

Literature, Cognition and Emotions

Abstract

Literature engages us, and it highlights how our feelings, memories and identities are shaped by language and embedded in historical and cultural practices. As literary studies, linguistics, psychology and neuroscience embark on a shared investigation of literature along these lines, a new interdisciplinary conversation about the complexity of the human experience emerges. LCE proposes to create an environment where this conversation can take place at UiO. We envisage a hub for the exchange of ideas that builds on research-based teaching, international networks for both students and researchers and ambitious interdisciplinary projects that will put UiO on the map in this emergent field of research.

Participants:

ILOS:	Karin Kukkonen (Comparative Literature)	KK
	Stijn Vervaet (Slavic and East European Studies)	SV
	Kjersti Bale (Comparative Literature)	KB
	Tone Selboe (Comparative Literature)	TS
	Ljiljana Šarić (Slavic and East European Studies)	LjŠ
IKOS:	Reiko Abe Auestad (Japan Studies)	RAA
	Halvor Eifring (China Studies)	HE
Psychology:	Bruno Laeng (Neuropsychology)	BL
	Francisco Pons (Developmental Psychology)	FP
	Rolf Reber (Cognitive Psychology)	RR
	Ylva Østby (Neuropsychology)	YØ

Literature is a rich and complex body of knowledge about how we feel, think and experience the world. Its compelling stories, immersive worlds and moments of recognition take the human mind across cultural and historical boundaries, and its experiments in feeling, expressing and thinking continue to challenge and delight in the age of digitisation. Literature, conceived as “the most far-reaching and enduring instrument and vehicle of human thought” (Cave 2016, p.14), is the common ground on which scholars from literature, linguistics and psychology meet in the research group Literature, Cognition and Emotions. Ours is a joint endeavour investigating how language in its literary mode shapes our thoughts and feelings and how, in turn, literary texts come to life by engaging brains, minds and bodies.

Formed in 2016, the group has developed a successful culture of exchange between the disciplines at UiO. As a strategic priority in the Faculty of Humanities, in line with its *Strategic Plan 2020*, we propose to realise the potential of this exchange and

- (1) Establish an environment where literature and psychology unfold an understanding of the mind that is scientifically sound, culturally situated and phenomenologically rich
- (2) Create research projects that integrate methods, concepts and materials from the different disciplines involved and that have an international outlook
- (3) Implement a collaborative, innovative teaching package that motivates students of literature and psychology to pursue interdisciplinary literacy
- (4) Build a portfolio of innovation and outreach activities to mark societal relevance

As a dialogue between the disciplines, we build on existing disciplinary expertise in research, teaching and outreach in order to pursue the promise of interdisciplinarity and to prepare students for work environments where cultures of knowledge are in constant flux.

Research Component:

A genuinely new research field has emerged in recent years around the study of how literature expresses, shapes and reflects processes of thought and feeling (cp Zunshine 2015). Literature connects researchers from the two cultures of the sciences and the humanities in a new conversation, where psychology offers new tools for understanding the effects and relevance of literature in our lives and where literature with its multi-layered features challenges psychology to integrate methods ranging from neuroscience to phenomenological analysis.

We seek to develop a platform for research at the interface between literature and psychology, where projects are created that integrate methods and analyses from both cultures and where an interdisciplinary exchange of knowledge can emerge on practical and conceptual levels.

The researchers involved in this proposal bring together expertise in cognitive approaches to literature (KK, HE), cultural memory studies (SV), literature across media (KK, SV), the study of emotions in literature and history (KB, TS, RAA), the study of emotion in cognitive and developmental psychology (RR, FP), cognitive linguistics (LjŠ) and neuroscience (YØ, BL). Researchers from the group already transgress disciplinary boundaries, as literary scholars collaborate with reading scientists working empirically (KK) and psychologists with philosophers in historical and empirical aesthetics (RR) or musicologists (BL in RITMO).

The research work we engage in pursues trajectories of inquiry that examine three dimensions of emotional and cognitive engagements in literature across cultures, languages and media changes.

