

# Identity, Disciplinarity and Doctoral Education

## The Case of War Studies

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### Resumé

Krigsvetenskaplig forskning är central för vår förståelse av krig och krigföring och utgör den vetenskapliga grunden för officersutbildningen i Sverige. När Försvarshögskolan startade sitt doktorandprogram i krigsvetenskap hösten 2019 var en milstolpe uppnådd för studiet av krig och krigföring i Sverige. En framgångsrik forskarutbildning i krigsvetenskap garanterar en kontinuerlig tillväxt av forskare med expertkunskap om krig och försvar i en svensk kontext. En framgångsrik forskarutbildning kräver dock att doktoranden socialiseras in i en forskningsmiljö, och problem i socialiseringsprocessen riskerar leda till att doktoranden inte klarar att slutföra sin utbildning. I denna artikel analyseras förutsättningarna för en framgångsrik socialiseringsprocess för doktorander i krigsvetenskap i Sverige. Utifrån teorier om disciplinäritet, d v s vikten av det akademiska ämnets (disciplinens) roll i socialiseringsprocessen, analyseras debatten om krigsvetenskapens natur. Enligt resultaten är krigsvetenskap både interdisciplinärt, d v s en blandning av flera vetenskapliga ämnen, och transdisciplinärt, d v s har en nära relation till praktiken. Detta riskerar att försvåra doktorandernas socialiseringsprocess. Flera förslag för hur handledare och forskningsmiljön i övrigt ska kunna motverka dessa problem på bästa sätt diskuteras i artikeln.

WAR STUDIES AS an academic discipline is essential in the development of our knowledge about war and warfare. It is also the core discipline in the professional military education in Sweden. When the first (and so far only) doctoral programme in War Studies in Sweden was launched at the Swedish Defence University in the autumn of 2019, a milestone for the study of war and warfare in Sweden was reached. The programme welcomes both civilian students and military officers, and is currently the home of roughly 20 doctoral students.<sup>1</sup> While wars and conflicts are studied in universities around the

world, a successful doctoral programme in War Studies in the Swedish academic system ensures the continuous growth of researchers with expert knowledge of war and defence in the Swedish context. This is especially important in times when Russia is waging a war in Europe and hostilities are increasing in the international system.

Creating a successful doctoral education is, however, not always an easy undertaking. According to several researchers, a successful doctoral education is dependent on the successful socialisation of the doctoral student into a research community. Problems

with the socialisation process can hinder the doctoral student from understanding the normative structures of the community and influence their learning process negatively, ultimately causing the student to terminate their education prematurely. The socialisation process is considered especially difficult in so called interdisciplinary<sup>2</sup> and transdisciplinary<sup>3</sup> environments. To increase the likelihood of the doctoral students to succeed in their education, it is therefore important to ensure that the conditions for a successful socialisation process are met.

The aim of this article is to scrutinise the conditions for a successful socialisation process for doctoral students in War Studies in Sweden. It uses theories of disciplinarity as a framework. According to these theories, academic disciplines influence the cognitive world of the researchers, thereby guiding all aspects of research, including epistemological assumptions, research questions and research designs, theories and methodologies as well as the understanding of data. Disciplines are therefore argued to be highly important for the socialisation process and for the development of an ‘academic’ identity.

By analysing the debate about the nature of the discipline of War Studies in Sweden, primarily found in *Kungl Krigsvetenskapsakademiens Handlingar och Tidskrift (KKrVAHT)* and the annual yearbooks on War Studies (published by the Swedish Defence University),<sup>4</sup> one finds that War Studies in Sweden is a quite young, interdisciplinary academic discipline, with close relations to practice. While interdisciplinary and transdisciplinary research is generally considered to be highly valuable for finding solutions to contemporary, so called wicked and global problems, there are also challenges with this kind of research, especially for the doctoral education.<sup>5</sup> This has important consequences for the role of the

supervisor as well as for the research community as a whole.

The article proceeds as follows. In the first part, I discuss the role of socialisation and identity formation in doctoral education. In the second part, the role of disciplines in forming the norms and practices of researchers is explored. This is followed by an analysis of War Studies as a discipline. In the fourth part, I discuss possible consequences for the socialisation and identity formation of doctoral students in War Studies, as well as some suggestions found in the literature for how to facilitate this process. I conclude the paper with some alternative ideas.

## Socialisation and Identity in Doctoral Education

The doctoral degree is the highest level of formal education in the academic system. After three to four years of study, the doctoral students have become experts within the area of their thesis, as well as developed their understanding of what knowledge is, and how to use the tools of research. But, the doctoral education is also a process where the doctoral student is becoming part of a research community.

