

ST JOHN'S COLLEGE, OXFORD

Balzan Postdoctoral Research Fellowships

Further particulars

Applications are invited for two Balzan Postdoctoral Research Fellowships at the St John's College Research Centre in Oxford University. The successful applicants will participate in the project "The Balzan Interdisciplinary Research Seminar: Literature as an Object of Knowledge", directed by Professor Terence Cave. An outline of the project is appended.

Candidates must recently have completed a doctorate in an area relevant to the project. They will be expected to propose and carry out, during the tenure of the Fellowship, an individual programme of research leading to a monograph (or research publications of equivalent length) in one of the following areas: (i) historical approaches to literature as an object, vehicle and instrument of knowledge; (ii) cognitive approaches to literature. The word "literature" may be interpreted widely to include, for example, the construction or imagination of alternative worlds, texts on the borderline between literature proper and other kinds of discourse, non-literary materials read in a literary perspective, and potentially also fictions in other media such as film. Applications are welcomed not only from candidates in literary studies but also from candidates in philosophy, cognitive psychology or one of the branches of cognitive linguistics, provided that their work engages centrally with questions raised by the project.

Successful candidates will be expected to participate positively in all relevant activities of the project and should be willing to share in the planning and organisation of those activities.

Each Fellowship will be for a fixed term of three years since it is funded by a specific grant. The stipend will be on the incremental scale £28,983 - £30,747 per annum and comes with limited dining and lunching rights at St John's College. The Fellows will each have an office in the Research Centre; standard computing equipment is provided, and the Balzan Seminar Fund will cover costs of research travel as required by the project.

For general information about the College and the Research Centre, please visit our website at www.sjc.ox.ac.uk.

Applicants should send a covering letter, curriculum vitae, list of publications and a statement of no more than five pages outlining their proposal for a programme of postdoctoral research within one of the areas indicated above. They should send an original plus six copies of their application, which must be received by hardcopy (please note that overseas candidates need submit only one copy). Emailed applications are not acceptable.

Applications must arrive in College on or before 12th March 2010. Applications received after this date will not be considered. The start date will be 1st October 2010,

although later starting dates are negotiable. Informal enquiries may be made to Terence Cave (terence.cave@sjc.ox.ac.uk).

Applicants should also arrange to have three letters of recommendation sent by 12th March 2010 to the address below:

The Academic Administrator
St John's College
Oxford
OX1 3JP
UK.

E-mailed references (academic.administrator@sjc.ox.ac.uk) will be accepted if they are sent in the form of a scanned copy of a letter which must include a signature.

Candidates who wish a referee or referees to be approached only with their specific permission and/or if they are being called for interview on the final shortlist or are in receipt of a conditional offer are asked to state such requirements explicitly alongside the details of the relevant referee(s).

The appointment will be subject to the provision of proof of the right to work in the UK. Applicants who would need a work visa if appointed to the post are asked to note that under the UK's new points-based migration system they will need to demonstrate that they have sufficient points, and in particular that:

(i) they have sufficient English language skills (evidenced by having passed a test in basic English, or coming from a majority English-speaking country, or having taken a degree taught in English)

and

(ii) that they have sufficient funds to maintain themselves and any dependants until they receive their first salary payment.

Further information is available at:

<http://www.ukba.homeoffice.gov.uk/workingintheuk/tier2/generalarrangements/eligibility/>.

St. John's College exists to support excellence in education and research, and subscribes to the University of Oxford's policy statement concerning equality of opportunity. This states that "No prospective or actual student or member of staff will be treated less favourably than any other, whether before, during or after their study or employment at the University of Oxford on one or more of the following grounds, except when such treatment is within the law and determined by lawful requirements: age; colour; disability; ethnic origin; marital status; nationality; national origin; parental status; race; religion or belief; gender; sexual orientation; or length or type of contract (e.g. part-time or fixed-term)."

All data supplied by applicants will be used only for the purposes of determining their suitability for the post¹ and will be held in accordance with the principles of the Data Protection Act 1998 and the University's Data Protection Policy.

¹ But NB if the appointee to the post is a migrant sponsored under the UK's new points-based migration system, we are required to retain the applications of all shortlisted candidates for the duration of the sponsorship or for one year, whichever is the shorter.