Emotions across Cultures and Languages

The ways in which we talk about and investigate emotions moves between the general (certain universal body-states that underpin basic emotions; Nummenmaa 2014) and the particular (different distinctions between emotions in different languages and different linguistic metaphors that describe them; Kövecses 2003). Literature, in many respects, draws on the particular in its linguistic and cultural embeddedness while, at the same time, it is thought to evoke the “big” emotions that all people share. Research connected to this trajectory investigates these tensions, as well as the relations between emotion, affect, mood and feeling as states of emotional involvedness.

Connected research:

- Reiko Abe Auestad – Affect in Modern Japanese Literature (related FriPro application 2017)
- Rolf Reber – Affective Sciences Group; Critical Feeling (FriPro application 2017)
- Francisco Pons – The Impact of Culture on Children’s Understanding of Emotions (FriPro application 2017)
- Tone Selboe – Romanens følelser
- Kjersti Bale – Acedia

Cultural and Cognitive Memory

The stories that we tell about ourselves are crucial for the ways in which we remember experiences and construct our private and social identities. Memory’s temporal dynamics goes hand in hand with these stories, as the literary imagination comes to inform personal templates of the self (Ricoeur 1992; Fivush et al. 2011) and as processes of social cognition shape cultural memory (Assmann & Assmann 1987).

Connected research:

- Stijn Vervaet – Literature as a medium of cultural memory, transnational memory

- (FriPro application 2017)
 Ljiljana Šarić – Metaphors and memory; manipulation of memory in discourse;
 Linguistic identity construction (FriPro application 2017)
 Ylva Østby – Mental time travel and episodic memory

Literature as a Lifeworld Technology

Fundamental aspects of the literary text can be considered to fulfil a particular role in our lifeworld. The long, written texts of novels enable sustained and extended cognitive engagements, while the complex nature of literary language leads to states of attentiveness and self-reflection. As the twenty-first century lifeworld changes toward digitisation, the question arises whether deep literary reading is still a cognitive process connected to literature on screen (Wolf 2016), what are the cognitive effects of digital, shallow forms of reading (Carr 2010) and whether teaching more literature might offer a countermeasure.

Connected research:

- Karin Kukkonen – Probability Designs: Literature and Predictive Processing
 Karin Kukkonen and Ylva Østby – Deep Thought Experiments: Literature, Memory and Mindfulness (FriPro application 2017)
 Halvor Eifring – Two Thousand Years of Mindwandering (FriPro application 2017)
 Bruno Laeng – Synaesthetic Perception

Literature, Cognition and Emotions will be an exceptional entry among the research groups that have formed in this field (1) through expertise across different cognitive modes (namely, memory, perception and emotions) in psychology and literature, (2) through researchers specialising across a range of Western and Eastern literatures and languages, and (3) through its attention to media changes in the contemporary lifeworld.

Funding from FPIII will allow us to build a research platform across these trajectories, where we can

- (1) Establish a workflow from the monthly *reading group* (as we already have it), where the group exchanges ideas and discusses the latest publications in the field, to *thematic workshops*, where shared topics such as “Memory and Memes” and “Rhythm in Prose and Music” (in collaboration with SFF RITMO) can be explored, to *project applications* being developed from them (and supported with targeted buyouts).
- (2) Create integrated research projects and apply for external funding. An example application is Deep Thought Experiments, developing a dialogue between theoretical work on mental experimentation in reading literature (KK) with empirical study on how such experimentation might connect to the configuration of autobiographical memory (YØ) and express itself in playful states comparable to meditation (HE). We have plans to develop further projects in this vein with the support of FPIII.
- (3) Start a vibrant exchange with researchers from other centres in this field through visiting fellows (for a full list of our collaboration partners worldwide, see p. 8-9).
- (4) Establish LCE as a leading research environment in the emergent field of cognitive literary study, where we already are well connected internationally and have a member in the steering committee of Cognitive Futures in the Arts and Humanities (KK).
- (5) Organise an annual LCE lecture to make us visible as a collaboration partner for larger project applications at UiO and beyond.
- (6) Employ a postdoctoral fellow with a research specialisation in one or more of the trajectories mentioned above (2019-2022).
- (7) Train the next generation of interdisciplinary scholars by inviting PhD students into the reading group and including them into developing projects.

