and in particular INTER, with a limited quota of 80 students, admits only applicants with very high grades from high school. Retention rates are accordingly: history bachelor students’ graduation propensity is below forty percent—better than the HF average—compared to INTER students’ well above fifty percent. Graduation propensity is better still at history master, approaching 80 percent.\(^{11}\) The first cohort of MITRA students have yet to graduate; the retention rate after one year, however, was a hard-to-beat 95 percent (18/19). As seen in the attached diagram, MITRA students excel when comparing ECTS productivity per year, too, with a staggering 62 credit points in the first semester of the program (fall 2017) and 59 in 2018, its first full year. (The norm for the ideal student is 60; UiO average was 43 in 2017 and 45 in 2018.) INTER students’ 50 and 49 points are way above average for bachelor students, and well ahead of not only history bachelors’ 40 and 43 but also history masters’ 44 points.\(^{12}\)
Retention rates and ECTS productivity are heavily dependent on factors exogenous to the learning environment. The above-mentioned external evaluation of the history program, basing its findings on all available reports—including course evaluations based on student surveys—and quantitative data from 2010 through 2015, concluded that the history program was qualitatively strong. This is in line with the Student Barometer survey, which—albeit on the basis of low response rates—show that students in history and other humanities programs are quite satisfied with the quality of their learning environment. They give consistently low marks, however, for workplace relevance.13

3. Center plan
OAS-HIS aspires to teach students to think as historians and apply such critical, multi-perspectival thinking at the workplace. In order for Academy students to learn this, full use will be made of findings from recent educational research. Teaching will be based on active-learning principles, creating meaningful learning situations in which what students learn is transferable and interlinked with the outside world. Learning activities will be developed in collaboration with alumni, employers and educationists, and Academy students will be trained in authentic problem solving closely linked to what awaits them after graduation. Such correlations fuel intrinsic motivation for acquiring more knowledge and taking full advantage of the opportunities given to them in the Academy.14 Students will get formative feedback and will be taught metacognitive skills, helping them to become self-regulated learners, able to use their knowledge and their insight in own skills in a flexible manner, adapting and evolving to meet new demands in a working life that is constantly evolving.

The potential synergies of cooperation between universities and employers are recognized by political authorities as well as business leaders.15 The Government White Paper on the workplace relevance of higher education, under development, says it should be a priority to strengthening the links between the labor market and fields of education where these links are weakest.16 Minister of Research and Higher Education Iselin Nybø has specifically mentioned history and other humanities disciplines as needing to build closer connections to the workplace.17

Establishing real, cooperative relations with employers requires time and effort. HF took an initial step by conducting a branch survey in 2016, interviewing employers in select parts of the labor market. Explorative talks with employers with an international profile in the process leading up to this application have brought firm commitments but also underlined the need to build relationships incrementally, taking the time necessary to identify points of
common interest. The mutual lack of interest, and in some quarters entrenched distrust, combine with somewhat opaque gains and the lack of a clearly defined labor market sector (other than schools) to make it harder for most humanities programs than for profession programs to create enthusiasm and commitment on the part of employers for cooperative ventures. Mutual interest and trust grow gradually, hence cooperative relationships with a plenitude of employers must be seen as a goal rather than a starting point for OAS-HIS.

Creating innovative activities through a series of meeting places

OAS-HIS can be envisaged as a series of meeting places in which different groups interact. The greatest potential for developing innovative and fruitful learning activities is to be found when students, academics, employers and alumni are brought together. At the core we will establish a Learning Lab (WP1–3) with the goal of exploring how these groups can form learning environments that intertwine theoretical knowledge and workplace-related practice training in a manner that benefits all. We want to use the Learning Lab to identify, develop and explore different ways of integrating practice training in humanities and social science programs by investigating four approaches:

- Create practice training in full internship-semesters (25–30 ECTS) with international employers, building on the MITRA experience
- Explore and develop less extensive forms of integrated internships and practice courses of 10 ECTS with learning activities both on and off campus, such as HIS4015L described above
- Implement workplace-related activities on campus at both bachelor and master level, by bringing alumni and operatives into teaching activities as lecturers and seminar leaders, and by including them in course design
- Create workplace-related casework courses with authentic problem solving assignments in collaboration with operatives, alumni and students who have been on internships/practice training.

To create learning environments that will provide students with skills suited for an ever-evolving working life will be a core ambition at the Learning Lab, which will comprise historians, educationists and career specialists and select alumni, employers and operatives. Special attention will be given to identify skills that are sought after in workplaces and explore possibilities to train these in courses at the university. Lab resources will also be used to develop learning activities that improve students’ metacognitive skills: the ability to transfer and adopt knowledge and methods from one context to another, to use IT-tools effectively and efficiently, and to lead and collaborate with other people through group work.
By basing the Learning Lab work on findings from education research, and by letting the outcome be subject to continuous evaluation and assessment, OAS-HIS aims to contribute to pathbreaking development of research-based knowledge on how students of a theoretical discipline such as history can learn via workplace-related activities, and how this knowledge can be applied in designing education programs that correspond to society’s needs.

For OAS-HIS to succeed, the Learning Lab must be supplemented with other meeting places where scholars and students interact with people outside academia (WP4–5). Humanities and social science disciplines in Norway have had scant success in establishing viable alumni networks. The OAS-HIS vision of a meeting place where alumni cross paths with current students and academic experts, provides a unique opportunity to explore how to build and sustain a vibrant and durable alumni network. We want to take on this challenge through exploring and fusing three approaches:

- Design and organize hot-spot events and campus activities involving alumni in a manner that maintains and strengthens the bonds between academia and alumni
- Consciously work to support the genesis of a strong notion of scholarly community and ethos among our current students: an identity that will last beyond graduation, bearing in mind that the students of today are alumni of tomorrow
- Investigate, with advice from User Experience (UX) designers at UiO’s Center for Information Technology (USIT), how to make use of existing social media platforms and content-development and outlay-design on the OAS-HIS website in a manner that will drive and uphold alumni traffic to digital and physical meeting places alike.

The other meeting place for outreach is the hot spots. These are conferences, workshops and similar events where academic experts and extra-mural operatives meet to discuss burning topics in international affairs, such as the latest development in the Middle East conflict or U.S.–China trade negotiations, and to which alumni and Academy students have prioritized access. An example is the Oslo Peace Days, organized for the first time in 2018 and due to be repeated annually as a joint venture of the University of Oslo, the Nobel Institute, the Nobel Peace Center, the City of Oslo, and PRIO in the week leading up to the Nobel Award Ceremony. To Academy students hot spots will have multiple functions and benefits. They will take active part in organizing them, getting valuable experience and contacts. In addition, for students to be brought into the realm of world-leading scholars and prominent operatives, and to witness up-front their discussions of topics highly relevant to key questions in international history, will accentuate the importance and relevance of the knowledge they are acquiring on campus, fueling their sense of purpose and intrinsic motivation for learning more. Another benefit of hot spots is their potential for being developed into elements of a framework for formal life-long learning (Etter- og videreutdanning, EVU). This is an area
that the humanities have had difficulties in getting a grip on. The hot spots, not least due to the opportunities presented by digital streaming, storing, and sharing of meetings, should be explored as a possible way into this field.

OAS-HIS is ideal for exploring digital alternatives to physical meetings. For an Academy of international history, in which many students (on exchange visits, internships, or working in foreign archives) as well as employers and alumni are located abroad, digital meeting places seem like a godsend. Digitalization also brings opportunities for constructing and activating networks that reach way beyond the realm of physical meetings, demonstrated in full by current social media platforms. At OAS-HIS we shall explore how to attune and apply technology to the specific needs of the center.

Evaluating impact

OAS-HIS is a success if it contributes significantly to overcoming the divide that currently separates international history at the university from extra-mural working life. The ultimate goal is to have historicist perspectives and historical, research-based knowledge permeate society. In the last generation or two, historians have yielded influence and positions in Norwegian society to lawyers and social scientists, not least in the area of foreign policy. To retrieve some of what has been lost, international historians must convince employers of their usefulness. To measure the impact of OAS-HIS in this respect we must track the career paths of Academy graduates. Since their employment history lies in the future, we shall in the short run have to concentrate on their success in landing relevant jobs after graduation. This demands a longitudinal study, for which the CEE framework of five/ten years is propitious. Short-term measures of the impact of OAS-HIS on extra-mural relations are the scope and intensity of cooperation with employers. Believing that to help history graduates establish contact with alumni is an indirect way of easing their ride into the labor market, the creation of a robust alumni network is another measure of impact.

Measuring effects on students’ learning is facilitated by the way in which the Academy is designed. Since admission is voluntary, international history students outside the Academy will serve as a control group. The challenge is that although the two groups will probably be similar on most dimensions, the self-selection factor makes Academy students different on motivation, which is of major importance for learning. Students’ learning will, on the summative side, be measured on academic grades, retention rates, and ECTS productivity. We shall also explore evaluation tools that seek to measure Academy students’ formative learning
progress, i.e. development of metacognitive skills, self-assessment skills, motivation, and feeling of mastering.