According to several scholars, every research community has their own ontological and epistemological underpinnings as well as different practices, which differs from other research communities.<sup>6</sup> The doctoral education can be understood as a socialisation process, where the doctoral student internalises the normative, emotional and cognitive aspects of the community, and develop an ‘academic’ or ‘research’ identity. Apart from knowledge of how to conduct research, this also includes how to talk, act, react and think in order to be a member of the community.<sup>7</sup> Tsung-han Weng, for example, claims that

‘newcomers start academic trajectories with limited understanding of academic conventions and practices, learn how to participate in an academic-appropriate manner, and finally become more competent members of given academic communities.’<sup>8</sup>

The socialisation process into a given academic or research community is argued to be highly important for the doctoral education to be successful. Problems in the socialisation process risk influence the learning process of the students negatively, and hinder the doctoral student’s development of an academic identity. If the doctoral student does not learn to identify, accept and use the normative structures of the community, the student risk not to be taken seriously or to be disparaged, which in turn could inhibit the learning process of the doctoral education.<sup>9</sup> But, the socialisation process is complex and dynamic. It includes not only cognitive aspects but also aspects of social interaction, identity work and the negotiation of institutional and disciplinary ideologies and epistemologies.<sup>10</sup> ‘Academic discourse’ according to Patricia Duff, ‘is therefore a site of internal and interpersonal struggle for many people, especially for newcomers of novices.’<sup>11</sup>

There are several ways to understand the socialisation process, and theories or frameworks as diverse as ‘language socialisation’, ‘academic discourse socialisation’, ‘community of practice’,<sup>12</sup> ‘epistemic living spaces’,<sup>13</sup> ‘culture’,<sup>14</sup> ‘identity’,<sup>15</sup> Darla J. Twale and Elizabeth L. Stein’s ‘graduate socialisation framework’,<sup>16</sup> and Pierre Bourdieu’s ‘field theory’,<sup>17</sup> are utilised. However, most scholars seem to agree that the role of disciplines is highly important for the development of an ‘academic’ or ‘research’ identity.<sup>18</sup> Indeed, according to Karri A. Holley, ‘the doctoral degree is considered to be a reflection of a *disciplinary identity*.’<sup>19</sup>

## Disciplinary Identity

According to research about academic disciplines, disciplinary specialisation is the main model for organising knowledge production at contemporary universities. Disciplines are considered to influence the cognitive world of the researchers, thereby guiding all aspect of research, including epistemological assumptions, research questions and research designs, theories and methodologies as well as the understanding of data. Disciplines give us a specific language, a specific way of seeing the world, and a way of categorising different phenomena. In this way, disciplines set the limits of *what* can be studied as well as *how* it can be studied.<sup>20</sup> By guiding the various aspects of research, disciplines are argued to make knowledge production an easier undertaking.

Disciplines have been found to influence all aspects of the academic practice.<sup>21</sup> By developing an understanding of the specifics of their discipline, the doctoral students develop their own disciplinary identity, which helps them to understand the production of knowledge. A disciplinary understanding guides the doctoral students in the development of a (for the discipline) relevant research question. Research problems outside the disciplinary norms are not always accepted and the doctoral student risk marginalisation.<sup>22</sup>

Disciplinary norms also influence our language and how to write academic texts. Since disciplines have their own ‘playing field’ for how academic texts should be constructed, it becomes highly important for the doctoral student to learn the ‘disciplinary language’. Learning how to write, is therefore part of the socialisation process.<sup>23</sup> The doctoral student does not only need to know what kind of words and concepts that are used within the discipline, but also understand how

the object of study should be described, in what way the literature should be included, who the reader is, and how the author should position themselves in the text. For example, according to Eva Brodin, natural scientists tend to ‘prove’ their thesis, while humanists ‘convince’ the reader. Science texts are also often more technical but concrete in nature, while humanistic research is more metaphorical and abstract.<sup>24</sup> Learning how to use references is also part of the socialisation process. According to Martin G. Erikson, it can be understood as ‘a process where the student is becoming part of the disciplinary tradition to construct scientific “truths”’.<sup>25</sup>

Disciplinary norms are also argued to shape our understanding of quality within a field, reflecting the specifics of ontological and epistemological foundations, as well as understandings of theories and methods. In a report from Vetenskapsrådet, it is argued that although there are some general principles about quality that are accepted by the research community as a whole, the specifics are not identical within different research traditions.<sup>26</sup> By influencing what we understand as quality, disciplinary norms influence most academic research functions, such as tenure, promotion and grant funding, as well as the admission of students to the doctoral education and in the assessment of their dissertations. Since the academic award system favours institutionalised disciplinary categories, the existing order is continuously reproduced. In this way, professional legitimacy is closely related to disciplines.<sup>27</sup>

## War Studies and Disciplinary Identity

War Studies is a relatively new, although increasingly recognised, academic discipline in civilian universities. Up until the end of the