Teaching Component

Literature, Cognition and Emotions will offer a teaching package that enhances existing courses at ILOS, IKOS and PSI with a range of teaching innovations and that motivates talented students to take a step across disciplinary boundaries.

The courses selected for our teaching package (see the next page for a full list) are taught by members of this proposal and address topics at the interface between literature and psychology. They already are part of the BA and MA programmes in Comparative Literature, Slavic and East-European Studies, Japanese, Chinese and Psychology. In working with the existing courses, we follow the decision of the ILOS board that the course portfolio at the department cannot be increased for the purposes of FPIII (see ILOS board minutes V12/4/17). These courses were chosen for their potential for interdisciplinary collaboration and for developing a varied yet coherent teaching programme. We propose the following teaching innovations to tap this potential:

- (1) Exchange teachers for individual sessions to give students alternative disciplinary perspectives. For example, our specialist on the neurological basis of memory (YØ) would teach a session in courses on cultural memory, and our specialist in cultural memory (SV) could contribute to the courses on cognitive memory. PSY2206 (Cognition, Emotions and Language) would gain a session taught by a cognitive linguist (LjŠ).
- (2) Establish cross-references between these courses, so that students can relate what they learn in a single course to the larger programme of the teaching package. Additionally, students from psychology come to be aware of relevant courses offered at ILOS and IKOS and vice versa.
- (3) Create a road to interdisciplinary literacy (on BA level) and a culture of meta-learning about the kinds of knowledge from different disciplinary perspectives (on MA level).
- (4) Develop formats for cases studies where the research skills and methods students have available complement each other (“jigsaw classroom” see Aronson & Patnoe 1997). An example could be a joint experiment design that involves a literary text as a stimulus, which would require students with empirical expertise and students with skills in close reading to work together.
- (5) Present special opportunities and motivations to talented students, such the MA supervision offer, idea labs or an essay competition with the winning entry featured on RR’s blog at Psychology Today.

On an individual level, we already collaborate on teaching. For example, KK taught a session on cognitive approaches to literature on PSY4304 last year. The real promise, however, lies in a larger teaching package where the multiple expert knowledge of teachers can be coordinated and students guided across a coherent set of courses and motivated to follow them. The support from “faglige prioriteringer”, making it possible workshops for teachers to collaborate in a sustained fashion, will be necessary to achieve this end.

Our approach opens existing courses to a larger student population, decreasing the risk of fluctuating student numbers and using the capacities of these courses more fully. The courses form part of existing study programmes that determine admission requirements and examination formats. To ensure the basic compatibility of our teaching offer with all teaching programmes at HF and PSY, we follow the established formats of the teaching track (“emnetråd”) on BA level and elective courses (“valgfrie emner”) on MA level.

BA Teaching Track: Interdisciplinary Literacy

PSYXXXX	Cognitive Psychology	Lecture with LCE Seminar
PSYXXXX	Cognitive Neuroscience	Lecture with LCE Seminar
LIT1302	Vestens litteratur, 1700-1900	Lecture with LCE Seminar

The first group of courses offers introductions to the basics of psychology and practices of literary analysis and interpretation. The subject-specific lectures are attended by a large part of the student population. We offer an additional seminar for these courses (to be coordinated by the postdoc) that highlights interdisciplinary dimensions. These seminars are the first meeting place for LCE students. They will then be recommended, according to their interests, one or several of the courses from the second group to continue with the teaching track.