Breaking down the divide between humanities education and working life is arduous and time-consuming. Hence the creation of OAS-HIS is dependent on considerable external funding such as a CEE, which frees working hours to devise new, workplace-related learning assignments and provide resources to invite employers to take part in teaching, to build an alumni network, and to organize hot spots. Without such funds, our oasis of learning will become a mirage. Most of these costs are for construction work, however. Once the links have been established, ties fastened and the web secured, maintenance—and further development—can be handled with existing resources.

Dissemination

Impact of a CEE has both an internal dimension—described above—and an external one, namely the degree to which the achievements of the Center are exportable. In the case of OAS-HIS success is dependent on the transferability of the Academy model outside international history. This model—creating a Learning Lab by having discipline specialists, educationists, career advisers, and employers and alumni join forces to provide extra challenges and extra support for students who are willing to make an extra effort; establishing an alumni network with the aid of current students (i.e., the alumni of tomorrow); bringing analysts and operatives together in hot spots organized with the assistance of students—need not remain exclusive to international history. When we learn what is working in OAS-HIS, best practice should be taken up by other parts of history, and then in other disciplines. With few adjustments the OAS-HIS model can be applied within a host of humanities and social science programs.

As with other Academy activities, dissemination (WP6) will take both traditional and digital forms. To the former belong articles in both disciplinary and educationist journals, as well as conferences and meetings of relevant disciplines and educationists and administrators to spread the gospel. Norwegian audiences should be targeted first, with the Universities Norway’s strategic unit UHR-Humanities and its national expert bodies a point of departure. The next circle consists of the Scandinavian countries, followed by Europe. The attached letters of reference from professors Thorsten Borring Olesen of Aarhus and Odd Arne Westad of Harvard indicate that the export and cooperation potential of OAS-HIS is considerable and may even bring the Academy model across the Atlantic.20
The OAS-HIS website will be a critical tool for dissemination of the Academy’s goals, activities, and progress, as well as the Academy model itself. We shall take extra care in designing this site, making full use of the knowledge and advise of UX designers at USIT and IT pedagogues at LINK to devise a website—and web content—with specifically defined purposes and target groups. Parts of the site will be developed as knowledge banks with content directed to aid and inspire different target groups, such as digital learning elements for students, best practice examples for teachers and educational research methodology and results for educationists.

Organization

OAS-HIS will be hosted by UiO’s Department of Archaeology, Conservation and History (IAKH) at the Faculty of Humanities. IAKH’s Head of Department (through 2020) Professor Tor Egil Førland will serve as Director, ensuring departmental support for the Center and minimizing transaction costs during the set-up phase. A steering committee chaired by the Dean of Education at HF will comprise representatives from IAKH and each of the consortium partners (LINK, UiO’s Career Services, the Nobel Institute, and PRIO), along with student representatives.

For OAS-HIS to succeed, students must be fully involved. They will have important roles in building the alumni network and organizing hot spots, and also in decision making at all levels. Student representatives in the Steering Committee will be elected for one year by a separate Student Board that is elected by a Student Council composed of all students admitted to the Academy.

OAS-HIS will also have associated partners representing business (NHO, Equinor, Telenor), government (Ministry of Defense), and NGOs (Redd Barna). Other associate partnerships will be added. Associated partners and select alumni will form an Advisory Council. Convening twice each year, the Council will discuss ideas for future hot spots. Associated partners will be invited to take part in international history courses as guest lecturers, and to suggest topics of interest to them for student work, especially for bachelor and master theses. They will offer internships at their offices abroad, and have a first choice of applicants. They will also have prioritized access to hot spots.

Work within OAS-HIS will be organized in six work packages. These and corresponding milestones are described in detail in the attachment.
2 Ibid., p. 96.
3 Ibid., pp. 94–96.
8 See attached letter from TB Olesen and OA Westad
9 Attachment: List of PhD-graduates from IAKH 2009-2019
10 Attachment: Selected publications of OAS-HIS staff
12 Tableau, GST5 Studiepoeng per student, attachment 4.
18 Knut Kjeldstadli, Akademisk kapitalisme (Oslo: Res Publica 2010).

20 See attached letter from TB Olesen and OA Westad

21 See letters of intent from associated partners

22 Overview of Work packages

23 Milestones
Work packages

WP0: Educational leadership and project coordination  
*WP leader: Center Director, Professor Tor Egil Førland, IAKH*  
Aim 1: to foster educational leadership  
Aim 2: to run the Center

WP1: A culture for learning  
*WP leader: Associate Professor Toufoul Abou-Hodeib, IAKH*  
Aim 1: to create a culture for the development for research based, student active, and workplace-related learning  
Aim 2: to implement learning activities in accordance with the Academy philosophy  
Aim 3: to integrate alumni and employers in the design and teaching of Academy activities

WP3: Learning design and evaluation  
*WP leader: Professor Bjørn Stensaker, Director of LINK*  
Aim 1: to advise and ascertain that all learning assignments within OAS-HIS are designed in accordance with current education research  
Aim 2: to devise and implement ways to evaluate the learning outcome of Academy activities  
Aim 3: to advise and assist in exploring the potential for developing hot spots into a framework for life-long learning

WP3: Internships  
*WP leader: Associate Professor Daniel Maul, IAKH*  
Aim 1: to increase the pool of employers committed to welcome students on MITRA internships, and to establish a pool of employers committed to welcome students on shorter internships  
Aim 2: to devise an internship model applicable to the 30 ECTS master thesis option in the History Program  
Aim 3: to devise and implement, in cooperation with WP1, internships of shorter duration (10 ECTS) that can be integral parts of relevant study programs

WP4: Web of alumni and students  
*WP leader: Professor Hilde Henriksen Waage, IAKH*  
Aim 1: to research how to develop a design for an alumni network suitable to humanities and social science disciplines  
Aim 2: to create an alumni network in international history  
Aim 3: to employ, in cooperation with WPs 1 and 5, international-history alumni in teaching and hot spots

WP5: Hot spots  
*WP leader: Professor Olav Njølstad, Director of the Norwegian Nobel Institute*  
Aim 1: to organize conferences, seminars, and workshops under the «hot spot» brand  
Aim 2: to develop at training program for student organizers making them able to plan and administrate the hot spots
Aim 3: to explore, in cooperation with WPs 1 and 3, the potential for developing hot spots into a framework for life-long learning

**WP6: Dissemination and outreach**

*WP leader: Center Director, Professor Tor Egil Førland, IAKH*

Aim 1: to devise a strategy for the dissemination of the Academy model: to the rest of the history discipline in Norway, to other Norwegian humanities and social science disciplines, to history and other disciplines in Scandinavia, and to Europe

Aim 2: to develop a website, in cooperation with USIT and LINK, designed to work as a tool for disseminating various parts of the Academy model to specific audiences

Aim 3: to spread the Academy model in accordance with the dissemination strategy.
### Milestones and Deliverables

#### WP0: Educational leadership and project coordination (IAKH)

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#### WP1: Culture for learning

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<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Colleague supervision</td>
<td>M</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A 1.2 Implement learning activities</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redesign of 2000-courses</td>
<td>M</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Metacognitive skills</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### WP2: Learning design and evaluation

<table>
<thead>
<tr>
<th>A 2.1 Advising WP1 and WP3</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy and plan</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Execution</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A 2.2 Framework for evaluation</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD-project</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation tools</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A 2.3 Life long learning</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### WP3: Internships

<table>
<thead>
<tr>
<th>A 3.1 Extend pool of partners</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy for partnership</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pool extending</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>A 3.2 Full semester internships</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redesign of MITRA4400</td>
<td>D</td>
<td>M</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Internship for MA History program</td>
<td>M</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Internship workshop for students</td>
<td>M</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A 3.3 Shorter internships</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective internship course for BA</td>
<td>M</td>
<td>M</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
</tbody>
</table>

#### WP4: Web of alumni and students

<table>
<thead>
<tr>
<th>A 4.1 Design and create alumni network</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>M</td>
<td>D</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hire coordinator</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A 4.2 Create an alumni network</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish core researchgroup, create strategy for researching alumni network design, create frame for a lean start up-version</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementing design</td>
<td>Lean start up version implemented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A 4.3</td>
<td>Develop strategy and plan, implement plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruit alumni for teaching</td>
<td>M D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WP5: Hot spots**

<table>
<thead>
<tr>
<th>A 5.1</th>
<th>Hot spot event</th>
<th>D</th>
<th>D</th>
<th>D</th>
<th>D</th>
<th>D</th>
<th>D</th>
<th>D</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit students</td>
<td>M</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Create training program for student organizers</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Announce student positions, hire</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A 5.2 Exploration of EVU-model**

| Test | M |
| Conclude EVU-options | M | Conclude which EVU-options to further develop |