Second World War, war and strategy were primarily studied by military historians and professional soldiers in military academies.<sup>28</sup> But, with the end of the war, several calls were made for the development of an academic discipline with focus on war and warfare. According to Harvey A. DeWeerd, there was a conference in the middle of the 1940s, where both ‘civilian scholars and military men’ agreed on the need ‘for expanding the work offered by academic institutions in the military field’.<sup>29</sup> A few years later, in 1949, Bernard Brodie argued that strategy is ‘not receiving the scientific treatment it deserves either in the armed services or, certainly, outside of them’. He called for the development of strategy as a systematic field of study.<sup>30</sup> Slowly, strategy and war found its way into civilian universities. The department of War Studies at King’s College, London, was established in the 1950s. A decade later, by the end of the 1960s, several universities offered academic courses in War Studies, and in 1978, the *Journal of Strategic Studies* was founded.<sup>31</sup>

As an academic discipline, War Studies is usually understood as being highly multi- or interdisciplinary, and scholars from very different fields of study have contributed to War Studies over time, such as Political Science, History, Economics, Physics, and Mathematics. John Baylis and James Wirtz do indeed argue that strategy and war is best studied from an interdisciplinary perspective, since it needs perspectives from ‘politics, economics, psychology, sociology, and geography, as well as technology, force structure, and tactics’.<sup>32</sup>

The development of War Studies in Sweden is similar to the international development of the discipline. Historically, war and strategy was primarily studied at the Swedish military academy.<sup>33</sup> The Royal Swedish Academy of War Sciences was founded al-

ready in 1796, and its journal, the *Kungl Krigsvetenskapsakademiens Handlingar och Tidskrift*, was founded the following year.<sup>34</sup> Still, the development of War Studies as an academic discipline did not gain momentum until the mid-1990s, as part of a larger reform of the military education system.<sup>35</sup> At the time, the education at the military academy was course based, rather than discipline based, which, according to Berndt Brehmer, made the development of systematic knowledge about war and strategy difficult. To support the development of an academic military education, War Studies was therefore to be established as an academic discipline.<sup>36</sup> When the Swedish Defence University<sup>37</sup> became an academic institution on the 1<sup>st</sup> of January 2008, War Studies finally became an official discipline in the Swedish academic system.<sup>38</sup>

War Studies in Sweden have certainly been considered interdisciplinary in nature. Initially, when the first military academy, *Krigshögskolan*, was established in Sweden in the late 1870s, the study of war was primarily part of military history, according to Gunnar Åselius.<sup>39</sup> But, during the early efforts of defining War Studies as an academic discipline in the late 1990s and early 2000s, War Studies was considered much broader, including fields such as ‘the art of war, operations and tactics, command and control, leadership, military strategy, military history and logistics.’<sup>40</sup>

With the establishment of War Studies as an official academic discipline within the Swedish academic system in 2008, War Studies became somewhat more narrowly defined. But, it is still considered interdisciplinary. In an article published in 2011, Jan Willem Honig, argued that ‘Multidisciplinary, even interdisciplinary, approaches should be the order of the day in *krigsvetenskap*’, and that ‘war is surely too important to be left in

the hands of one discipline.’<sup>41</sup> Others have argued that other disciplines, such as Military History, Economics and International Law are part of War Studies.<sup>42</sup> Some scholars emphasise that War Studies is methodologically diverse. Magnus Petersson and Jan Ångström, for example, have argued that War Studies should be understood as a discipline with ‘methodological and epistemological pluralism’,<sup>43</sup> Magnus Christiansson argues for including both positivist and reflexive approaches, and Dan Öberg argues to also include different perspective from philosophy.<sup>44</sup>

The interdisciplinary character of War Studies is also reflected in the disciplinary background of the faculty at the Swedish Defence University. Apart from a few researchers with degrees in War Studies, most of the faculty has degrees from other disciplines, such as International Relations, Political Science, History, Peace and Conflict Research, Philosophy, Educational Science, Engineering Logistics, Business Administration, Psychology and Geology.<sup>45</sup> In 2011, only six out of 80 faculty members were externally reviewed (sakkunniggranskade) for positions in War Studies.<sup>46</sup>

How War Studies is understood in Sweden is, however, not only a question of theoretical and methodological diversity. It is also a question about the relation between ‘theory’ and ‘practice’.<sup>47</sup> This relation is indeed discussed internationally. Brodie, for example, called strategic theory ‘a theory for action.’<sup>48</sup> But, while international scholars argue to what extent theory actually informs practice, it is still considered a theoretical discipline, belonging to human and/or social sciences.<sup>49</sup> In Sweden, part of the discussion is rather about if War Studies should be understood as part of the human and social sciences, or if it should be understood as a ‘professional’ discipline, or a ‘science of design’ (*design-*

*vetenskap*), in the same way as for example engineering or medical education.<sup>50</sup>

Several scholars, including both current and former professors of War Study,<sup>51</sup> explicitly argue that War Studies is a theoretical discipline, and should be part of the human or social sciences.<sup>52</sup> Håkan Edström and Magnus Petersson also point to the fact that War Studies formally belongs to the social sciences in the Swedish academic system.<sup>53</sup> Other scholars are more implicitly comparing War Studies with human or social sciences. Niklas Zetterling, for example, argues that War Studies need to include methods from other theoretical disciplines, while Öberg argues that War Studies can be divided in the same way as, for example, Political Science (i.e. political science, political theory and political philosophy).<sup>54</sup> Understanding War Studies in this way, makes the technicalities of the military occupation less central for the discipline. Instead, focus is turned towards the development of critical thinking and general knowledge about war and warfare, and how that is useful for a military practitioner.<sup>55</sup>