LIT2300	Teoristudium	Seminar
LIT2320	Epokestudium	Seminar
LIT2340	Sjangerstudium	Seminar
KIN2300	Kinesisk Litteratur	Seminar
JAP2300	Japanisk Litteratur	Seminar
MØNA1300	Literaturforhold i Midøsten og Nord-Afrika	Seminar *
PSY2206	Cognition, Emotion and Language	Seminar
PSY2102	Social Cognition (Module on Immersion)	Seminar
PSYXXXX	Memory	Seminar

The second group of courses allows students to pursue more specialised interests in general literary topics (e.g. LIT2300 was taught as “Theories of Reading” in 2017), in non-Western literatures and in particular psychological phenomena. Courses offered at ILOS and IKOS will foreground issues of cognition and emotion and will feature sessions taught by psychologists, while courses offered at PSY will discuss the literary dimension and feature sessions taught by literary scholars. Students thereby gain literacy in research traditions and methods from another discipline.

MA Elective Courses: Meta-Learning

LIT4310	Teoristudium	Seminar
LIT4340	Tekststudium	Seminar
SLAV4000	Cultural Memory	Seminar
PSY4204	New directions in Emotional, Cognitive and Neurocognitive Development	Seminar
PSY4115	Current Topics in Social Psychology	Seminar

These courses offer theoretical and historical perspectives on the relation between minds and texts (e.g. LIT4310 will be taught as “Cognitive Literary Study” in 2018; LIT4340 has been taught as “Imitation of Life” or as “Melankoli” previously). The exchanges of teachers will introduce more advanced reflections on the different kinds of knowledge available on the shared topic of inquiry that is literature.

The elective courses will be complemented by a LCE supervision offer (see below).

* This course has been offered to our teaching package by collaborating teacher Stephan Guth, who is not part of the research component of this proposal.

NB. The Department of Psychology is currently revising its teaching curriculum. Courses without a course code are currently in development, led by members of this proposal.

Additional Offers for LCE students

We plan to develop a number of *podcasts and short videos* introducing core topics from psychology and literary study, which can be used to orient new students to the teaching package and to prepare students for seminars in the “flipped classroom” model (Abeysekara & Dawson 2015). It will also make the topics we work on more widely visible and accessible on our website. We already have experience with these formats, such as RR’s video explaining the Fechner-Weber Law or YØ’s PechaKucha on Stanislaw Lem and memory.

We will further enhance the existing courses by regularly inviting practitioners from various contexts in the work life. These practitioners will discuss professional paths between literature and psychology with students and serve as role models. In 2017, for example, Mette Steenberg, an expert in bibliotherapy from the Danish Læserforeningen, visited LIT2340. Journalists from *Klassekampen* or *Morgenbladet*, where YØ has established contacts, could be invited to sessions to comment on current issues, such as the debate around the novels by Vigdis and Helga Hjorth. We will also invite authors and publishers. These sessions with invited practitioners are situated in individual courses but will be open and advertised to all students on LCE courses. We plan to invite about five practitioners in each academic year.

Supervision Offer for MA Students

LCE will make special supervision available for students who intend to write their MA thesis on a topic at the interface between literature and psychology. We offer

- (1) consultation on which courses from the electives would be suitable to develop their interest at the beginning of their MA studies;
- (2) a pool of expert supervisors (and examiners) for these interdisciplinary projects;
- (3) a two-day writing workshops for MA students to boost their thesis progress with exchanges on models of interdisciplinarity and successful writing practices;
- (4) 5 stipends a year for writing an MA thesis on a topic related to LCE. The stipends start in 2020, when the first group of students from the elective courses begin their theses.

This supervision offer is intended to encourage talented students to engage with the ground-breaking potential of interdisciplinary research and to enable them to master its challenges.

LCE for students at HF

The immediate pool of students at BA/MA-level for recruitment to our teaching package include ILOS students pursuing literature-related degrees, IKOS students in Japanese, Chinese and Arabic and psychology students. The teaching package will however be available to students from all departments at the Faculty of Humanities and the department of Psychology, and the introductory seminars will be promoted widely. Teachers involved in our teaching package will recommend the BA teaching track and the MA supervision offer to talented students, inviting them to take a step across disciplinary boundaries. We have already received confirmation that our MA elective courses will be possible options advertised to MA students in Nordic Literature (ILN) and in Classics (IFIKK).