**WP6: Dissemination and Outreach**

| A 6.1 | Strategy for dissemination | M |
| Launch strategy | M |

**A 6.2 Develop website**

| Strategy | M |
| Create strategy and plan for design and continuous content-creation |

**A 6.3 Spread best practice**

| Conference for teachers in HUMSAM | M | M |
## Budget for The Oslo Academy for Studies in International History (OAS-HIS)

<table>
<thead>
<tr>
<th>Budget</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>Totalt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding from DIKU</td>
<td>4 500 000</td>
<td>5 000 000</td>
<td>5 500 000</td>
<td>5 500 000</td>
<td>5 500 000</td>
<td>26 000 000</td>
</tr>
<tr>
<td>Own contribution UiO/Faculty</td>
<td>1 153 500</td>
<td>1 521 000</td>
<td>1 535 000</td>
<td>1 167 500</td>
<td>800 000</td>
<td>6 177 000</td>
</tr>
<tr>
<td>Own contribution IAKH</td>
<td>210 000</td>
<td>1 353 000</td>
<td>1 129 000</td>
<td>1 178 000</td>
<td>1 169 000</td>
<td>5 039 000</td>
</tr>
<tr>
<td>Distributed to PRIO</td>
<td>200 000</td>
<td>400 000</td>
<td>400 000</td>
<td>400 000</td>
<td>400 000</td>
<td>1 800 000</td>
</tr>
<tr>
<td><strong>Total funding</strong></td>
<td>6 063 500</td>
<td>8 274 000</td>
<td>8 564 000</td>
<td>8 245 500</td>
<td>7 869 000</td>
<td>39 016 000</td>
</tr>
<tr>
<td>Personell cost</td>
<td>3 916 000</td>
<td>5 384 000</td>
<td>5 519 000</td>
<td>5 371 000</td>
<td>5 096 000</td>
<td>25 286 000</td>
</tr>
<tr>
<td>Indirect cost</td>
<td>1 528 000</td>
<td>2 199 000</td>
<td>2 254 000</td>
<td>2 134 000</td>
<td>1 935 000</td>
<td>10 050 000</td>
</tr>
<tr>
<td>Running costs, DIKU-funded</td>
<td>600 000</td>
<td>650 000</td>
<td>750 000</td>
<td>700 000</td>
<td>800 000</td>
<td>3 500 000</td>
</tr>
<tr>
<td>Running costs, UiO-funded</td>
<td>20 000</td>
<td>40 000</td>
<td>40 000</td>
<td>40 000</td>
<td>40 000</td>
<td>180 000</td>
</tr>
<tr>
<td><strong>Total costs</strong></td>
<td>6 064 000</td>
<td>8 273 000</td>
<td>8 563 000</td>
<td>8 245 000</td>
<td>7 871 000</td>
<td>39 016 000</td>
</tr>
</tbody>
</table>
Explanatory notes for budget:

UiO’s budgeting model for externally financed activities is used. UiO uses the TDI model. Overhead includes workplace rate for scientific and technical-administrative positions. For the scientific positions, activity-specific rate comes in addition.

Estimated start-up for the center is 01.02.2019. The total budget for the project is approx. 40 million NOK. The amount applied for from DIKU is 26 million distributed over 5 years. The partners in the consortium, The Faculty of Humanities and the University of Oslo, will cover the remaining expenses. Please see the table below for detailed distribution of the funding.

Personell costs

The project involved many stakeholders and require considerable coordination and administration. The overall administration of the center requires a coordinator (100%) and a center leader (50%). Administrative staff (50%) will support the work packages. In addition, we secure the digital competence by adding an adviser for digital humanities (40%). The centers success relies on the fruitful cooperation with all of the stakeholders. We therefore need to hire a leader for dissemination and outreach, which will work across all the work packages and who will be in charge of building and maintain the center's network. The center will benefit from PRIO's expertise with arranging Hot Spots and for teaching development, corresponding to a 20% position for 5 years.

Running costs

The Centre’s running costs will cover: Development funds for initiatives from students and staff (WP1); Expenses for events and conferences (WP2 and WP5); Digital infrastructure: development of digital learning design, digital meeting places, the center’s website, etc.; miscellaneous expenses for daily operation and promotion of the center.

<table>
<thead>
<tr>
<th>Work package</th>
<th>Funding source</th>
</tr>
</thead>
<tbody>
<tr>
<td>WP0 (for all WPs)</td>
<td></td>
</tr>
<tr>
<td>Center leader - Tor Egil Førland (50%) (from February 2020)</td>
<td>DIKU</td>
</tr>
<tr>
<td>Digital adviser (40%) (from February 2020)</td>
<td>DIKU</td>
</tr>
<tr>
<td>Adm. Coordinator (100%) - NN (from February 2020)</td>
<td>DIKU</td>
</tr>
<tr>
<td>Leader for dissemination and outreach (from August 2020)</td>
<td>DIKU</td>
</tr>
<tr>
<td>LINK work hours - 75hr</td>
<td>LINK</td>
</tr>
<tr>
<td>Running costs: Digital infrastructure for all WPs; miscellaneous</td>
<td>DIKU</td>
</tr>
<tr>
<td>Remuneration for external lecturers</td>
<td>DIKU</td>
</tr>
<tr>
<td>WP1</td>
<td></td>
</tr>
<tr>
<td>WP 1 - leader (40 %) - Toufoul Abou-Hodeib (from February 2020)</td>
<td>DIKU</td>
</tr>
<tr>
<td>WP 1 - adm. support (20 %) - NN (from February 2020)</td>
<td>DIKU</td>
</tr>
<tr>
<td>Praksisprofessor II (20%) (from August 2020)</td>
<td>DIKU</td>
</tr>
<tr>
<td>OAS-HIS - extra work hours for teachers (400 hr)</td>
<td>IAKH</td>
</tr>
<tr>
<td>Career Services work hours (50 t/år)</td>
<td>Karrieresenteret</td>
</tr>
<tr>
<td>Development funds for students and teachers</td>
<td>DIKU</td>
</tr>
<tr>
<td>WP2</td>
<td></td>
</tr>
<tr>
<td>WP 2 - leader (10 %) - Bjørn Stensaker (from February 2020)</td>
<td>DIKU</td>
</tr>
<tr>
<td>WP 2 - adm. support (20 %) - NN (from February 2020)</td>
<td>DIKU</td>
</tr>
<tr>
<td>PhD - NN (3 years from August 2020)</td>
<td>HF</td>
</tr>
<tr>
<td>Career Services work hours (50 t/år)</td>
<td>Karrieresenteret</td>
</tr>
<tr>
<td>Running cost for conferences</td>
<td>DIKU</td>
</tr>
<tr>
<td>WP3</td>
<td></td>
</tr>
<tr>
<td>WP 3 - leader (20 %) - Daniel Maul (from February 2020)</td>
<td>DIKU</td>
</tr>
<tr>
<td>WP 3 - adm. Support (10 %) - NN (from February 2020)</td>
<td>DIKU</td>
</tr>
<tr>
<td>WP4</td>
<td></td>
</tr>
<tr>
<td>WP 4 - leader (10 %) - Hilde Henriksen Waage (from February 2020)</td>
<td>DIKU</td>
</tr>
<tr>
<td>WP 4 - vit. ass (20%) - NN (from May 2020)</td>
<td>DIKU</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td><strong>WP5</strong></td>
<td></td>
</tr>
<tr>
<td>WP 5 - leader (10 %) - Olav Njølstad (from February 2020)</td>
<td>DIKU</td>
</tr>
<tr>
<td>PRIO work hours (20% position)</td>
<td>DIKU</td>
</tr>
<tr>
<td>Venues at Nobel institute (40 000 NOK/year)</td>
<td>Nobelinstituttet</td>
</tr>
<tr>
<td>Remuneration for students arranging hotspots</td>
<td>DIKU</td>
</tr>
<tr>
<td>Running costs (100 000/year)</td>
<td>DIKU</td>
</tr>
</tbody>
</table>
Confirmation of hosting OAS-HIS

The Department of Archaeology, Conservation and History (IAKH), Faculty of Humanities, University of Oslo hereby confirms that it will host OAS-HIS – Oslo Academy for Studies in international history, a center for excellence in education.

Head of Department Tor Egil Førland is the initiator of this project and the proposed center leader. The proposed center is coherent with IAKH’s strategy for education. IAKH’s commitment to and enthusiasm for OAS-HIS is elaborated in the application.

As consortium partner and host, IAKH will be responsible for running the center. IAKH will have the main responsibility for realizing the center’s goals of providing excellence in education in the field of international history at the bachelor and master levels, of developing and disseminating innovations in R&D-based education, and of strengthening interactions among educators, students, alumni, and employer stakeholders. As host, IAKH will ensure that resources within the Department are available for the center, as explained in the center plan and budget.