On the contrary, a science of design is *not* primarily focused on understanding various phenomena better. Instead, focus is on finding, or designing, solutions to practical problems, such as developing better techniques for surgeons or designing technical aids. Some scholars argue that this is how War Studies should be understood. Two former acting professors of War Studies, Stefan Axberg and Berndt Brehmer, for example, argue that War Studies ‘should [...] contribute to find solutions for the different problems and tasks of the military profession.’<sup>56</sup> In this way, the education should be more closely related to the practice of the military profession, focusing on practicalities and including hands-on training.<sup>57</sup>

In addition to these diverse ways of understanding War Studies, several scholars have found the discipline in Sweden severely underdeveloped as an academic discipline, further obfuscating a disciplinary identity. While some scholars criticises the epistemological, theoretical and methodological maturity of the discipline,<sup>58</sup> others have found the research environment ‘inferior’, and with too few faculty with research degrees.<sup>59</sup> According to Christiansson, this has made it ‘impossible to focus on deeper substantial and academic discussions’.<sup>60</sup>

## Encouraging a Disciplinary Identity

Interdisciplinary and transdisciplinary research is generally praised as being highly valuable for finding solutions to contemporary, so called wicked and global problems. During the doctoral education, however, it has been found to pose several obstacles to the socialisation process of the students.<sup>61</sup> The struggle between what Bourdieu calls “‘central” players, the orthodox, the continuers of normal science’ on the one hand and ‘the marginal, the heretics, the innovators, who are often situated on the boundaries of their disciplines’ on the other, becomes especially pronounced in interdisciplinary environments.<sup>62</sup> Who and what is considered ‘central’ in one field might be ‘marginal’ in another, making the ‘permanent struggle’ between scholars even more intense within a discipline such as War Studies. Indeed, Eva Brodin and Jitka Lindén compare these differences, between various disciplinary environments, with the differences between countries.<sup>63</sup>

According to previous research, doctoral students in interdisciplinary environments find it difficult to understand which of the various, often contradictory, disciplinary

values that are important, especially since these are usually not explicitly discussed. To be able to navigate disciplinary boundaries, research has found that doctoral students need a thorough disciplinary grounding, knowledge about the strengths and weaknesses across multiple disciplines, and ‘the ability to recognize and apply methodological and conceptual tools from multiple disciplines’.<sup>64</sup> They also need to become ‘multilingual’, to be able to communicate between different traditions, both across disciplines and to non-academic audiences. However, doctoral students often find it hard to communicate across disciplinary boundaries.<sup>65</sup>

An interdisciplinary research environment can support doctoral students in this process in several ways. Maybe most important is to be more explicit about the assumptions underlying different research traditions, and to be mindful of other perspectives. Consequently, ontological, epistemological and methodological differences need to be thoroughly and explicitly discussed. Furthermore, it is important for interdisciplinary environments to be more reflexive than disciplinary environments. Here, the research seminar can be highly useful. It provides an opportunity to explicitly discuss differences between various research traditions among the faculty and doctoral students. It is also an important academic practice, which introduces the doctoral student into academic life and scientific thinking.

According to Lisa Öberg, this is one tool in academia, which creates and reproduces power, and where social roles and patterns for handling knowledge is distributed. It is here, she argues, that the discourses and expected capabilities of a research community is reproduced.<sup>66</sup> To learn the values and languages of several research traditions is, however, time consuming, not only for the doctoral student, but also for the supervi-

sors and research community at large, who need to be more engaged in the process.<sup>67</sup>

There is also a need for doctoral students in interdisciplinary environments to find a balance between knowing little about many aspects or plentiful about a few. In one of their studies, Susan K. Gardner et al have found that this is something interdisciplinary doctoral students particularly struggle with.<sup>68</sup> Ulrike Felt et al have also found that because of the abundance of different theoretical and methodological traditions to choose from, doctoral students in interdisciplinary environments find it difficult to limit their research project.<sup>69</sup> One way to guide students through this process is to suggest initial readings for the student, making them familiar with a more limited research field, increasing their disciplinary knowledge.<sup>70</sup>