International LCE

In addition to the teaching package at UiO, we will provide a catalogue of study abroad options. In particular, we plan to build on the ERASMUS exchange programme to give

students access to further expert teachers in this emerging field. Relevant agreements include Innsbruck (AT), Helsinki (FI) and the Catholic University of Lisbon (PT). We also have plans to set up further ERASMUS agreements for the purposes of Literature, Cognition and Emotions, for example, with Utrecht University (NL), RWTH Aachen (DE) and Goethe University Frankfurt (DE), where we already have excellent informal contacts

PhD-level Education

With the enhanced courses and the MA supervision offer, we intend to prepare a new generation of researchers for interdisciplinary work. Students completing a master thesis in the LCE programme will provide an excellent pool of candidates for the PhD positions that we hope to gain through applications for projects and for an Innovative Training Network. Current PhD-students with an interest in our topics will be invited to join the reading group, where they will be part of a regular discussion of the latest research literature in the field and can present draft versions of their own work.

In 2023, we will also organise a Summer School in Literature, Cognition and Emotions with invited speakers and fellowships to support graduate students from abroad.

Strategic Goals

The study of literature, taken in its full complexity as a cultural, cognitive and emotional phenomenon, has signal contributions to make to how we understand our emotions and those of others, how we develop patterns of identity and memory, and how we negotiate cultural practices in the digital lifeworld. A platform for research in Literature, Cognition and Emotions will therefore enable us to create projects that respond to the “societal challenges” identified by the White Paper on the Humanities (“Humaniorameldingen” Meld.St. 25 2016-2017) and to intervene in scholarly and public debates. The research component of our proposal suggests investigations highly relevant to all the three “challenges”, namely, Integration, Migration and Conflict (through trajectories 1 and 2), Climate, Environment and Sustainability (through trajectory 2 and the connections between cultural memory and sustainable heritage discussed in the White Paper p. 98-101) and Large Technological Shifts (through trajectory 3).

Additionally, the White Paper highlights the need to open the humanities for interdisciplinary work. Indeed, “[Research environments in the humanities] should also take the initiative and lead large interdisciplinary projects where this is necessary” (Meld.St. 25 2016-2017, p. 68). We propose to build the kind of platform on the interdisciplinary study of literature that enables us to design projects that answer such calls for humanities to take the lead. LCE is designed to become one of the “world-leading research groups” comparable to those assessed in the Norwegian Research Council’s “Evaluation of the Humanities in Norway”, with extensive collaborations with international partners and the recommended “consistent opportunities” for early-career researchers and established scholars to work together (HUMEVAL 2017, p. 8)

Our interdisciplinary outlook, and possible applications in work on bibliotherapy and mental health, will enable applications in programmes usually not targeted to humanities researchers, especially on EU-level. At the UiO, our research platform could also become a natural collaboration partner at HF for the research priority in Life Sciences (*UiO: Livsvitenskap*).

Our teaching package develops students’ interdisciplinary literacy and meta-learning. It thus gives them an edge as knowledge workers in a world where disciplinary boundaries are shifting. The teaching package on BA and MA level is an offer for the most talented students,

motivating them to pursue more ambitious lines of learning. It responds directly to the need for special incentives and “talent programmes” discussed in the White Paper (Meld. St. 25 2016-2017, p. 31-33) and “the specific excellence programmes” suggested in the report from the Strategic Advisory Board at the University of Oslo (p. 21). Our teaching package could serve as a pilot for developing such programmes from existing courses in the future.

Interdisciplinarity and Potential for Innovation

With psychologists and scholars from HF featured in each of the trajectories outlined in the Research Component, we expect *new protocols for collaboration* to emerge.