Sincerely yours

[Signature]

Tor Egil Førland
Head of Department of Archaeology, Conservation and History
To whom it might concern,

Date: 12 April 2019

Letter of intent

LINK – Centre for Learning, Innovation and Academic Development hereby expresses intent to become a partner in the consortium of OAS-HIS - Oslo Academy for Studies in international history, a center for excellence in education, led by Professor Tor Egil Førland and hosted by the Department of Archaeology, Conservation and History, Faculty of Humanities, University of Oslo. The partners participate in the Steering Committee on equal terms.

LINK regards the OAS-HIS initiative as concurrent and important to our strategies for strengthening the quality in education at UiO. We see OAS-HIS as a possibility for exploring new ways to foster student participation and engagement in higher education, and to develop new models and approaches for collaboration between students and academic staff. In this process, there is a need for all involved to strengthen their knowledge about how collaboration is initiated, organized and evaluated, and LINK will work closely with the OAS-HIS to develop systematic processes and modes of collaboration and student partnership in this area.

The second task LINK will be involved in is to develop a methodology for evaluating the intended outcomes of the activities developed by OAS-HIS. In particular, LINK will lead the work on developing evaluative tools that both bring forward and identify outcomes in teaching and student learning where application of new technologies will be central. LINK would like to promote digital designs that blur the existing distinction between content delivery and evaluation of content delivery. The ambition is here to develop technological tools that not only enrich student learning – but where the same tools also pave the way for meta-reflections that goes beyond the current practices associated with learning analytics.

LINK Director Bjørn Stensaker will serve as a member of the OAS-HIS Steering Committee.

Sincerely yours,

Prof. Bjørn Stensaker

Director, LINK

Postal address: LINK, Faculty of Educational Sciences, University of Oslo, Box 1092, Blindern, 0317 Oslo, Norway
E-mail: bjørn.stensaker@ped.uio.no
www.uio.no
Letter of intent

The Norwegian Nobel Institute hereby expresses intent to become a partner in the consortium of OAS-HIS - Oslo Academy for Studies in international history, a center for excellence in education, led by Professor Tor Egil Førland and hosted by the Department of Archaeology, Conservation and History, Faculty of Humanities, University of Oslo.

The Norwegian Nobel Institute regards the OAS-HIS initiative as concurrent and important to our institute’s strategies for education, research and dissemination. The Norwegian Nobel Institute strives to showcase the relevance and importance of historical knowledge for understanding the present world. We see contributing to OAS-HIS as an excellent opportunity to take part in shaping an educational track that will bring historians into workplaces where decision making and problem solving will benefit from being equipped and in touch with historical knowledge.

As consortium partner, the Norwegian Nobel Institute will make resources available for the development of the center. The Norwegian Nobel Institute will contribute to the Center’s goals of providing excellence in education and teaching in the field of international history at the bachelor’s and master’s levels, of developing and disseminating innovations in R&D-based education, and of strengthening interactions among educators, students, professional, and employer stakeholders. In particular, we will offer our staff’s expertise and work hours in hosting and leading the organizing of the Hot Spots together with PRIO. The Norwegian Nobel Institute venues and infrastructure will be made available for center activities at OAS-HIS.

Director Olav Njølstad will serve as a member of the OAS-HIS Steering Committee.

Olav Njølstad
Director
The Norwegian Nobel Institute
Letter of intent

The Peace Research Institute Oslo (PRIO) hereby expresses intent to become a partner in the consortium of OAS-HIS - Oslo Academy for Studies in international history, a center for excellence in education, led by Professor Tor Egil Førland and hosted by the Department of Archaeology, Conservation and History, Faculty of Humanities, University of Oslo.

PRIO regards the OAS-HIS initiative as concurrent and important to our institute’s strategies for education, research and dissemination. This initiative extends and complements long-running major education programs that PRIO has been deeply involved in, notably the University of Oslo master’s program in Peace and Conflict Studies (PECOS) and the PhD level Research School on Peace and Conflict hosted by PRIO in collaboration with the University of Oslo and NTNU Trondheim.

PRIO aims to develop theoretical insights, refine research methodologies, and communicate our findings widely and to have a meaningful impact on society. We see contributing to OAS-HIS as an excellent opportunity to make an impact by shaping an educational track that will bring historians into workplaces where decision making and problem solving will benefit from being equipped and in touch with historical knowledge.

As consortium partner, PRIO will make resources available for the development of the center. PRIO will contribute to the Center’s goals of providing excellence in education and teaching in the field of international history at the bachelor’s and master’s levels, of developing and disseminating innovations in R&D-based education, and of strengthening interactions among educators, students, professional, and employer stakeholders. In particular, we will offer our staff’s expertise and work hours in co-hosting the Hot Spots together with the Norwegian Nobel Institute.

PRIOs Deputy Director, Torunn Tryggestad, will serve as a member of the OAS-HIS Steering Committee.
Yours sincerely,

Henrik Urdal
Director
Peace Research Institute Oslo (PRIO)
Letter of intent

The Career Services at the University of Oslo (Karrieresenteret) hereby expresses intent to become a partner in the consortium of OAS-HIS - Oslo Academy for Studies in international history, a center for excellence in education, led by Professor Tor Egil Førland and hosted by the Department of Archaeology, Conservation and History, Faculty of Humanities, University of Oslo.

The Career Services regards the OAS-HIS initiative as concurrent and important to our strategies for developing the career services at the University of Oslo. Our goal is to strengthen Career Management Skills (CMS) amongst students and secure their employability. Integrated career services that follows a student through the study path from day one, will help students be aware of their competencies and enable them to act upon their career plans to reach their goals. We regard the project as valuable for students, as well as the society in its wholeness.

As consortium partner, The Career Services will take part in developing the center. The Career Services will contribute to the Center's goals of providing excellence in education and teaching in the field of international history at the bachelor's and master's levels, of developing and disseminating innovations in R&D-based education, and of strengthening interactions among educators, students, professional, and employer stakeholders. In particular, The Career Services will advise the center in designing education that enables the students to build competence awareness and offer tailor made workshops for OAS-HIS students.

The Career Services will serve as a member of the OAS-HIS Steering Committee.

Gisle Hellsten

Karrieresenteret
Professor Tor Egil Førland  
Head, Department of Archaeology, Conservation and History  
University of Oslo

Your ref.:  
Our ref.:  
2019/759-2/ADM LED/ARRO  
Date:  
11.04.2019

Letter of intent for associated partner in OAS-HIS

The Norwegian Ministry of Defence hereby expresses intent to serve as an associated partner to the Oslo Academy for Studies in International History (OAS-HIS), a Center for Excellence in education hosted by the Department of Archaeology, Conservation and History, Faculty of Humanities, University of Oslo, and led by Professor of History Tor Egil Førland.

As an associated partner, The Norwegian Ministry of Defence will contribute to the Center’s goals of providing excellence in education and teaching in the field of international history at the bachelor’s and master’s levels, and of strengthening interactions among educators, students, professional, and employer stakeholders. The Norwegian Ministry of Defence will provide specifically requested tasks or services, in accordance with available resources.

The Norwegian Ministry of Defence will also participate in the OAS-HIS Advisory Council that will meet twice each year.

Yours sincerely,

Arne Røksund (p.p.)  
Secretary General

Copy:  
Siri Marie Aamodt
Letter of intent for associated partner in OAS-HIS

Redd Barna hereby expresses intent to serve as an associated partner to the Oslo Academy for Studies in International History (OAS-HIS), a Center for Excellence in education hosted by the Department of Archaeology, Conservation and History, Faculty of Humanities, University of Oslo, and led by Professor of History Tor Egil Førland.

As an associated partner, Redd Barna will contribute to the Center’s goals of providing excellence in education and teaching in the field of international history at the bachelor’s and master’s levels, and of strengthening interactions among educators, students, professional, and employer stakeholders. Redd Barna will provide specifically requested tasks or services, in accordance with available resources.

Redd Barna will also participate in the OAS-HIS Advisory Council that will meet twice each year.

Oslo, 10th April 2019

Brynjar Nilsen
Child Rights Director
Redd Barna/Save the Children Norway
Vår referanse: Hans-Aasmund Frisak
Deres referanse: Tor Egil Førland
29. April 2019

Senter for Fremragende Utdanning (SFU)

Viser til henvendelse angående et samarbeid i forbindelse med SFU-prosjektet. Med bakgrunn i flere
samarbeidsprosjekter med UiO og ikke minst pågående prosjekt med instituttet når det gjelder vår 50 års historie,
og MTRA utplasseringen av en student ved vårt kontor i Brussel i høst, stiller Equinor ASA seg positive til å inngå
samtaler for et fremtidig samarbeid i forbindelse med SFU.

Vi ønsker lykke til med søknaden og ser frem til et fortsatt godt samarbeid!