However, War Studies is not only interdisciplinary, but also to a certain extent transdisciplinary, i.e. it is closely related to other professions. Officers undertaking doctoral research in War Studies as part of their military career, will therefore not only have to relate to different disciplinary traditions and values, but also to other professional values, which might not be in line with the academic values. The transition from a military officer in the middle of their careers to a doctoral student can be difficult.<sup>71</sup> Gardner et al, for example, have found that it is common among professional doctoral students to feel estranged from both the academic environment as well as their profession.<sup>72</sup> Another study, focusing on professional doctoral students, has found that the students experienced that their own expertise was questioned the more they learned about other perspectives.<sup>73</sup> One of the doctoral students in a study conducted by Andræ Thelin, expressed that ‘You go from being someone, to become someone who can nothing.’ Thelin also found that these students used a lot of

time and effort to understand the academic way of doing things.<sup>74</sup>

One way to ease the transition from professional expert to doctoral student is to organise mentors (parallel with the supervisor) for these students, preferably with experience of both the military profession and the doctoral education. According to Brodin and Lindén, mentors can be highly valuable for some doctoral students.<sup>75</sup> Another way is to utilise what Anita Franke and Barbro Arvidsson calls ‘research practice-oriented supervision’, where the supervisor and the doctoral student share the same research project. In this kind of supervision, the student is learning by conducting research together with their supervisor, rather than having their own research project. According to Franke and Arvidsson, this kind of supervision can be compared ‘with studying for one’s doctor’s degree as an apprentice in a master-apprentice relationship.’<sup>76</sup> However, several scholars emphasises the importance of developing the doctoral students into creative and independent researchers.<sup>77</sup> With a ‘research practice-oriented’ style of supervision this might be difficult. To encourage independence and creativity, the supervisor could change over time towards what Franke and Arvidsson calls ‘research relation-oriented supervision,’ where the doctoral student is encouraged to develop their own project and where the supervisor is more of a dialogue partner.<sup>78</sup>

Finally, according to Brodin and Lindén, professional doctoral students are also often struggling with understanding the nature of research. This is because professional experts have a tendency to focus on the answer rather than the question. For professional experts the answer is more important than the questions, while in research it is the question that is important.<sup>79</sup> By highlighting these differences, the transition from a

professional expert to a doctoral student can become easier.

## Conclusions

According to several scholars, doctoral students need to develop a disciplinary identity to become successful in their research education. In an interdisciplinary environment, this is a much harder undertaking. These students need to learn several disciplinary languages and value systems. To facilitate the socialisation process for the students, the research community needs to become more explicit about the differences between various traditions. In this sense, interdisciplinary environments have to be especially self-aware.

But, to develop an explicit and reflexive environment is difficult. Galtung, a scholar who has worked in several intellectual environments around the world, as well as in different disciplinary environments (methodology of science, peace research, development studies and future studies), states that: ‘I have been struck repeatedly by how little awareness the members of the intellectual community seem to have of the peculiarities of their own community.’<sup>80</sup> This seems certainly to be the case for the Swedish War Studies environment, where several scholars have criticised the maturity of the discipline. It might, therefore, be particularly hard to develop an explicit and reflexive environment in these circumstances.

An alternative way to facilitate the development of a disciplinary identity among the doctoral students could be to create smaller micro-environments which are more theoretically and methodologically homogenous. In this way, the doctoral students can learn the language and values within a smaller field before they are introduced to the interdisciplinary and transdisciplinary War Studies-struggle.



The role of the supervisor, as well as the research environment as a whole, is to create the conditions, which make it possible for the doctoral student to succeed in their undertaking, for example, through courses, supervision and different forms of feedback. The trick to achieve a successful doctoral education in War Studies, however, also in-

cludes the creation of the conditions for the doctoral students to develop a disciplinary identity in an interdisciplinary and transdisciplinary environment.