Great potential for innovation exists in the interface between reading literature as a cultural practice in the digital age and debates around emotions and identities in today’s public sphere. This potential will be explored through *idea labs* organised by master students that bring together LCE students, researchers and practitioners. These annual idea labs will explore how research from LCE can take a life of its own in the world beyond academia. Topics we have discussed already are “smart memory” (work on cultural and cognitive memory could be discussed for its potential to inspire new literature-related memory or diary apps) and “literary habitats” (work on how and where we read literature could be discussed together with librarians and furniture designers). Matt Hayler from the Ambient Literature project and librarian Signe Brandsæter, who is involved with the creation of the reading lounge at the UiO Library, have confirmed their interest to participate in such an idea lab.

We also plan to develop the *teaching innovations* outlined above (p.4).

Potential for External Financing

Members of Literature, Cognition and Emotions are already very active in applying for external funding with seven ongoing FriPro applications (RAA, HE, KK/YØ, FP, RR, LjŠ and SV) and one ongoing NOS-HS workshop application (KK). Two candidates, one from Germany and one from Italy, have submitted an application for a MSCA-Grant to join the research group in 2018 (with KK as host for one candidate, and RR for the other).

We have set aside five 25% buyouts and five 50% buyouts, depending on the project size, for preparing ten applications in 2019-2023. In Norway, our interdisciplinary constellation opens the possibility to apply for the FINNUT scheme and FriPro BIOMED in addition to FriPro HUMSAM and SAMKUL. In the Horizon2020 framework, relevant funding lines are “Europe in a Changing World” and “Health, Democratic Change and Well-Being”. We will also pursue ERC, MCSA and ITN applications and plan to become competitive candidates for a Centre of Excellence (SFF). For applications on the European stage, international networks of interdisciplinary expertise are necessary. We plan to enhance our existing international collaborations with a visiting fellowship scheme in 2019-2023. The following institutions and individuals have all confirmed their participation in our visiting fellowship scheme:

Interacting Minds Centre (Aarhus, DK), Literature and Emotions group (Helsinki, FI), Neuroaesthetics and Neurocultures (Amsterdam, NL), Utrecht Forum for Memory Studies (Utrecht, NL), CogLit group (Ghent, BE), Max Planck-Institute for Empirical Aesthetics (Frankfurt, DE), The Frankfurt Memory Studies platform (Frankfurt, DE), Cognitive Literary Studies (Aachen, DE), Cognition and Poetics (Osnabrück, DE), NewHums (Catania, IT), Culture, Translation and Cognition (Lisbon, PT), Science / Literature (Paris III, FR), Centre

for Digital Culture (Birmingham, UK), Hearing the Voice (Durham, UK), Reading Other Minds (Oxford, UK), Centre for Embodied Cognition, Creativity and Performance (Stony Brook, US), Literature and the Mind (Santa Barbara, US), Mind, Brain, Evolution and Culture (Macquarie, AUS) // Barbara Dancygier (British Columbia, CA) and Mikhail Gronas (Dartmouth, US)

Potential for Societal Impact

We have agreed on an outreach partnership with Litteratur på Blå, a weekly literature conversation in central Oslo, which has been running since 2007. Once a semester, LCE will be featured on the programme with events developed between us and the organisers of Litteratur på Blå. An ongoing conversation with the public thus gains space to unfold over the course of five years. The events are recorded as podcasts and made available on the website of Litteratur på Blå. In addition to the regular events at Litteratur på Blå, we also envisage thematic conversations (for example with visiting scholars) at the Oslo Literature House.

We will present our research at the yearly “Faglig-pedagogisk dag” at UiO, showcase the relevance of our work, for example on the role of emotions in learning or on the effects of digitisation for the teaching of literature, and build further connections with school teachers. The LCE website will build up a portfolio for outreach with blog-entries on ongoing research, links to our teaching videos and podcasts from our events.