Vennlig hilsen,

Hans-Aasmund Frisak

Prosjektleder
Konsernkommunikasjon
Equinor ASA

Martin Linges vei 33
Fornebu
Letter of intent for associated partner in OAS-HIS

Equinor ASA hereby expresses intent to serve as an associated partner to the Oslo Academy for Studies in International History (OAS-HIS), a Center for Excellence in education hosted by the Department of Archaeology, Conservation and History, Faculty of Humanities, University of Oslo, and led by Professor of History Tor Egil Førland.

As an associated partner, Equinor ASA will contribute to the Center’s goals of providing excellence in education and teaching in the field of international history at the bachelor’s and master’s levels, and of strengthening interactions among educators, students, professional, and employer stakeholders. Equinor ASA will provide specifically requested tasks or services, in accordance with available resources.

Equinor ASA will also participate in the OAS-HIS Advisory Council that will meet twice each year.

Best regards

[Hans-Aasmund Frisak]
Leader
Corporate Communication
Equinor ASA
Letter of intent for associated partner in OAS-HIS

Telenor ASA hereby expresses intent to serve as an associated partner to the Oslo Academy for Studies in International History (OAS-HIS), a Center for Excellence in education hosted by the Department of Archaeology, Conservation and History, Faculty of Humanities, University of Oslo, and led by Professor of History Tor Egil Førland.

As an associated partner, Telenor ASA will contribute to the Center’s goals of providing excellence in education and teaching in the field of international history at the bachelor’s and master’s levels, and of strengthening interactions among educators, students, professional, and employer stakeholders. Telenor ASA will provide specifically requested tasks or services, in accordance with available resources.

Telenor ASA will also participate in the OAS-HIS Advisory Council that will meet twice each year.

Oslo, 12. April 2019

[Signature]

Dagfinn Myhre

Vice President, Head of Communication & External Relations

Telenor Research, Telenor ASA
Oslo Academy for Studies in International History - Letter of intent

The Confederation of Norwegian Enterprise (NHO) hereby expresses intent to serve as an associated partner to the Oslo Academy for Studies in International History (OAS-HIS), a Center for Excellence in education hosted by the Department of Archaeology, Conservation and History, Faculty of Humanities, University of Oslo, and led by Professor of History Tor Egil Førland.

As an associated partner, NHO will contribute to the Center’s goals of providing excellence in education and teaching in the field of international history at the bachelor’s and master’s levels, and of strengthening interactions among educators, students, professional, and employer stakeholders. NHO will provide specifically requested tasks or services, in accordance with available resources.

NHO will also participate in the OAS-HIS Advisory Council that will meet twice each year.

Yours sincerely,
Confederation of Norwegian Enterprise
International Department

Tore Myhre
Director
Letter of recommendation

History matters, and history is by no means dead. In Europe and the US the challenges of the future is increasingly met by visions of the past, and maybe therefore we see historians such as Timothy Garton Ash and Anne Applebaum and history inspired social scientist and philosophers such as Jan-Werner Müller and Peter Sloterdijk take such a prominent role in the current debate about society in the global world. In this light it is a much welcome initiative that has been taken by the IAKH to propose the establishment of the Oslo Academy of the Studies of International History (OAS-HIS) with the specific intent to facilitate encounters between historians and the world outside of academia.

I should stress that I see no place better suited for the this endeavour, at least in a Nordic setting, than precisely the IAKH. I have a long time cooperating experience with Oslo historians from the UIO and the Nobel Institute dating back to the 1980s and still on-going. During this period the Oslo environment has undoubtedly been the leading Nordic hub for doing international history. While during the 1980s and 90s most history research and teaching in the other Nordic countries focused predominantly on national history, Oslo historians such as Geir Lundestad, Olav Riste, Olav Njølstad, Hilde Waage, just to mention a few, had and has had a much stronger international outlook and have also become internationally recognized for that. Therefore, It is by no means a coincidence that it was the IAKH which in 2017 launched the first English language MA program in Norway dedicated to international history. The Oslo environment is, true to its tradition, still a leading hub in Norden when it comes to promoting international history studies and research.

On this background I can only strongly recommend the initiative taken by the IAKH to seek to establish the OAS-HIS. In all of the humanities in Norden there is currently a strong focus on creating a better and more sustained exchange with external partners. This focus is aimed both at improving university studies them-
selves, but also at easing and improving career potentials for university candidates after their studies. The proposal submitted by the IAKH is one of the most elaborated and well-designed initiatives I have come across and should be given a chance to be tested. I see it as a win-win proposal which, on the one hand, will enrich international studies at the UIO, but on the other hand also provide external partners access to a very talented and international orientated work force.

Finally, I may add that the History Department at Aarhus University which since 2013 has run an English language MA program in international and global history will be very interested in cooperating with OAS-HIS on developing such professional outreach activities as foreseen by the IAKH-application.

Thorsten Borrink Olsen
Oslo Academy for Studies in International History, letter of support and engagement

I am a historian of international affairs specializing in international history since the 18th century, the history of eastern Asia, and the history of empires and imperialisms. Over the past twenty or more years, I have been teaching at institutions that link the study of history to student careers in public administration and business, first at the London School of Economics and now at the Kennedy School of Government at Harvard. I am very preoccupied with the connection between the knowledge of history and careers outside of academia, and I am deeply impressed with the initiative to set up an Oslo Academy for Studies in International History.

The University of Oslo has a particular strength in the field of international history, where it is among the top institutions in Europe. I have followed the development of this milieu since I myself was a student there in the 1970s, and I can testify to its academic acumen and its high professional standards. What has been lacking in Norway and in the rest of Scandinavia is an attempt to link the strengths of such particular environments (of which there are not many) with a strategy for including the humanities into professional education and careers. I therefore much like the aspiration of the Oslo Academy for Studies in International History to create what they call an oasis of learning in which students and professors cross paths with extra-mural operatives and alumni, and history education join forces with education research. I particularly applaud the initiative to bring in employers from business, government, and NGOs so students can learn skills in demand outside of the universities.

Much of what the Academy is trying to do is similar to what I have been part of at the Kennedy School and, perhaps even more, at the Harvard Business School, where international history plays an increasing role in the curriculum. I am in the process of moving to Yale University, where I will help build the new Jackson School of Global Affairs. It would be a pleasure to work with my colleagues in Oslo, from Yale, in order to help set up a new Oslo Academy for Studies in International History.

Yours sincerely,

OA Westad
ST Lee Professor of US-Asia Relations
Harvard University
Førland: Center leader

CURRICULUM VITAE
Full name: Tor Egil Førland
Date of birth: 05.05.59
Position: Professor and Head of Department of Archaeology, Conservation and History

Tor Egil Førland has exceptional experience in education leadership, spanning twenty-five years and all levels: program, department, and faculty. His work as teacher and education leader has been consistently cross-disciplinary and innovative. In 2002 he was in charge of the modulization of history as well as European and American Area Studies, simultaneously creating, with colleagues at Political Science, bachelor programs in European Studies and International Studies. He implemented the massive and radical Quality Reform of Norwegian higher education at HF in 2003. He has been instrumental in developing UiO’s Teacher Education Program. He initiated and sponsored the English master program Modern International and Transnational History; in 2018 he initiated and sponsored a major revision of the History Program’s first-year courses, earning support from DIKU’s Program for student-active learning. He has also been in charge of the creation of the university’s largest digital dissemination effort, the award-winning website norgeshistorie.no.

Trained as a Cold War Historian, Førland has published in top journals in international history, peace research, sociology, political psychology, and philosophy of history. Publishing on top international level, Førland has also written textbooks for high school students and bachelor students.

PROFESSIONAL EXPERIENCE
2001– Professor in history, University of Oslo
1993–1994 Adjunct Associate Professor in history, University of Bergen
1990– Associate Professor in Western Europe Area Studies, UiO
1988–1990 Junior Research Fellow, Peace Research Institute, Oslo (PRIO)
1987–1988 Visiting Scholar, University of Maryland, College Park, MD

EDUCATION
1991 Dr. philos., UiO (history)
1986 Cand. philol., UiO (history [master], political science, economics).