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## Notes

1. According to SEDU's homepage 2023-01-02. See also, "Försvarshögskolans första egna doktorander har anlänt", Försvarshögskolan, 2019-11-23, <https://www.fhs.se/arkiv/nyheter/2019-01-10-forsvarshogskolans-forsta-egna-doktorander--har-anlant.html>, (2022-07-26).
2. Interdisciplinarity refers to the integration between several academic disciplines. See Aram, John D.: "Concepts of Interdisciplinarity: Configurations of Knowledge and Action," *Human Relations*, vol. 57, no. 4, 2004, pp. 379-412. See also Schmidt, Jan Cornelius: *Studies in Science, Society and Sustainability*, Routledge, London and New York 2022, chapter 2. For an empirical investigation about the implications of disciplines on the study of war, see Larsdotter, Kersti: *Military Interventions in Internal Wars: The Study of Peace or the Study of War?*, dissertation, School of Global Studies, University of Gothenburg, Gothenburg 2011.
3. According to Felt et al., transdisciplinarity is when knowledge is 'produced and validated in specific societal contexts also framed by extra-scientific rationales', where 'non-academic partners' are 'integrated along the course of knowledge generation.' Felt, Ulrike; Igelsböck, Judith; Schikowitz, Andrea and Völker, Thomas: "Growing into What? The (un-)disciplined Socialization of Early Stage Researchers in Transdisciplinary Research", *Higher Education*, vol. 65, no. 4, 2013, pp. 511-524.
4. Since the late 1990s and early 2000s, we can follow an, at times, intense debate about how War Studies should be understood (including several of the professors and senior faculty at the Swedish Defence University). See, for example, articles in the *KKrVAHT*, as well as *Krigsvetenskaplig årsbok* (Försvarshögskolan), since the beginning of the 21st century.
5. See, for example, Gardner, Susan K.; Jansujwicz, Jessica S.; Hutchins, Karen; Cline, Brittany and Levesque, Vanessa: "Socialization to Interdisciplinarity: Faculty and Student Perspectives", *Higher Education*, vol. 67, no. 3, 2014, pp. 255-271; Holley, Karri A.: "Doctoral Education and the Development of an Interdisciplinary Identity", *Innovations in Education and Teaching International*, vol. 52, no. 6, 2015, pp. 642-652; Manathunga, Cathrine; Lant, Paul and Mellick, George: "Imagining an Interdisciplinary Doctoral Pedagogy", *Teaching in Higher Education*, vol. 11, no. 3, 2006, pp. 365-379; Strengers, Yolande Amy-Adeline: "Interdisciplinarity and Industry Collaboration in Doctoral Candidature: Tensions Within and Between Discourses", *Studies in Higher Education*, vol. 39, no. 4, 2014, pp. 546-559.
6. Some scholars argue that we can find similarities at the level of macro-cultures, such as saxon-ic or gallic cultures. See, for example, Galtung, Johan: "Structure, Culture, and Intellectual Style: An Essay Comparing Saxon-ic, Teutonic, Gallic and Nipponic Approaches", *Social Science Information*, vol. 20, no. 6, 1981, pp. 822-823. Others argue that similarities can be found between disciplines belonging to the same research tradition, such as human sciences, social sciences or natural sciences. See, for example, Brodin, Eva and Lindén, Jitka: "Doktorandens socialisation och akademiska identitetsutveckling" in Brodin, Eva; Lindén, Jitka; Sonesson, Anders and Lindberg-Sand, Åsa: *Forskarhandledning i Teori och Praktik*, Studentlitteratur, Lund 2016, pp. 128-132. Still others argue that academic disciplines is the most important level framing the knowledge within different research communities. See more on the role of disciplines below.
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8. Weng, Tsung-han: "On Becoming a Doctoral Student: Chinese Doctoral Students' Socialization of Capital and Habitus in Academia", *British Journal of Sociology of Education*, vol. 41, no. 4, 2020, p. 556.
9. Brodin, Eva: "Utveckling av kritiskt, kreativt och självständigt tänkande" in op. cit., Brodin, Eva; Lindén, Jitka; Sonesson, Anders and Lindberg-Sand, Åsa, see note 6, p. 155; Brodin, Eva, Lindén, Jitka, Sonesson, Anders and Lindberg-Sand, Åsa: "Lärande" in op. cit., Brodin, Eva; Lindén, Jitka; Sonesson, Anders

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  17. Gopaul, Bryan: "Applying Cultural Capital and Field to Doctoral Student Socialization", *International Journal for Researcher Development*, vol. 7, no. 1, 2015, pp. 46-62; op. cit., Weng, Tsung-han, see note 8.
  18. See, for example, op. cit., Austin, Ann E, see note 7; op. cit., Duff, Patricia A., see note 10; op. cit., Gardner, Susan K. et al., see note 5; op. cit., Geschwind, Lars and Melin, Göran, see note 9; Golde, Chris: "Entering Different Worlds: Socialization Into Disciplinary Communities" in Gardner, Susan K. and Mendoza, Pilar (eds.): *On Becoming a Scholar: Socialization and Development in Doctoral Education*, Stylus Publishing, Sterling, Virginia 2010, pp. 79-96; op. cit., Weng, Tsung-han, see note 8.
  19. Op. cit., Holley, Karri A., see note 5, p. 642. Emphasis by the author.
  20. Holley, Karri A.: "Understanding Interdisciplinary Challenges and Opportunities in Higher Education", *ASHE Higher Education Report*, vol. 35, no. 2, 2009, pp. 14, 62; Salter, Liora and Hearn, Alison (eds.): *Outside the Lines: Issues in Interdisciplinary Research*, McGill-Queens University Press, Buffalo, New York 1996, pp. 18-19.
  21. To what extent disciplines influence these aspects, is however intensely debated among scholars.
  22. Kjell Engelbrekt and Ulf Mörkerstam emphasizes how power relations within a field also influences the formulation of research problems. What is considered a 'good' and 'relevant' problem, they argue, is influenced by 'experts' in the field. See Engelbrekt, Kjell and Mörkerstam, Ulf: "Forskarutbildningen: Att forska är att inte distraheras" in Hagström, Linus; Bremberg, Niklas and Holmberg, Arita (eds.): *Att forska: Praktiker och roller inom samhällsvetenskapen*, Carlssons bokförlag, Stockholm 2016, p. 36.
  23. Franke, Anita and Arvidsson, Barbro: "Research Supervisors' Different Ways of Experiencing Supervision of Doctoral Students", *Studies in Higher Education*, vol. 36, no. 1, 2011, p. 13.
  24. Brodin, Eva: "Doktorandens skrivande" in op. cit., Brodin, Eva; Lindén, Jitka; Sonesson, Anders and Lindberg-Sand, Åsa, see note 6, pp. 197-199.
  25. Erikson, Martin G.: *Referera reflekterande: Konsten att referera och citera i beteendevetenskaperna*, Studentlitteratur, Lund 2009, p. 16. Quote translated by the author.
  26. *God Forskningssed*, Vetenskapsrådet, Stockholm 2017, pp. 25-26. See also Cilesiz, Sebnem and Greckhamer, Thomas: "Methodological Socialization and Identity: A Bricolage Study of Pathways Toward Quality Research in Doctoral Education", *Organizational Research Methods*, vol. 25, no. 2, 2022, p. 341.
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28. Kleber, Brooks E.: "History and Military Education: The U.S. Army", *Military Affairs*, vol. 42, no. 3, 1978, pp. 136-141; Morillo, Stephen and Pavokovic, Michael F.: *What is Military History?*, Polity Press, Cambridge 2008, p. 3.
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  30. Brodie, Bernard: "Strategy as a Science", *World Politics*, vol. 1, no. 4, 1949, p. 468.
  31. Dyer, M. G.: "Military History and War Studies in Canadian Universities", *Military Affairs*, vol. 33, no. 3, 1969, p. 385; Skaggs, David Curtis: "Michael Howard and the Dimensions of Military History", *Military Affairs*, vol. 49, no. 4, 1985, pp. 179, 181; *Journal of Strategic Studies: Aims and Scope*, Taylor and Francis Online, <https://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=fjss20>, (2022-07-26).
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  33. Åselius, Gunnar: "Krigshistoriens uppgång och fall: svensk officersutbildning, 1878-1900", *KKrVAHT*, no. 2, 2005, pp. 39-51.
  34. *Om akademien*, Kungl Krigsvetenskapsakademien, <https://kkrva.se/historik/>, (2022-07-26); *Handlingar och Tidskrift*, Kungl Krigsvetenskapsakademien, <https://kkrva.se/handlingar-tidskrift/>, (2022-07-26).
  35. Brehmer, Berndt: "Akademiseringen av officersutbildningen: Vad den handlar om och vad den är bra för", *KKrVAHT*, no. 2, 2011, p. 96; Hansson, Johan: "Officersutbildning för framtida krav – hur och med vilket innehåll?", *KKrVAHT*, no. 2, 2011, p. 100.
  36. Op. cit., Brehmer, Berndt, see note 35, pp. 96-97.
  37. At the time called the Swedish Defence University College.
  38. Op. cit., Hansson, Johan, see note 35, pp. 100-101.
  39. Op. cit., Åselius, Gunnar, see note 33, pp. 40-41, 47. There are, however, disagreements of when the first military academy was established. According to the Swedish Defence University, it was already in 1818. Försvarshögskolan: "Från artilleriläroverk till fullvärdig högskola", <https://www.fhs.se/om-forsvarshogskolan/om-oss/var-historia.html>, (2022-07-26).
  40. Brehmer, Berndt: "Introduktion" in Brehmer, Berndt (ed.): *Krigsvetenskaplig årsbok 2004*, Försvarshögskolan, Stockholm 2005, p. 3. Quote translated by the author.
  41. Honig, Jan Willem: "The Future of Military Strategy at Försvarshögskolan: An Attempt to Identify some Useful Fundamentals", *KKrVAHT*, no. 1, 2011, p. 155.
  42. Christiansson, Magnus: "Svensk Krigsvetenskap – igår, idag och imorgon", *KKrVAHT*, no. 4, 2012, p. 148; Nordlund, Peter: "Ekonomi – En krigsvetenskap?", *KKrVAHT*, no. 3, 2015, pp. 39-51; Kursplaner (on International Law).
  43. Petersson, Magnus and Ångström, Jan: "Krigsvetenskap som samhällsvetenskap" in Brehmer, Berndt (ed.): *Krigsvetenskaplig årsbok 2006*, Swedish National Defence College, Stockholm 2007, p. 134. See also, Zetterling, Niklas: "Krigsvetenskapens metoder" in op. cit., Brehmer, Berndt (ed.), see note 40, p. 111; Zetterling, Niklas: "Behovet av vetenskaplig skärpa inom krigsvetenskapen", *KKrVAHT*, no. 1, 2009, p. 80.
  44. Christiansson, Magnus: "A Few Notes on War Studies", *KKrVAHT*, no. 1, 2006, pp. 113-121; Öberg, Dan: "Militärfilosofi och dess betydelse för studiet av krig och krigföring" in op. cit., Brehmer, Berndt (ed.), see note 43, pp. 19-37.
  45. FHS Homepage etc.



46. Edström, Håkan and Petersson, Magnus: "Akademiseringen på avvägar? Utbildning och forskning i krigsvetenskap vid Försvarshögskolan", *KKrVAHT*, no. 2, 2013, p. 41. In 2022, the number of externally reviewed faculty had increased to almost 50 out of 140. FHS Homepage etc.
47. This can be understood as transdisciplinarity. See for example, op. cit., Brodin, Eva and Lindén, Jitka, see note 6, pp. 141-144; op. cit., Felt, Ulrike et al., see note 3; Holley, Karri A., see note 16, pp. 271-273.
48. Brodie, Bernard: *War and Politics*, Macmillan Publishing, New York 1973, p. 452.
49. For a discussion on the relationship between theory and practice, see for example, Angstrom, Jan: *International Relations Theory and the Problem of Internal Order after the Cold War*, dissertation, Department of War Studies, King's College, University of London, London 2006, pp. 19-21; George, Alexander L.: *Bridging the Gap: Theory and Practice in Foreign Policy*, United States Institute of Peace Press, Washington D.C 1993; Nye, Joseph S.: "Bridging the Gap between Theory and Policy", *Political Psychology*, vol. 29, no. 4, 2008, pp. 593-603. However, some researchers argue that there are problems with theory being too close to practice. For a general overview, see Jervis, Robert: "Bridges, Barriers, and Gaps: Research and Policy", *Political Psychology*, vol. 29, no. 4, 2008, pp. 572-577. For a discussion on theory as practice, see for example, Bilgin, Pinar: "Security Studies: Theory/Practice," *Cambridge Review of International Affairs*, vol. 12, no. 2, 1999, pp. 31-42; Devetak, Richard: "Theories, Practices and Postmodernism in International Relations", *Cambridge Review of International Affairs*, vol. 12, no. 2, 1999, pp. 61-76.
50. Axberg, Stefan and Brehmer, Berndt: "Kommentar till "Akademisering på avvägar?," *KKrVAHT*, no. 4, 2013, pp. 118-120. For a thorough discussion on the 'science of design', see Simon, Herbert A.: "The Science of Design: Creating the Artificial", *Design Issues*, vol. IV, no. 1/2, 1988, pp. 67-82. Similar discussions on War Studies can be found in the Nordic and Baltic states. See, for example, Jensen, Hans Siggaard: "Kommentarer" in *Den videregående officersuddannelse i det 21. århundrede: War Studies eller krigsvidenskab som kerneelement?*, Working Paper, Forsvarsakademiet 2007; Kristiansen, Tom and Olsen, John Andreas (eds.): "War Studies: Perspectives from the Baltic and Nordic War Colleges", *Oslo Files*, vol. 2, 2007.
51. For example, Professor Nils Marius Rekkedal and Professor Jan Ångström. Rekkedal was, however, later dismissed due to research misconduct/plagiarism.
52. Rekkedal, Nils Marius: "Nya utmaningar för militärteorin: Begrepp, metodkrav och några aktuella problemställningar inom militärteorin" in Brehmer, Berndt (ed): *Krigsvetenskaplig årsbok 2005*, Försvarshögskolan, Stockholm 2006, p. 112; op. cit., Petersson, Magnus and Ångström, Jan, see note 43.
53. Edström, Håkan and Petersson, Magnus: "Slutreplik: Seniorprofessorer på avvägar!", *KKrVAHT*, no. 3, 2014, p. 34.
54. See, for example, op. cit., Christiansson, Magnus, see note 44; op. cit., Zetterling, Niklas, see note 43; op. cit., Öberg, Dan, see note 44, p. 21.
55. Op. cit., Honig, Jan Willem, see note 41, p. 156.
56. Op. cit., Axberg, Stefan and Brehmer, Berndt, see note 50, p. 119. Quote translated by the author.
57. Op. cit., Brehmer, Berndt, see note 35, p. 98. This view is also often expressed by military officers about the military education as a whole. Magnus Haglund, for example, argues that 'I mån av utrymme kan – eller bör – utbildningen förstås även innehålla moment av mer akademisk inriktning, men huvudmålen [de militärprofessionella kunskaperna och färdigheterna] måste i första hand tillgodoses'. Haglund, Magnus: "Insatsförsvaret behöver en ny officersutbildning", *KKrVAHT*, no. 2, 2006, pp. 47-51. See also, op. cit., Christiansson, Magnus, see note 44, p. 117.
58. Op. cit., Christiansson, Magnus, see note 44, p. 113; op. cit., Christiansson, Magnus, see note 42, p. 148; op. cit., Edström, Håkan and Petersson, Magnus, see note 46, p. 44; op. cit., Petersson, Magnus and Ångström, Jan, see note 43, p. 133; op. cit., Zetterling, Niklas, see note 43, p. 111.
59. Op. cit., Edström, Håkan and Petersson, Magnus, see note 46, p. 44; op. cit., Honig, Jan Willem, see note 41, p. 158.
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- Petersson, Magnus, see note 46, pp. 40-41. Quote translated by the author.
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69. Felt, Ulrike et al., in op. cit., Brodin, Eva and Lindén, Jitka, see note 6, p. 134.
70. Op. cit., Brodin, Eva, see note 24, p. 197.
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