The neuroscience revolution has placed the brain centre-stage in the public imagery. This shapes how we think about ourselves in terms of work patterns, self-improvement and social change. As the translation of Catherine Malabou’s *What Should We Do With Our Brain?* into Norwegian indicates, a debate is arising and we participate in it. YØ has reviewed the book for *Klassekampen* and KK will be part of a conversation with Malabou herself in January. LCE stands to make a substantial societal impact by putting discourses around the brain into conversation with the complex perspectives that arise from inhabiting literary lifeworlds.

Schedule for Teaching and Research Activities

Since we build on the existing activities of the research group, we are able to begin the Research Component immediately after the start of FPIII period. We will set up and advertise the teaching component in spring 2019 and start with the BA teaching track, the MA elective courses and the MA supervision offer in the autumn term of 2019. KK is the convenor of this proposal; its coordination in 2019-2023 may rotate to other group members, depending on research leaves and buyouts from research projects.

The applications for long-term funding in the SFF and ITN formats are intended to provide a framework for sustaining our research activities beyond 2023. A permanent position connected to Literature, Cognition and Emotions has been approved by the board of ILOS. The position will be openly announced and start in 2022. The LCE Associate Professor will be responsible for continuing the teaching component beyond 2023.

The legacy of Literature, Cognition and Emotions for HF will include a teaching package for students at BA and MA level at UiO, digital teaching materials that can be made available to other universities in Norway and beyond, and a possible piloting of talent programmes. The LCE research platform will lay a solid foundation for researchers from HF to design competitive projects that have a footing in both interdisciplinary and international contexts.

Plans for Benchmarking

The benchmarking will be directed by our three most ambitious goals: (1) building a platform for research (2) developing a teaching programme and (3) preparing for a Centre of Excellence (SFF) application.

Prof. Andreas Roepstorff (Director of IMC), Prof. Kay Young (Director of Literature and the Mind) and Prof. Anne Danielsen (Co-Director of the Centre of Excellence RITMO) have agreed to join the advisory board for Literature, Cognition and Emotions.

The Interacting Minds Centre took its beginning with an interdisciplinary research initiative funded by the University of Aarhus (2012-2016). From a format that is similar to HF's strategic priorities, IMC has developed into an interdisciplinary centre with associated researchers from a broad range of departments and a portfolio of on-going research projects, supported by traditional funding bodies but also by innovative partnerships with the industry (such as for example the Playtrack project funded by the LEGO Foundation). In order to develop a research platform sustainable in the long run, we will consult with IMC.

The "Literature and the Mind" programme at University of California, Santa Barbara, offers an undergraduate specialisation, a graduate programme (at MA level), as well as symposia and group activities for students. Courses from English Literature, Comparative Literature and Psychology are featured on the undergraduate programme, offering a specialisation credit that is akin to an honours programme. The programme has been running since 2007 and student figures in recent years are around 20-25 (BA level) and 4-7 (MA level). The "Literature and the Mind" programme serves for us as a model regarding the student numbers and the degree of student involvement we hope to achieve.

The Centre of Excellence SFF RITMO has recently started its work at UiO, combining the humanistic investigation of aesthetic expression (in this case music) with research from psychology, neuroscience and also computer sciences. In the course of FPIII, we plan to write a Centre of Excellence application for LCE and to learn from the experiences made by RITMO for our own preparative moves.

In 2021/2022, we will arrange for benchmarking. At this point, we will have had two years of visiting fellows and workshops on the research component and, hopefully, the first successes with funding applications. On the teaching component, the first cohort of MA students will have completed their thesis and the first cohort of BA students will have gone through the teaching track. The Associate Professor will take up his/her work in January 2022, and the reflections of the benchmarking process make a good entry point.

In particular, we plan a benchmarking workshop with members of the advisory board then in order to take stock of our development and to discuss improvements and adjustments for the research platform, the teaching programme and funding applications.

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Budsjett faglige prioriteringer 2019-2023

Legg inn tekst, årsverk og beløp i de gule inputfeltene. Beløp blir automatisk beregnet på bakgrunn av gjennomsnittlige lønnstrinn. Lønnsøkning er inkludert. For rekrutteringsstillinger blir det brukt rundsum.