ACADEMIC LEADERSHIP
2013– Head of Department of Archaeology, Conservation and History, UiO
2009–2012 Deputy Head of Department of Archaeology, Conservation and History, UiO
2009–2012 Chair of the National Expert Unit in History of Universities Norway and 2016–

ACADEMIC EDUCATION LEADERSHIP
2009–2012 Head of Education at Department of Archaeology, Conservation and History, UiO and 2015–
2009–2012 HF representative at UiO’s Teacher Education Program Council and 2016–
2012 Steering board member of Centre of Excellence in Education ProTed, UiO/UiT
2009–2012 Chair of the History Program and the Archaeology and Conservation Program, UiO

2009–2012 Council member of the International Studies Program and the European Studies Program, UiO
2003–2006 Dean of Education, Faculty of Humanities, UiO
2002 Chair of the interim council of the History Program, UiO
2002 Chair of the interim council of the European and American Area Studies Program, UiO
2002 Chair of the Study reform committee at Department of History, UiO
1995–2002 Responsible for Western Europe Area Studies, UiO
SELECT OTHER LEADERSHIP ACTIVITIES AT THE UNIVERSITY OF OSLO

2007-2008 Initiated and led the HF/SV/TF network Research on Religion and Modernity (FROM)

1999 Initiated and led the History Department’s «Motverdikonferanse», editing the resulting volume *Bidrag til verdienes historie* [Contributions to the history of values]

1996 Initiated and led an all-day conference on Norbert Elias, editing the resulting volume *Norbert Elias: En sosiolog for historikere?*

1996–1998 Initiated and led Internasjonalen, an Oslo network on international history

1993–1996 Initiated and led Forum for historieundervisning, a UiO network on history didactics

TEACHING EXPERIENCE

2009–2011 Lectures in *Internasjonale studier*, bachelor level

2004–2012 Doctoral supervision in history

2001–2012 Lectures and seminars in modern history, bachelor level

1999–2009 Lectures and seminars in theories and methods in history, bachelor and master levels

1996–2010 Master supervision in history

1990–2001 Lectures and seminars in Western Europe Area Studies, bachelor level [grunnfag]

1993–1994 (University of Bergen): lectures and seminars in European integration, bachelor level [mellomfag]

SELECT SCIENTIFIC PUBLICATIONS

*Values, Objectivity, and Explanation in Historiography.* New York: Routledge, 2017


«Mentality as a Social Emergent: Can the Zeitgeist Have Explanatory Power?». *History and Theory* 47 (February 2008): 44–56


«Selling Firearms to the Indians': Eisenhower's Export Control Policy, 1953–54». *Diplomatic History* 15 (Spring 1991): 221–244


Textbooks


*Døft. Læreboek i oppgaveskriving.* Oslo: Gyldendal Akademisk, 1996


Abou-Hodeib: WP1 Leader

CURRICULUM VITAE

Full name: Abou-Hodeib, Toufoul
Date of birth: 30.10.75

Position: Associate professor, Department of Archaeology, Conservation and History

Toufoul Abou-Hodeib has a broad experience studying, teaching, and publishing internationally. Abou-Hodeib’s research focuses mainly on understanding the interface between culture and politics in the 20th-century Middle East.

With a teaching experience ranging from small tutorial groups to large lectures and from a general audience to specialized PhD students, Abou-Hodeib has a well-rounded teaching experience in a variety of formats and traditions. In addition, her work is also published in leading international venues, such as Stanford University Press, Routledge, and International Journal for Middle East Studies, among others.

Since 2017 Abou-Hodeib has been involved in a working group funded by the Andrew Mellon Foundation, through the Arab Council for the Social Sciences (Beirut). Bringing together scholars from institutions in the Middle East, Europe, and the United States, the group aims at an interdisciplinary engagement between Arab intellectual history and current archival and journalistic practices by independent organizations and groups in the Arab world. Abou-Hodeib is one of eight members of the group, and has co-organized a forum on alternative archival practices in 2018 and is currently involved in developing a summer school for 2020.

EDUCATION

2010  PhD, History of Culture, University of Chicago
2002  Master in Social Sciences with Honors, Graduate School of Social Sciences, University of Amsterdam
1998  Bachelor of Architecture, American University of Beirut

CURRENT AND PREVIOUS POSITIONS

2015-  Associate Professor in History, Department of Archaeology, Conservation and History, University of Oslo
2012-2015  Postdoctoral Fellow, Department of Culture Studies and Oriental Languages, University of Oslo
2011-2012 Visiting Assistant Professor (Lecturer), Faculty of Oriental Studies/Middle East Center, University of Oxford
2010-2011  Postdoctoral Fellow, “Europe in the Middle East–The Middle East in Europe” research program, Wissenschaftskolleg zu Berlin
2002-2003  Assistant architect, full-time position, Maha Nasrallah Architects, Beirut

PEDAGOGICAL COURSES AND SEMINARS

2019  Course for PhD supervisors, Faculty of Humanities, University of Oslo
2019  Master’s supervision (elective module), LINK, University of Oslo
2018  Introductory module, Teaching and Learning in Higher Education, LINK, University of Oslo
2018-  Co-organizer, “LIM” a forum for teachers to discuss and share their educational practices, Department of Archaeology, Conservation and History, University of Oslo

SUPERVISION OF GRADUATE AND UNDERGRADUATE STUDENTS

2019- University of Oslo, 1 doctoral dissertation
2016- University of Oslo, 9 master’s theses (4 in progress), 20 undergraduate theses (4 in progress)
2011-2012 University of Oxford, 1 master’s thesis, 3 undergraduate theses

OTHER TEACHING EXPERIENCE

2015- University of Oslo
Undergraduate lectures and seminars on the 1000 and 2000 levels
Master’s level lectures and seminars in the history program and the Modern International and
Transnational History program
Doctoral module on historical theory, “The Norwegian Graduate School in History”

2011-2012 University of Oxford
Undergraduate and master’s level lectures and tutorials on the modern history of the Middle East

2009 University of Chicago
Undergraduate and graduate (MA and PhD) seminar course on the modern history of the Middle East

2004-2005 American University of Beirut
Instructor of introductory Arabic, intensive summer program

FELLOWSHIPS, GRANTS, AND SCHOLARSHIPS (SELECTED)
2018-2022 Career Development Grant, Faculty of Humanities, University of Oslo
2017-2018 IAKHorisont 2020, support for developing an ERC application, Department of Archaeology, Conservation and History, University of Oslo
2012-2014 Marie Curie Fellowship, M4HUMAN program, Experienced Researcher, Gerda Henkel Stiftung
[Declined]
2009-2010 Whiting Dissertation-Year Fellowship, Faculty of Humanities, University of Chicago
2003-2008 Tuition and Stipend, Faculty of Humanities, University of Chicago

ORGANISATION OF SCIENTIFIC MEETINGS (SELECTED)

INSTITUTIONAL RESPONSIBILITIES
2015 – University of Oslo
Organizer of research activities, group for contemporary history, IAKH (2019-)
Departmental board, representative for tenured faculty, IAKH (2017-2020)
Member of the board for the master’s program MITRA, IAKH (2017-2020)
Chair of doctoral examination committee, IAKH (2018)
Hiring Committee, two doctoral fellowships, IAKH (2016 and 2018)

2011 – 2012 University of Oxford, Faculty of Oriental Studies
Admissions Committee for M.Phil. in Middle Eastern Studies
Assessment of applications to the M.St. and D.Phil. programs
Assessment Committee for the Pachachi and Hadeed Doctoral Scholarships

SELECTED PUBLICATIONS
CURRICULUM VITAE

Full name: Bjørn Stensaker

Date of birth: 20.07.63

Position: Professor and Head of LINK

Dr. Bjørn Stensaker is a professor of higher education at University of Oslo, the director of LINK - Center for learning, innovation and academic development at University of Oslo, and a research professor at NIFU - The Nordic Institute for studies in Innovation, research and Education in Oslo, Norway. Dr. Stensaker has a special interest in organizational change and development in higher education, and has conducted a range of studies focusing on quality assurance and development, governance and leadership in higher education institutions - internationally and in Norway. His latest edited book is: Stensaker et al., (eds.) (2017) Strengthening teaching and learning in Research universities: strategies and initiatives for institutional change (PalgraveMacmillan).