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ST JOHN'S COLLEGE RECRUITMENT MONITORING

The policy and practice of the College require that entry into employment with the College and progression within employment will be determined only by personal merit and the application of criteria which are related to the duties of each particular post. Subject to statutory provisions, no applicant or member of staff will be treated less favourably than another because of his or her gender, marital or civil partnership status, sexual orientation, religion or belief, racial group, age or disability. In all cases, ability to perform the job will be the primary consideration. Completion of this form is voluntary. If you choose to do so, please return the form to the **Academic Administrator, St John's College, OX1 3JP.**

Any information given will be used only to support the College's equal opportunities policy and in accordance with the principles of the Data Protection Act 1998. It is not part of the selection process and will not be seen by any person interviewing you for employment. The information you give will be retained only for statistical purposes and will not be linked to your name. But NB if the appointee to the post is a migrant sponsored under the UK's new points-based migration system, we are required to retain all applications for the duration of the sponsorship.

Please answer the questions by ticking as appropriate.

1. **Are you** Female Male
2. **Do you have a disability?** If yes, please answer question 3. Yes No

3. Please tick one or more boxes to describe your disability

- | | |
|---|--|
| <input type="checkbox"/> Blind/partially sighted | <input type="checkbox"/> Dyslexia |
| <input type="checkbox"/> Deaf/hard of hearing | <input type="checkbox"/> Mental Health difficulties |
| <input type="checkbox"/> Wheelchair user | <input type="checkbox"/> Unseen disability (e.g. diabetes) |
| <input type="checkbox"/> Other mobility impairments | <input type="checkbox"/> Other (please describe)..... |

4. Nationality Please tick one box only.

- UK Other EC Other (please specify).....

5. How long have you lived in the UK? Please tick one box only

- I do not currently live in the UK I have always lived in the UK
- <1 year 1-4 years 5-10 years 11-20 years 21+years

6. Age Please tick one box only

- 18-25 26-30 31-35 36-40 41-45 46-50 51-55 56+

7. Please tick one box only to describe your ethnic origin

(Ethnic origin questions are not concerned with nationality, place of birth, or citizenship. They are concerned with colour and ethnic group. Citizens of any country may belong to any of the groups indicated. The ethnic categories used here are based on the 2001 census of the population and are those required by the Higher Education Statistics Agency.)

- | | | |
|---|---|----------------|
| White | Black or Black British | Chinese |
| <input type="checkbox"/> British | <input type="checkbox"/> Caribbean | Chinese |
| <input type="checkbox"/> Irish | <input type="checkbox"/> African | |
| <input type="checkbox"/> Any other White background | <input type="checkbox"/> Any other Black background | |

Please specify.....Please specify.....

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|---|---|------------------------------------|
| Mixed | Asian or Asian British | Other ethnic group |
| <input type="checkbox"/> White and Black Caribbean | <input type="checkbox"/> Indian | <input type="checkbox"/> Any other |
| <input type="checkbox"/> White and Black African | <input type="checkbox"/> Pakistani | Please |
| specify..... | | |
| <input type="checkbox"/> White and Asian | <input type="checkbox"/> Bangladeshi | |
| <input type="checkbox"/> Any other mixed background | <input type="checkbox"/> Any other Asian background | |

Please specify.....Please specify.....

The Balzan Interdisciplinary Seminar
Literature as an Object of Knowledge
Project Director: Terence Cave

I Preliminary Synopsis

The primary aim of the project is to explore the value of literature itself as an object of knowledge, and more specifically the cognitive value of literature in relation to other kinds of discourse.

The project will seek to encourage specialised individual research programmes that fall within this perspective, in particular research that illuminates or foregrounds the place of literary study in the interdisciplinary spectrum. It will also organise workshops and discussion groups in which those interdisciplinary issues will be collectively explored and debated with the cooperation of colleagues from non-literary disciplines. The twin themes of knowledge and cognition will provide a focus for discussions: the word "cognitive" is used differently in different disciplines, but it nevertheless signals a set of common concerns.

The project will be structured in such a way as to establish a core team of individuals who are committed to the project and its aims in the longer term. These will in their turn seek to involve others working in suitable interdisciplinary fields for attendance at workshops, discussion groups and the colloquium, under the general guidance of the Director. The specific research programmes of individuals will be respected but will be used as test-cases or illustrations of the broader interdisciplinary issues raised by the project.

There will be two principal sub-themes: (i) historical approaches to literature as an object, vehicle and instrument of knowledge (with particular reference to the early modern period); (ii) cognitive approaches to literature.