Institutt:	ILOS
Fagområde:	Literature, Cognition and Emotions
Beskrivelse:	Prioritert område

Aktivitet	Beskrivelse	Hva legges inn?	2019	2020	2021	2022	2023
Professor	Frikjøp (søknadsskriving samt for koordinator)	Legg inn årsverk	0,6	0,6	0,6	0,6	0,6
1. amanuensis		Legg inn årsverk					
1. amanuensis	Vil bli videreført av ILOS	Legg inn årsverk				1	1
Lektor		Legg inn årsverk					
Prof II		Legg inn årsverk					
Postdok	4 år	Legg inn årsverk	1	1	1	1	
Stipendiat		Legg inn årsverk					
Adm.støtte	Vit.ass.	Legg inn årsverk	0,2	0,2	0,2	0,2	0,2
Drift 1	10 workshops	Legg inn beløp	214 000	214 000	214 000	214 000	214 000
Drift 2	Årlig LCE Lecture	Legg inn beløp	15 000	15 000	15 000	15 000	15 000
Drift 3	Gjesteforskerstipend	Legg inn beløp	192 000	192 000	192 000	192 000	192 000
	Teaching component						
Drift 5	Workshops for å koordinere undervisningen		12 000	12 000	12 000	12 000	12 000
Drift 6	Skrive-workshops for MA-studenter		20 000	20 000	20 000	20 000	20 000
Drift 7	25 inviterte praktikere		75 000	75 000	75 000	75 000	75 000
Drift 8	Sommerskole for ph.d.-kandidater						100 000
Drift 9	Materiale for digital undervisning		22 000	22 000	22 000		
Drift 10	MA-stipend			100 000	100 000	100 000	100 000
	Outreach and Innovation Component						
Drift 11	Litteraturhuset		15 000	15 000	15 000	15 000	15 000
Drift 12	Idélaboratorier		11 000	11 000	11 000	11 000	11 000
	Benchmarking						
Drift 13	Benchmarking workshop med honorar				60 000		

Egenandel	Beskrivelse	Hva legges inn?	2019	2020	2021	2022	2023
Professor	Frikjøp for søknadsskriving	Legg inn årsverk	0,4	0,4	0,4	0,4	0,4
1. amanuensis		Legg inn årsverk					
1. amanuensis		Legg inn årsverk					
Lektor		Legg inn årsverk					
Prof II		Legg inn årsverk					
Postdok		Legg inn årsverk					
Stipendiat		Legg inn årsverk					
Adm.støtte	Studieadm. og generell admin. ILOS	Legg inn årsverk	0,2	0,2	0,2	0,2	0,2
Annet 1		Legg inn beløp					
Annet 2		Legg inn beløp					

	2019	2020	2021	2022	2023	Sum
Professor	618 555	634 019	649 870	666 117	682 769	3 251 331
1. amanuensis	0	0	0	0	0	0
Lektor	0	0	0	0	0	0
Prof II	0	0	0	0	0	0
Postdok	864 664	886 281	908 438	931 149	0	3 590 532
Stipendiat	0	0	0	0	0	0
Adm.støtte	119 771	122 766	125 835	128 981	132 205	629 557
Drift	576 000	676 000	736 000	654 000	754 000	3 396 000
Sum søknad	2 178 991	2 319 066	2 420 143	2 380 246	1 568 975	10 867 420
Professor	371 133	380 412	389 922	399 670	409 662	1 950 798
1. amanuensis	0	0	0	0	0	0
Lektor	0	0	0	0	0	0
Prof II	0	0	0	0	0	0
Postdok	0	0	0	0	0	0
Stipendiat	0	0	0	0	0	0
Adm.støtte	119 771	122 766	125 835	128 981	132 205	629 557
Annet	0	0	0	0	0	0
Sum Egenandel	490 905	503 177	515 757	528 650	541 867	2 580 355
Totale kostnader	2 669 896	2 822 243	2 935 899	2 908 897	2 110 841	13 447 776