EDUCATION

2004 Dr., School of Business Administration, Technology and Public Administration, University of Twente,

1993 Cand.Polit in Political Science, University of Oslo, 1993

ACADEMIC WORK EXPERIENCE

2017- University of Oslo, Director, LINK – Centre for Learning, Innovation and Academic Development

2010-2017 University of Oslo, Professor of Higher Education, Department of Education

2010 - Nordic Institute for Studies in Innovation, Research and Education, Part-time Research Professor

2009-2010 Nordic Institute for Studies in Innovation, Research and Innovation, Deputy Director

2008-2009 Nordic Institute for Studies in Innovation, Research and Education, Acting Director

2003 - 2008 NIFU STEP, Head of Research, Studies of Higher Education Institutions

2001 - 2009 University of Oslo, adjunct lecturer and adjunct professor, Faculty of Education, Department of Educational Research

1993-1998, 1999 - 2003 NIFU, researcher and senior researcher

ACADEMIC APPOINTMENTS AND SERVICES

- President of EAIR – the European Higher Education Society (2016-2019)
- Member of the Executive Board at Karolinska Institute, Sweden (2016-2020)
- Member of the international advisory board of the University of Vienna (2014-2020) and the A3ES (the Portuguese quality assurance agency) (2013-2020),
- Member of the Danish Accreditation Council (2014-2021)
- Member of the Hong Kong Council for Accreditation (2017-2020)
- Former member of FINNUT Board – the Research program for educational research, Research Council of Norway (2014-2016)
- Former member of the governmental commission proposing a new funding system for the higher education in Norway (2014)
- Former Editor-In-Chief of Tertiary Education and Management (TEAM), Routledge (2005 – 2010). Currently Editorial Board Member.
• Member of The European Higher Education Society (EAIR)
• Member of the Consortium for Higher Education Researchers (CHER)
• Former member of the Steering Group for the European Quality Assurance Forum (2009 – 2013); former member of the steering committee of the EAIR – The European Higher Education Society (2006-2010); former member of the international advisory boards of FINHEEC, the Finnish quality assurance agency (2009 – 2013)

SUPERVISION AND TEACHING EXPERIENCE
• More than fourteen years of teaching experience at master and PhD level at the University of Oslo and at other higher education institutions
• Supervised twenty master level students and four PhD students
• Appointed external examiner at PhD defences in Finland (Tampere University), Sweden (Linköping University, Lund University and Karolinska Institute), Czech Republic (Charles University), the Netherlands (Twente University), Portugal (University of Aveiro), the UK (Bath University), New Zealand (Victoria University Wellington), Denmark (Århus University), and Australia (Melbourne University)

PUBLICATIONS AND DISSEMINATION
• Published more than 200 articles, book chapters, books and reports. Around 150 of these have appeared in refereed journals and book series. Publications have also appeared in French, Chinese and Russian journals/languages
• Presented over 30 keynotes and papers at scholarly conferences, and have held over 80 lectures and invited presentations at domestic and foreign conferences and seminars
• H-index currently 44 (Google scholar)

MOBILITY
• University of Twente, the Netherlands (1998, 1999)
• University of Arizona, US (Fulbright scholarship) (2016-2017)

EXTERNAL PROJECT FUNDING
CURRICULUM VITAE

Full name: Daniel Roger Maul
Date of birth: 20.09.71
Position: Associate professor, Department of Archaeology, Conservation and History

Daniel Maul has been Associate Professor of History at IAKH since 2016. Since 2017 he is also head of the Master Program for International and Transnational History (MITRA). His vast experience in teaching international and transnational history and in developing MITRA, the first English-language history program in Norway, is what he brings to the table for the SFU. MITRA’s practical orientation (among others with a field term comprising options for international internships and history projects) and the application of innovative teaching formats have already gained wide recognition, tangible for example through the fact, that MITRA has been - already in its second year - nominated for the “Quality in Higher Education” Award of the Norwegian Council of Universities in 2018.

EDUCATION

2006  PhD in History (2006) Ludwig-Maximilians-Universität München Germany
2000  M.A. History, Fakultät für Geschichts- und Kunstwissenschaften/Historisches Seminar, Ludwig-Maximilians-Universität München Germany

CURRENT AND PREVIOUS POSITIONS

2016-  Associate Professor for International Contemporary History, Faculty of Humanities/Department of Archaeology, Conservation and History/University of Oslo, Norway
2014-2015  Assistant Professor for Scandinavian and European Social and Economic History Department for Culture and Society, Aarhus University, Denmark
2010-2015  Dilthey Fellow (Post-Doc) of the Volkswagen Foundation, Historical Institute, Justus-Liebig-Universität Gießen, Germany

INSTITUTIONAL RESPONSIBILITIES

2017-  Head of Program: Master Program in Modern International and Transnational History, IAKH, University of Oslo
2017-  Member: Program Council International Studies, SV, University of Oslo

SUPERVISION OF GRADUATE STUDENTS AND RESEARCH FELLOWS

2014  PhD  supervisor Laura Huth, Justus-Liebig-Universität Giessen, Germany
2014  PhD  supervisor Freda Wagner, Justus-Liebig-Universität Giessen, Germany
2007-2019: Supervisor of 18 B.A. students, 10 MA students and 12 high school teachers’ state exam thesis at JLU Giessen, 5 MA students at Aarhus University, and 15 BA and 7 MA students at University of Oslo

TEACHING ACTIVITIES

2016-2019, University of Oslo:
I have taught courses in the MITRA- Program on “Methods and Theory in Modern International and Transnational History” (4010 and 4011), on “Key Issues in Modern International and Transnational History (4000); “Research and Writing Training in Modern International and Transnational History” (4020) and in the “War, Peace and the Nobel Peace Prize” course (MITRA/HIS/PECOS 4421) jointly with director of Norwegian Nobel Institute, Olav Njølstad. Further, I taught courses in the MA program Peace and Conflict Studies (PECOS) on “Research Methods in History and Political Science” (4021), and in the Bachelor Program on History, Thesis course (3090) and HIS1300Inter: The History of Humanitarianism

2014-2015, Aarhus University
Courses in Humanitarianism as History (M.A. Intl. and Global History, lecture, seminar); Writing International and Global History – Methods and Theory (M.A. Intl. and Global History, lecture, seminar); International
Organizations and Institutions in History (M.A. Intl. and Global History, lecture, seminar); Key Topics in International and Global History (M.A. Intl. and Global History); Academic writing (M.A. International and Global History)

2008-14 (Justus-Liebig-Universität Gießen)

2005-2006 (Ludwig-Maximilians-Universität München)
MA course on „Dekolonisation. Die Auflösung der europäischen Kolonialreiche nach 1945“ (Master course)

SELECTED PEER-REVIEWED PUBLICATIONS
The total number of publications during the career: 31

Research monographs

Peer-reviewed journal articles and contributions to edited volumes


Hilde Henriksen Waage is Professor of History at the University of Oslo. From 1987-1995, she was researcher, and from 1996-2005 she was Deputy Director and Senior Researcher at the International Peace Research Institute, Oslo (PRIO), where she still holds a part-time research position. She has written several books and articles on Norwegian foreign policy and the conflict in the Middle East. In April 2004, Waage completed a major study of Norway’s role in the Oslo peace process, commissioned by the Norwegian Ministry of Foreign Affairs, called Peacemaking is a Risky Business. Norway’s Role in the Peace Process in the Middle East, 1993-1996, PRIO report, 1/2004. The report led to a huge public debate in Norway.

Waage has taught at all levels and supervised a substantial number of master’s students and PhD Research fellows. She has also co-authored several articles with former students.

EDUCATION

2016 BA in Modern Hebrew, University of Oslo (UiO) and Hebrew University, Jerusalem, Israel.
1987 MA in History, IAKH, UiO.
1982 BA in History, Norwegian University of Science and Technology (NTNU), Trondheim, Norway.
1981 Østfold University College, teaching certificate (part of BA above), Halden, Norway.

CURRENT AND PREVIOUS POSITIONS

2007- Professor of History, Institute of Archaeology, Conservation and History (IAKH), University of Oslo (UiO).
2005-2007 Associate Professor, IAKH, UiO.
2005- Senior Researcher, Peace Research Institute Oslo (PRIO), 20% position.
1995-2005 Senior Researcher, PRIO.
1996-2005 Deputy Director, PRIO.
2001-2003 Program Leader, Conflict Resolution and Peacebuilding, PRIO.
1992-1993 Director, PRIO (on leave from doctoral stipend position at the institute)
1987-1995 Researcher, PRIO.

SELECTED FELLOWSHIPS AND AWARDS

2013 Received Sverre Steen Prize for excellent dissemination of historical research
1998-2000, Consultancies commissioned by the Norwegian Ministry of Foreign Affairs, for two
2001-2003, studies on Norway’s role in the Middle East peace process, and the recognition and UN-
2011 membership of the state of Israel.
2004-2006: Consultancies commissioned by Statoil for a study on regime stability in the Middle East and the role of the great powers.

SUPERVISION OF GRADUATE STUDENTS AND RESEARCH FELLOWS

2005- 8 PhD Research fellows, IAKH, UiO, and co-supervisor of one PhD, Department of Archeology,
History, Cultural Studies and Religion, University of Bergen, Norway.
2005- 80 MA students, IAKH, UiO.

TEACHING ACTIVITIES

2005- Responsible for developing, leading and teaching several courses on BA and MA level, including

INSTITUTIONAL RESPONSIBILITIES

2014- Leader of IAKH’s department for contemporary history.
2010-2016 Serving on seven academic appointment committees (associate professors and two lecturer positions), IAKH, UiO.
2009-2016 Member of the Board of the Department of Archaeology, Conservation and History (IAKH) (employees’ representative).
2006-2015 Member of Editorial Council for Babylon, journal of Middle East Studies

MAJOR COLLABORATIONS

2013-2015 Led PRIO’s cooperation with Rice University’s Baker Institute for Public Policy and in particular the cooperation with its director, Ambassador Edward P. Djerejian.
2004-2007 As part of the Missing Peace-project close and long-term collaborations were established with Professor of International Relations Avi Shlaim, St. Anthony’s College, University of Oxford, Professor of International Relations William Quandt, University of Virginia, USA and Professor of History Uri Bialer, Hebrew University, Jerusalem, Israel.