The word "seminar" has been used in the title to indicate the ongoing heuristic nature of the project. The core of the project's work will lie in discussions within groups and between individuals designed to foster a sharper awareness of the issues that are at stake and to explore new directions in the understanding of literature as an object and vehicle of knowledge within the broader framework of the humanities.

It is anticipated that the project will comprise a Senior Advisory Panel, two post-doctoral Balzan Research Fellowships, four short-term Balzan Research

Lectureships, and a number of discussion groups; there will also be a programme of individual visits and exchanges.

II Detailed Project Description

1. Aims and scope of the project

The title of the project is designed to provide a single overarching frame for an enquiry that addresses

- a public question about the status and validity of literary study
- a timely conceptual issue within the field of literary studies that implies a relation to other disciplines
- a set of specialised individual sub-projects

2. The public question

The project title may be rephrased as a public question in the following form: “What are the nature and value of literature as an object of knowledge in the interdisciplinary spectrum?” Literary study remains one of the core disciplines in the humanities, but its status as an academic subject needs constantly to be reassessed and justified in an era where universities are increasingly being pressed to demonstrate the public utility of their research and teaching. The question necessarily has an interdisciplinary character, both because literary study is institutionally defined as one of a peer group of studies in the humanities and because it overlaps at many points with adjacent studies within that group (linguistics, philosophy, history, social studies). In sub-groupings such as classical studies, cultural studies and European studies, those interdisciplinary connections are more overtly institutionalised: people who study “classics” are likely to study historical, linguistic, literary and philosophical phenomena in varying degrees and combinations.

The phrase “object of knowledge” in the project title refers, then, in the first place, to the academic pursuit of knowledge, of which literature constitutes one object among others.

“Literature”, in turn, is defined here loosely as the primary set of materials studied in departments of English literature, modern languages and classics. In recent years, the exclusive literary canon of great works presented as an object of knowledge and study by such departments has been replaced by a wider and looser set of materials which may include products of the media (film, television drama and documentary, etc.) and para-literary documents (social and ideological tracts, quasi-scientific discourse from earlier periods, biographical materials, etc.). That broadening is neither denied nor ignored by the project; the word “literature” should thus be interpreted in an inclusive sense. However, its use is intended to reflect the fact that most academics who work in this area still regard literary works as central to their discipline and are likely to have chosen their academic affiliation because they were especially interested in literary artefacts and skilled in their study and interpretation.

According to a commonly-held conception, literature belongs to the category of entertainment, the non-serious, the non-practical, the non-real. Such a view is often encountered even within the academic world: some colleagues regard literary study as “soft” because reading literature is something one does (if one does it at all) in one’s leisure hours, and because literary discourse lacks the rigour of scientific and philosophical discourse. In this way, literary study incurs the same kind of suspicion that is widely generated by film studies, not to mention sports studies, cooking studies, and the like. These dismissive views may seem trivial, but they are persistent; one could regard them as the present-day equivalent of Plato’s strictures on poetry. They can also make a perceptible impact on decisions about the relative funding of subjects in universities. Those of us who continue to believe in our subject need to produce and disseminate powerful arguments for its epistemological and cognitive value.

3. A timely conceptual issue: cognitive methodologies in literary study

The potential interest of literature as an object of knowledge begins to be apparent when one unpacks and extends the phrase “object of knowledge”. In such a perspective, it is natural to explore the sense in which a literary work may be (or be presented as) a *vehicle* of knowledge or, potentially, an *instrument* of knowledge. It is also evident that, while “knowledge” is the presumed outcome of such an enquiry, the enquiry itself is a process, a particular way of thinking, and that literary works (or

groups of works) may themselves be considered as vehicles or instruments of thought. One may thus replace the word “knowledge” in all three instances with “thought” (literature as an object, vehicle and instrument of thought). The six resulting phrases could then be re-encapsulated in the catch-phrase “Thinking with literature”, or again in the notion of a cognitive approach (or set of approaches) to literary study. It will be noted that the notion of “literary theory” is avoided here, for reasons which will shortly become apparent.

The value of the phrase "thinking with literature" is that, economically and effectively, it reverses the conception of literature as lying outside the realm of serious thought and argument. It presupposes that literature is in various ways a valid vehicle, instrument or object of thought and knowledge, even though it doesn't specify exactly in what ways. It's a slogan, a rallying-cry, the verbal equivalent of a logo.

As for the notion of a cognitive approach, the use of the word “cognitive” to designate a specific scientific approach or set of scientific objectives has become widespread in recent decades, colonising a whole series of different disciplines. Beginning in cognitive neuroscience (the study of the interface between brain physiology and mental functioning), it has been appropriated by anthropology (cognitive approaches to evolution), psychology (where it now represents a major challenge to “depth” psychology and psychoanalysis), linguistics (the various branches of cognitive linguistics) and philosophy (the rehabilitation of theory of mind, especially in regard to communicative uses of language), to name only the most striking success stories. It has also gained ground, since the 1980s, in media studies and to a lesser extent in literary studies, but without as yet becoming a major issue of debate.

This reluctance of literature specialists to investigate the interest of a cognitive approach can be ascribed in large measure to the history of literary study in the last fifty years. Powerfully reenergised from the late 1950s by new conceptual models from linguistics and anthropology (“structuralism”), literary study moved into an era of what is often loosely called “theory”, an attempt to give it scientific or philosophical status and rigour by clarifying both its ontology and its formal properties or poetics. Crucially, it adopted a view of language as prior to thought. Everything according to that view happens in language, so that it is vain to look for

extra-linguistic entities such as the author, the mind, or for example the “work” as the product of an author’s mind: everything was “text”. The psyche was admitted as an entity “structured like a language” (Lacan), allowing a proliferation of post-Freudian analyses of literature. The preference for a synchronic model, relegating the diachronic to the realm of trivial contingency, was also a key part of this agenda, although revisionist conceptions of history also began to gain ground in later decades of the twentieth century, in particular thanks to the work of Michel Foucault. The pluralisation of these models and the advent of socially and ethically oriented models of literary study (gender studies, postcolonialism) has turned literary “theory” in this sense into the loosest of categories, yet it still features as a major point of reference in many university courses, where master’s students are taken through the canon of later twentieth-century “theorists” and are expected to become familiar with key arguments and insights from the writings of Barthes, Genette, Lacan, Derrida, Foucault and the like. Cognitive approaches, as far as I know, do not feature in that canon, and the combined weight of those earlier models would be enough to undermine in advance the very *modus vivendi* of cognitivist research, namely an interest in the thought-processes implied by the strangely elaborate alternative languages and worlds that humans have invented, and thence in the functional and cultural value of those thought-processes.

One of the primary objectives of the project “Literature as an object of knowledge” is to review existing attempts to apply cognitive methodologies to literature, to give momentum to such work, to advertise its value and to extend its range. This is self-evidently an interdisciplinary enterprise, not only because literary specialists need a precise sense of how cognitivist research is conducted in other disciplines, what its objectives and pay-offs are, but also because powerful work is currently being done in linguistics, philosophy and psychology on phenomena that are either specifically literary (narrative and genre theory) or potentially literary (metaphor and irony), or that provide suggestive models for literary study (children’s imagination, their understanding of fictions and other counterfactuals, their ability to construe a speaker’s intention). The next generation of students in literary studies need to familiarise themselves with this work, which seems at least as promising for the future of their subject as the theoretical models they are currently being offered.

A reservation needs to be noted here. The word “cognitive” generally presupposes rational, conscious, ordered and efficiently function-oriented mental activity; this is very clearly the case, for example, for the branch of linguistics known as cognitive pragmatics (relevance theory). Such a conception might seem to exclude important aspects of literary discourse. Similarly, cognitivist research tends to focus on here-and-now exchanges between living subjects, on operations within the world of immediate pragmatic action, whereas literary works are for the most part large aggregates of language which, having originated in the past, are now severed from any living agent whose communicative act might be explored in the present.

These objections may be broadly countered by arguing that the word “cognitive” ought *prima facie* to cover the whole range of human mental functioning, and thus by definition everything that can be said in literary discourse; that it must equally comprise areas of problematic complexity in the realm of thought, volition that is not wholly conscious, unresolved tension between thought and feeling, and similar phenomena that are familiar to students of literature. It might indeed be argued that it is implausible both intuitively and on evolutionary and neurological grounds to regard cognitive activity as separate from emotional experience, as some philosophers are inclined to do. One may also assume, provisionally at least, that whatever cognitive apparatus humans have evolved in the last (say) two hundred thousand years must necessarily be the primary instrument they use to process the large and relatively durable items of discourse that have emerged in human cultures in the last three of four millennia thanks to the technologies of writing and print. Finally, it seems clear that linguists, philosophers and psychologists often focus on rationally and pragmatically controllable forms of mental processing on methodological grounds: in experimental psychology, for example, experiments must be procedurally controlled and are expected to have distinct outcomes; in relevance theory and post-Gricean philosophy of communication, precise and discrete intentions to communicate are routinely preferred, which entails the analysis of typically short and perspicuous fragments of language. A cognitive approach to literature would thus have the merit not only of investing new energies in the literary domain itself, but also of extending the exploration of human cognition into areas where other disciplines are reluctant to tread and perhaps, in the longer run, challenging some of their assumptions.

4. Specialised individual sub-projects

Holders of the two postdoctoral fellowships and the four buy-out lectureships (see below) will carry out research relevant to the objectives of the project as a whole but tailored to their own skills and interests. The exact nature of these “sub-projects” can therefore not be indicated until the appointments are made. Meanwhile, a number of initial possibilities and constraints can be outlined here.

The project will include and encourage research on historical questions, on the assumption that, if a cognitivist agenda is relevant to literature at all, it will be relevant to the study of literature (always in the broadest sense) of earlier periods. The primary focus of this historical research is likely to be the early modern period, since the existing research networks known to the Director are predominantly concerned with that period. Projecting once again from existing concerns, the following lines of enquiry appear to offer themselves:

- Is it possible to speak of one or more pre-histories of the cognitivist perspective in the early modern period? Does the discussion of language, communication, interpretation and similar issues by early modern writers offer any parallels to cognitivism?
- Which current methodologies, while not branding themselves as such, might be assimilated to the cognitivist perspective? Ann Moss’s study of commonplace-books as vehicles for storing and communicating the materials of knowledge immediately comes to mind, as does the history of the book, whose practitioners commonly speak of agents (writers, printers, patrons, readers) in what is essentially a communicative exchange. Quentin Skinner’s context-driven methodology also has affinities with this approach.
- What is the status of what we would call literary discourse in relation to other discourses in the early modern period? In what sense is literature (poetry, fiction, etc.) viewed and used in that period as an object / vehicle / instrument of knowledge / thought? What are the lines of demarcation between the various discourses in the early modern period, and in what ways are they

subject to blurring and transgression? How do early modern writers “think with literature”?

- Is Montaigne’s *Essais* a particularly privileged example of a quasi-cognitivist perspective in the early modern period, a special case or a typical case?
- Existing research agendas already suggest a possible convergence on a thematic area that one might call “alternative worlds”: writing about utopias, the apocalypse, the demonic and diabolic, imagined human flight, monsters and the monstrous. Such alternative worlds, one might say, test the notion of the fictional (or counterfactual) at its limits, and that entails a testing of the cognitive resources offered by such imaginative constructions.

The project will however encourage input from researchers working on analogous phenomena in other periods in order to achieve a richer and more balanced picture of what a cognitive approach to literature might have to offer; also in order to ensure that the impact of the project is not limited to colleagues in one particular specialist area. Among possible lines of research are the following:

- Modes of thought which might be regarded as the modern descendants of Montaigne’s, and sometimes refer to him as a predecessor (phenomenology as a cognitive philosophy *avant la lettre*; the thought of Paul Valéry).
- Representations of theory of mind in the European novel.
- The elaboration of a cognitive poetics (work has already been done in this direction, but has had relatively little impact hitherto): this would include micro-phenomena such as metaphor and related figures, and macro-phenomena such as plot, narrative perspective, narrative temporality, etc.

Finally, it is hoped that at least one or two of the post-holders will have a primary allegiance to another discipline (most probably linguistics, philosophy and/or psychology). Once again, particular research agendas in these domains cannot be

predicted at this stage; postholders will be invited to make active contributions to the evolution of the aims and content of the project.

5. Coherence of the project

The three objectives of the project as indicated above (section II.1) are connected in two ways, thus ensuring an overall coherence:

- the exploration of literature within a cognitivist perspective can potentially provide a powerful argument in defence of the study of literature, since that perspective embraces other adjacent modes of human cognitive activity that are widely recognised to be relevant to everyday life;
- work on suitably chosen case-histories in literature and its history can be expected both to profit from the insights of cognitivist approaches in other fields and reciprocally to enrich and extend the understanding of cognitive functions and processes.

6. Institutional Framework

The outline project has been accepted by St John's College, Oxford, as a programme to be run via the College's Research Centre. The Governing Body of the College has agreed to provide additional funding support of up to £150,000 over the period of the programme in order to cover the cost of a second Research Fellowship and a fourth Research Lectureship.

7. Senior Advisory Panel

The function of this panel, which will have an interdisciplinary character, will be to provide advice on the development of the project and on locating suitable candidates for the various positions it offers and suitable participants in the group activities. Members of the panel will also be invited to participate actively in the project, whether by attending events or delivering an individual Balzan Lecture.

8. Balzan Postdoctoral Research Fellowships

Two postdoctoral Balzan Postdoctoral Research Fellowships will be advertised for open competition. The Fellowships will be tenable for 3 years. The Research Fellows will be expected to produce published work of the equivalent of a book-length study

over the course of the Fellowship, or (in the case of a monograph) within a period of at most two years after the completion of the project. They will also be expected to assist in the arrangement of discussion groups, workshops and the interdisciplinary colloquium. They will not be permitted to take on duties external to the project (for example teaching duties) except with the agreement of the Director. The Research Fellowships will be held at the St John's College Research Centre in Oxford.

9. Balzan Research Lectureships

Four Balzan Research Lectureships will be offered to younger colleagues holding permanent or semi-permanent academic positions, each to last for up to one semester on a "buy-out" basis at a time that best suits the needs of the post-holder, although it is envisaged that such appointments will be made relatively early in the project's lifetime in order to bind those individuals into its developing activities. The positions will carry with them the obligation to produce at least one article-length publication during the period of leave, and (under the guidance of the Director) to arrange a one-day workshop at the end of the period of leave structured around the Lecturer's work. The Research Lecturers will be expected to participate as far as their other duties permit in the other collective activities of the project, in particular the colloquium. The Research Lectureships will normally be held in the Lecturer's home institution.

10. Discussion Groups

The Research Lecturers will be expected to use the workshop associated with their period of tenure to build up a discussion group that will continue to meet occasionally for the remainder of the project period. The Director will also actively seek to locate other suitable younger colleagues, in literary studies or another discipline, who are able and willing to organise further discussion groups; he will provide these with support from the Balzan funds.

It is not excluded that some individuals will belong to more than one group.

11. Methodological Colloquium

A colloquium will be held in the later stages of the project period with the aim of bringing the various participants together in order to discuss methodological points of convergence or bridges between the different disciplines involved. Particular methodological issues will be highlighted to give the discussion coherence, e.g. the

constitution of an archive, the relation between empirical and theoretical perspectives, the logic and rhetoric that are particular to a given discipline, the limits of transitivity between disciplines. Participation will be limited to those who have already established an active and lasting connection with the project's aims (estimated number: 40-50).

12. Individual visits and exchange visits

These will enable younger colleagues to establish appropriate contacts in other universities, with the possibility of reciprocation (hence the phrase "exchange visits").

13. Outline timetable

October 2009 to September 2010: start-up period:

- clarification of institutional and budgetary framework
- transfer of funds to Oxford
- appointment of Senior Advisory Panel
- discussions with colleagues / potential participants of possibilities for implementation of the project
- drafting of detailed initial project plan
- appointment process for the postdoctoral positions (February-May 2010)
- identification of possible candidates for buy-out positions; evaluation of their proposals

October 2010: Postdoctoral fellows take up their positions; start-up forum "Cognitive approaches: definitions, distinctions, convergences" (St John's College Research Centre) [NB the date of this event might need to be moved to ensure maximum availability of participants]

October 2010-September 2011: informal contacts and discussions between "core" project participants to determine future events, including workshops run by buy-out lecturers; a first workshop in the later part of the academic year(?); public forum, Faculty of Modern Languages, Oxford, on "Literature as an Object of Knowledge: universities and the public sphere" (this event could also take place early in the following academic year)

October 2011-September 2012: at least two workshops run by buy-out lecturers; discussion groups and contacts;

October 2012-September 2013: fourth workshop; further discussion groups and contacts; a further event on the "public" question, to be held at the British Academy; final colloquium "Towards a Cognitive Methodology" (provisional location: Lysebu Conference Centre, Oslo)

October 2013-September 2014 (approximately): editorial work on publications