SELECTED PUBLICATIONS

Number of academic publications: 32

Books

Co-authored with former students

Olav Njølstad has since 2015 been the Director of the Norwegian Nobel Institute, Oslo, and Secretary of the Norwegian Nobel Committee. He is also holds an adjunct professorship in western contemporary history at the University of Oslo. From 1989 to 1991 he was a PhD Candidate in History at the Norwegian general Scientific Research Council before he became a researcher/senior researcher at the Norwegian Institute for Defence Studies between 1992 and 1998. He then became Head of Research at the Norwegian Nobel Institute in the period from 1999 to 2011 before he became Professor of western contemporary History at the University of Oslo. Njølstad has published a number of academic books and articles on topics such as the Cold War, the role of nuclear weapons in international politics, arms races and disarmament, the history of military and civilian technology, as well as the Second World War and Norwegian postwar history. His 1994 doctoral thesis covers US politics toward the Soviet Union during the Carter presidency, with particular emphasis on human rights, the relationship to China, the strategic military balance, and regional conflicts in the Middle East, North Africa and Southeast Asia. As Research Director and Director of the Norwegian Nobel Institute he has organized numerous Nobel symposiums and international conferences.

In 2010, Njølstad received the Sverre Steen award for excellence in the dissemination of history to the general public (awarded by the Norwegian Historical Association) for his best-selling biography on former leader of the military resistance in Norway during the Second World War, Mr. Jens Chr. Hauge. In 2013-2015 he was in charge of the Second World War period section of “Norgeshistorien på nett”, the online digital History of Norway (http://www.norgeshistorie.no/), and wrote 17 peer-reviewed articles for the site. He is currently working on a political biography on former Norwegian Prime Minister, Ms. Gro Harlem Brundtland.

Njølstad is a member of the Norwegian Historical Association (HIFO), a member of the editorial board of Cold War History (LSE, London), leader of the board of the Nobel Peace Prize Center, and a board member of the Holocaust Centre. From 2018 he is an elected member of the Norwegian Academy of Science and Letters.

**EDUCATION**

1994 Dr.philos. in History, University of Oslo, Norway.
1987 Cand.philol. with a major in History and minor and elective courses in philosophy and political science, University of Oslo, Norway.

**CURRENT AND PREVIOUS POSITIONS**

2015- Director for Norwegian Nobel Institute
2015- Professor II of History, Departement of Archaeology, Conservation and History (IAKH), University of Oslo (UiO).
2011-2014 Professor of History, Institute of Archaeology, Conservation and History (IAKH), University of Oslo (UiO).
1999-2011 Head of Research at the Norwegian Nobel Institute
1989-1991 PhD Candidate in History at the Norwegian general Scientific Research Council (Norges allmennvitenskapelige forskningsråd (NAVF))

**SELECTED FELLOWSHIPS AND AWARDS**

2018- Elected member of the Norwegian Academy of Science and Letters.
2017- Elected member of the Board of the The Norwegian Center for Holocaust and Minority Studies
2011-2012 Senior advisor in the governmental 22 July Commission
2010 Received Sverre Steen Prize for excellent dissemination of historical research
1999-2005 Representative for The Norwegian Foreign Ministry for the board of NORSAR
1991-1992 Visiting Fellow, Contemporary History Department, Ohio University, Athens, OH
1989 MIT/Harvard Summer Program on Nuclear Weapons and Arms Control

SUPERVISION OF GRADUATE STUDENTS AND RESEARCH FELLOWS
2011- PhD Research fellows, IAKH, UiO, and co-supervisor of one PhD, Department of Archeology, History, Cultural Studies and Religion, University of Bergen, Norway.
2011- MA students, IAKH, UiO.

TEACHING ACTIVITIES
2011- Responsible for developing, leading and teaching courses on BA and MA level, including Bachelor thesis (HIS3090), BA course “Modern World History” (HIS1300MET) – 300-350 students every year, BA course HIS1310 “Contemporary Norwegian History, 200 students, MA-course, project proposal (HIS4030) and MITRA4421 – War, Peace and the Nobel Peace Prize

INSTITUTIONAL RESPONSIBILITIES
2013-15 Leader of IAKH’s research group
2012-2016 Representative of IAKH in Programme Councils for Peace and conflict studies, European Studies and International studies, all interdisciplinary study programs at UiO
2011- Serving on several academic appointment committees (associate professors and two lecturer positions), IAKH, UiO.

PUBLICATIONS AND DISSEMINATION
Njølstad has authored or co-authored five monographs, including two historical biographies. In addition, he has published seven edited volumes, as editor or co-editor, and a number of peer-reviewed articles and book chapters. His most recent publication is Steen & Njølstad, eds. Nuclear disarmament: A critical assessment (London 2019: Routledge). Njølstad has published his work in Journal of Strategic Studies, Cold War History, Journal of Cold War Studies, Passato e presente, Atom [Moskva], Peace & Change, Scandinavian Journal of History, The Cambridge History of the Cold War as well in books, journals and newspapers in Norwegian
<table>
<thead>
<tr>
<th>Name</th>
<th>Disputation</th>
<th>Supervisor</th>
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<tr>
<td>Hanne Hagtvedt Vik</td>
<td>2009</td>
<td>Pharo</td>
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<td>Øystein Håkon Rolandsen</td>
<td>2010</td>
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<td>Anders Granås Kjøstvedt</td>
<td>2010</td>
<td>Sørensen</td>
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<td>Per Jostein Ringsby</td>
<td>2011</td>
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<td>Håvard Klevberg</td>
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<tr>
<td>Stian Nordengen Christensen</td>
<td>2012</td>
<td>Førland</td>
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<td>Nicola Kristin Karcher</td>
<td>2012</td>
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<td>Hallvard Kvale</td>
<td>2012</td>
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<td>Morten Nordhagen Ottosen</td>
<td>2012</td>
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<td>Ingrid Lundestad</td>
<td>2013</td>
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<td>Øyvind Tønnesson</td>
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<td>Eva Fetcher</td>
<td>2013</td>
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<td>Lars Erik Rowe</td>
<td>2013</td>
<td>Holtsmark</td>
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<td>Johannes Due Enstad</td>
<td>2014</td>
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<td>Hans Morten Synstnes</td>
<td>2015</td>
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<td>Truls Hallberg Tønnessen</td>
<td>2015</td>
<td>Utvik</td>
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<td>Marte Heian-Engdal</td>
<td>2015</td>
<td>Waage</td>
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<td>Ada Elisabeth Nissen</td>
<td>2015</td>
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<td>Bjørn Arne Steine</td>
<td>2016</td>
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<td>Amund Nørstrud Lundesgaard</td>
<td>2016</td>
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<td>Marta Magdalena Stachurska-Kounta</td>
<td>2017</td>
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<tr>
<td>Johanna Alexia Zanon</td>
<td>2017</td>
<td>Pouillard</td>
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<td>Mari Salberg</td>
<td>2018</td>
<td>Waage</td>
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<td>Trude Strand</td>
<td>2018</td>
<td>Waage</td>
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<td>Andreas Mørkved Hellenes</td>
<td>2019</td>
<td>Pouillard</td>
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</tbody>
</table>

**TOTAL: 25**
Selected publications by OAS-HIS-staff

At IAKH:
Associate Professor Toufoul Abou-Hodeib

Books

Articles and book chapters

Abou-Hodeib, Toufoul (2012). “The Material Life of the Ottoman Middle Class”. *History Compass* 10(8), s 584–595

Associate Professor Sunniva Engh

Books

Articles and chapters


Professor Tor Egil Førland

Books


Articles and book chapters
Associate Professor Daniel Roger Maul

**Articles and book chapters**


**Director of the Norwegian Nobel Institute, Professor II Olav Njølstad**

**Books**


**Articles and book chapters**


**Professor Veronique Pouillard**

**Books**


**Articles and book chapters**


Attachments

Professor Kim Christian Priemel

Books

Articles and book chapters


Professor Doug Rossinow

Books

Articles and book chapters


Associate Professor Patrick Bernhard

Articles and book chapters


Associate Professor Hanne Hagtvedt Vik

Articles and book chapters


Co-authored with former MA-students


Professor Hilde Henriksen Waage

Articles and book chapters


Co-authored with former MA-students


At PRIO:

Senior Researcher Jørgen Jensehaugen

Books


Articles and book chapters


Special Adviser Lynn Nygaard

Books
Nygaard, Lynn P. (2017), Writing Your Master's Thesis – From A to Zen. SAGE.

Articles and book chapters


Senior Researcher Øystein Rolandsen

Articles and book chapters


Research Professor Stein Tønnesson

Articles and book chapters


The graph shows ECT-credits per student each semester, for all relevant programs, 2009-2018: