

Standardization in the North c. 700–1500

Main objective

The objective of this research and teaching project is to bring medieval scholars from a wide range of disciplines together in order to enhance their cooperation through multidisciplinary research and teaching on MA and PhD levels. Focusing on the concept of *standardization*, we will explore the themes of *artefacts*, *texts* and *contexts* from a multidisciplinary perspective. We will study the North¹ as a single entity, thus transcending national viewpoints. This program covers complex material and it is only from an interdisciplinary and collaborative perspective that this field can be effectively studied and understood, as well as connected to our contemporary understanding of similar processes of standardization. Moreover, the multidisciplinary focus will stimulate interaction between scholars, promote original thinking and creative forms of cooperation, and generate initiatives for additional external projects. Students will be given an understanding of their own studies as part of a greater collective effort, and the support they need to develop new skills in the pursuit of the multidisciplinary comprehension of various concepts. The close follow-up of students on the MA level will involve support not only from their supervisors, but also from their peers through participation in group seminars.

Our objective for this proposed research and teaching project echoes the ambitious goals set out in the *Strategic Objective for the University of Oslo in 2020*. We aim to be pioneering in both research and education, with a strong focus on research-based education, and sought after as an international collaborator.

Participants

Department of Archaeology, Conservation and History:

- Archaeology: Julie Lund (associate professor), Unn Pedersen (associate professor)
- Conservation: Noëlle Streeton (associate professor)
- History: Hans Jacob Orning (professor), Ildar Garipzanov (professor), John McNicol (senior lecturer), Jón Viðar Sigurðsson (professor)

Department of Linguistics and Scandinavian Studies:

- Celtic Studies: Jan Erik Rekdal (professor)
- Old Norse Philology: Jon Gunnar Jørgensen (professor), Karl G. Johansson (professor), Mikael Males (associate professor)

Department of Philosophy, Classics, History of Art and Ideas:

- Art History: Lena Liepe (professor)²
- History of Ideas: Line Cecilie Engh (associate professor)

Outside of the Faculty of Humanities:

Museum of Cultural History:

- Numismatics: Svein H. Gullbekk (professor)

Norwegian School of Theology:

- Art History: Kristin Blikrud Aavitsland (professor)

¹ Greenland, Iceland, Norway, Sweden, Denmark, the British Isles and Ireland

² Lena Liepe will leave her position in spring 2018; we hope her replacement will join the group.

Research

Standardization, understood as ‘the process of making objects or activities of the same type have the same features or qualities; the process of making something standard’,³ is so fundamental a principle in today’s society that we rarely reflect upon it. Both as an ideal and as a way of thinking, standardization bears the stamp of the modern period. However, this has not always been the case. It is the contention of this research component that the Middle Ages was a crucial period in the development of this principle. We hold standardization to be an overarching process which can be followed in a number of seemingly unrelated fields.

The research component *Standardization in the North c. 700–1500* will take as its starting point the three perspectives, *text/literarization* (written culture), *artefacts/commodification* (material culture) and *context/centralization* (political and religious culture). Our primary aim is to gain further understanding of *the degree to which* and *in what mode* standardization can be posited as an overarching process in the period under investigation.

The Middle Ages are a decisive period in the development of standardization. In the Early Middle Ages (c. 400–1000) European societies were highly heterogeneous. In the High (c. 1000–1350) and Late Middle Ages (c. 1350–1500) there was a development towards uniformity and standardization within a number of spheres such as politics, religion and the economy.⁴ But were these fields interrelated, and how important was this transformation? Our project is based on the *hypothesis* that these various shifts towards standardization were interconnected, and that this amounts to a mental and cognitive revolution that was to have far-reaching consequences for the long-term development of Europe, and, indeed, for how we perceive the world today. These changes have been attributed to developments within the religious sphere.⁵ However, we intend to keep this question open, and to ask how and why this process came about. Moreover, since standardization is in no way a linear development from the High Middle Ages to the present day, we also want to scrutinize the *reactions* to this process, both in terms of active resistance to standardization, and as a result of local variances obstructing the flow of communication in medieval society.

The discussion of standardization incorporates two main challenges in modern societies – migration and technological shifts – which according to *Humaniorameldingen* should be addressed by humanistic disciplines. *Temporally*, standardization brings about *technological shifts* and *innovation* within specific fields or areas. It is difficult to envision how modern society would operate without an ideal of standardization. *Spatially*, standardization could be seen as a result of *migration* and the *mobility* of people and ideas, both between different geographical areas and between the fields of politics, economy and culture. Migration and mobility are not modern phenomena. Studying standardization in many different areas and at many different levels will allow us to trace lines of communication and networks that can shed light on how ideas and norms are extensively exchanged in Europe. A comparative perspective will also allow us to nuance the overall concepts of migration and mobility in order to investigate the circumstances in which they may be conducive to standardization.

By studying the Middle Ages as a crucial period in the emergence and development of the process of standardization, we will emphasize the continued relevance of this period for our understanding of contemporary processes. Moreover, our approach counters the widespread

³ <http://www.oxfordlearnersdictionaries.com/definition/english/standardization>

⁴ Chris Wickham, *Medieval Europe*, New Haven: Yale University Press, 2016.

⁵ This shift can be linked to what Michel Foucault calls the power technology of ‘pastoral power’ (“The subject and power,” in *Power*, ed. by J. D. Faubion, New York, 2000) and the “The First European Revolution” by R. I. Moore (*The First European Revolution, c. 970-1215*, Wiley-Blackwell, 2000).

practice of viewing historical developments in terms of evolution (*technological shifts*), and within a framework of centre vs. periphery (*mobility*). Finally, our theoretical perspective will encourage an investigation of the interrelation between social and cultural processes in an abstract manner by following one principle (standardization) across institutions, fields and disciplines, connecting seemingly unrelated phenomena, and transcending the ‘traditional’ account of the emergence of individuality, rationality and secularism etc. that characterizes most medieval research.

Below we will provide a rough sketch of the various fields in which the process of standardization will be studied. Categorizing them under separate headings is only a heuristic device – our intention is to continuously cross these borders by bringing various scholars and fields into the scope of study:

Artefacts/Commodification:

- Means of exchange: from specific, single-purpose means of exchange directly related to intrinsic value, to multi-purpose and homogenized ones.
- Precious objects: from uniquely crafted items intrinsically linked to their owners, to mass-produced goods intended for sale and without any connection to a specific person.
- Architecture and art: from locally crafted works with heterogeneous motifs/styles, to homogenization of form (church buildings, ecclesiastical art etc.).

Text/Literarization:

- The adaptation of grammatical standards: the effect of Latin literacy and pedagogical systems on the vernacular, leading to increasingly firm vernacular standards.
- The standardization of the past: the development of genres in relation to pragmatic, cultural and social exigencies.
- The symbolic and pragmatic value of script: with the introduction of Latin script, a diversified set of norms and values developed in relation to runes and Latin script.

Context/Centralization:

- Organization: from delegation of authority in terms of personalized relations with diffuse and contextual duties, to organizations with formalized and generalized duties/obligations.
- Allegiance: from personal and reciprocal relationships with patrons (‘friendship’), to a more generalized notion of obedience signified by oaths which left no room for negotiation or neutrality.
- Law and religion: from casuistic laws and a local pantheon of gods, to the ordering of law according to the general principles and systematization of the Christian world view.

In the following we will outline three sub-projects that will guide the research activity and the call for positions within the project. The main emphasis is on projects which incorporate all three dimensions of the overarching standardization process: literarization, commodification and centralization.

The first project will have the standardization of texts, images and objects as its starting point. These are materials through which the world can be expressed and understood, and can be approached as gateways to the mental and cognitive domains of a society. The notion of texts, shaped artefacts and landscapes as tools implies that not only their content, but also their

physical properties have a definite cognitive value. The examination of texts entails a study of how vernacular writing was negotiated in relation to Latin stylistics. This was not a one-way street; the vernacular standard that emerged and developed during the Middle Ages was influenced by Latin, and yet remarkably different. Concerning images and objects (including books), we will study the degree to which these items were locally mass-produced and their dimensions standardized. With regard to centralization, the development towards uniformity of images and legal texts will be connected to the growth of ecclesiastical and royal authority, taking into account the degree of adaptation that constantly challenged the impulse towards uniformity.

The second sub-project will focus on the standardization of authority and ideas. To what extent can this process be seen as universal? How is it linked to other processes of establishing and maintaining authority? And how were 'counter-forces' to this development framed 'unconsciously', as part of inevitable local variance, and 'consciously', as a form of resistance? The question of centralisation has been debated for a long time, but never with a focus on standardization from a multidisciplinary perspective. The standardization of authority can also be addressed in a number of ways, e.g. terms of mediums of authority. As pointed out, the process of literarization is not only about implementing a new and superior medium of communication, but a matter of what authority should be assigned to oral testimony as compared to written statements.⁶ This process is also an issue of power and the introduction of new technologies. Standardization includes economics and relationships between individuals. In Norway, for example, land rent was fixed in the High Middle Ages, and this is evidence of a 'rational economic relationship' between landowner and tenant, in contrast to previous personal patron-client relationships.⁷ In the same period royal taxes and the tithe to the Church replaced contributions bound up with the physical presence of royal or Church personnel. Finally, centralization of both royal and clerical organizations gave rise to more general notions of loyalty, no longer based on personal and contextual friendship, but on obedience and service. Laws were formulated in a more abstract language and demanded more abstract loyalty.

The last project will focus on the standardization of liturgy. The subject of medieval liturgy spans all three of the target research components (artefacts, texts, contexts) of the Standardization Project. By its very nature it involved and engaged with texts and ideas, music, art and architecture, movement, and kinaesthetic, tactile and olfactory experiences. Medieval liturgy represents tension between local and global practices and outlooks. It was fundamentally anchored in specific, confined communities, but at the same time, in light of the recurring emphasis on Church unity (*unitas*), especially during periods of reform, the liturgy was a crucial instrument in establishing and upholding concepts of unity (uniformity, centralization, hierarchy, standardization). The liturgy of the Western Church went through several phases of development in the Middle Ages that can be seen as processes of 'standardization', with reflexive, reciprocal movements between centre/periphery and north/south (impacts, assimilations and adaptations). The most important of these transformations took place in the Carolingian era and in the period between the Gregorian reforms and the emergence and spread of the mendicant orders. The project will focus on how the liturgy shaped identities in the medieval North. Thus, for instance, the Psalmic 'I', chanted by choirs/responsories worked to connect the Northerners with Biblical history, whereby they assumed the mantle of the ancient Israelites and became God's chosen people. This will be investigated in relation to literary sources which attest to a similar understanding of local

⁶ Michael T. Clanchy, *From memory to written record: England 1066-1307*, Oxford: Blackwell, 1993.

⁷ Tore Iversen, "Fremveksten av det norske leilendingsvesenet i middelalderen – en forklaringsskisse," *Heimen* 32, 1995: 169–180.

history. Furthermore, we will analyse how tensions between local (limited, specific) and global (standardized, uniform) outlooks and practices of the liturgy were negotiated in the medieval North. Here, the place accorded to local saints in the liturgy is a promising locus of research.

Until now, different aspects of the Middle Ages have primarily been studied separately within each discipline. However, the complexity of the field, and the uniqueness of the source material in the North, makes interdisciplinary collaboration absolutely essential; it is one and the same *past* that we aim to understand, and it is only by joining forces to examine the sources – textual, visual and material – that the territory of the Middle Ages of the North can be comprehensively explored. In recent years, new and fruitful discussion has been taking place. The time is thus ripe for a complete re-evaluation of the study of the Middle Ages, in which the challenges of interdisciplinary collaboration are acknowledged. Eight disciplines will be represented in this program: archaeology, art history, conservation, history, the history of ideas, numismatics, philology and philosophy. By providing a platform for medieval scholarship as a serious interdisciplinary undertaking, the disciplines can feed into each other, not only allowing us to benefit from each other's knowledge, but to pave the way for a holistic understanding of standardization in the North in the period c. 700–1500.

Potential for external funding

The applicant group consists of fifteen medieval scholars from eight disciplines localized in five different departments and institutions, of which one is outside of the university. Ten of these scholars have previously been granted c. 160–170 million NOK in funding from the Research Council of Norway, Centre for Advanced Studies, Riksbankens jubileumsfond, Nordisk kulturfond, British Academy etc. Thus, the group has proven its capability for attracting external funding. The members of the group are intent on creating several projects within this FPiii, as documented above. We will also emphasize that a majority of this group have already worked together, for example in the previous call for SFF (2016). Although the application did not succeed, it brought the members of the group closer together, in addition to securing positions for two PhD students who are now doing interdisciplinary work. In the period 2019–2023 the group will apply for funding to study different aspects of the standardization process. The most important sources being: A) ERC: 1) ERC Starting Grants; 2) ERC Consolidator Grants; 3) ERC Advanced Grants; B) Research Council of Norway; C) Riksbankens jubileumsfond.

The Standardization Project provides an original perspective and a platform for dialogue between scholars who have a strong record of acquiring external funding. These factors will contribute to generating strong research proposals, as will the meeting of ideas in this interdisciplinary setting. The importance of standardization in the development of modern societies is evidence of the contemporary relevance of the group's research proposals.

Teaching

Introduction

Our goal is to create an interdisciplinary dynamic in all our teaching. It is important that this will involve more than simply placing the traditional courses under a new umbrella. The project will therefore include the establishment of a new MA program with courses exclusive to the MA level, in the sense that we will no longer run combined BA and MA courses as we do today.

We intend to keep the distinction between the various existing disciplines involved in medieval studies at the BA level, since it is here that the students are expected to establish their competence in the individual disciplines in the block consisting of 80 ECTS. For the BA level we will establish a new interdisciplinary introduction course for medieval studies (10 ECTS). This course will be created and taught by several of the participants in the project to ensure innovative interdisciplinary teaching, also incorporating teaching utilizing numismatic and archaeological material in the Museum collections at the Museum of Cultural History. We feel confident that the interdisciplinary approach will strengthen the students' understanding of the Middle Ages and we hope that the collaborative effort of creating the new MA program, as well as the new introductory course, will challenge the traditional boundaries of the individual disciplines.

New MA program

The powerhouse of the projects' educational output is the interdisciplinary teaching component *Viking and Medieval Studies*, administered by ILN. This program will build on the one which is currently offered at ILN. The existing program provides a solid starting point as we already have well-developed international contacts for recruiting students. This fundament is something we intend to maintain, and to expand. Our aim for the new MA program is to implement an interdisciplinary approach including all eight of the abovementioned disciplines. To carry out this transformation we will rely on both the experience of the project members and the fresh ideas of the proposed adjunct professors in the creation and teaching of these new courses. The research component's overall theme of standardization and innovation will be part of the profile of these studies, but it will not govern the general structure of the program; this would serve to narrow the perspective for new students rather than introduce them to the interdisciplinary field of medieval studies. Nevertheless, our research focus will impact teaching within the program and, as the courses will be exclusive to the MA students, we hope to achieve synergy in the interdisciplinary efforts of the project. In order to accomplish our goals we intend to work intensively on the development of courses and tutoring during the five-year period. In addition to the new elective interdisciplinary courses which will be created and taught by at least two of the project participants, a number of more specialized MA-level courses will be offered.

We expect the group of students to be rather heterogeneous, as it is in the existing program. There will be a group of foreign students, primarily with undergraduate backgrounds in medieval history, medieval art history, the history of ideas, archaeology or a field of philology (Norse, Anglo-Saxon, Latin, Old German, Irish etc.). There will also be Norwegian students with similar educational backgrounds from the various BA programs related to medieval studies at the University of Oslo or other Norwegian universities. The program will provide students with the tools to approach medieval studies from an interdisciplinary perspective and critically assess the validity of various theories and methods. Students will be made ready for further studies and an academic career, but our contention is that they will also be prepared for work in, for example, the cultural sector of society.

An alternative version of the program with emphasis on employability and practical work within the cultural and educational sectors will be made available to students. Our ambition is to collaborate with relevant institutions in the Oslo area to provide students with the opportunity to do practical work equivalent to 30 ECTS. This will be a complex educational and administrative task and its organisation will be one of the responsibilities of the proposed administrative position.

1. Semester	2. Semester	3. Semester	4. Semester
Method in medieval studies	Theoretical aspects of interdisciplinary studies	Master's thesis	Master's thesis
Elective	Elective	Master's thesis	Master's thesis
Elective	Elective	Master's thesis	Master's thesis
Project seminar	Project seminar	Project seminar	Project seminar

Figure 1. Program structure with a thesis of 60 ECTS

1. Semester	2. Semester	3. Semester	4. Semester
Method in medieval studies	Theoretical aspects of interdisciplinary studies	Practical work	Master's thesis
Elective	Elective	Practical work	Master's thesis
Elective	Elective	Practical work	Master's thesis
Project seminar	Project seminar	Project seminar	Project seminar

Figure 2. Program structure with a thesis of 30 ECTS

The first semester will include one obligatory course treating the methodological aspects specific to interdisciplinary medieval studies and two elective courses. The obligatory course will be administrated by ILN, but teachers from other relevant disciplines will participate in teaching. The focus of this course will be the areas in which the group of teachers have their primary competencies, but a constant dialogue between the teachers will be maintained in order to promote the overall objective of an interdisciplinary approach.

The project seminar will play a key role in our plan, and will run every second week of each semester. Participation will be obligatory and the credit points will be integrated into the 60 or 30 ECTS of the MA thesis. The seminar will be divided into two so that there is one seminar each month involving every student within the project as a whole and one for the students within each year. This structure will allow for the formation of groups of a suitable size so that the seminar can work effectively. Every student must decide on a topic for their MA thesis by the end of the first semester, enabling them to select courses relevant to their field of interest. To stress the interdisciplinary approach, each student will have two supervisors from two different fields. One of the supervisors will also function as a tutor, meaning that they will have the responsibility of giving advice during the writing process and keeping the student on track. An important part of the supervision will take place in the project seminar, where the students will present their results and ideas. The project seminar will also act as a meeting place where students can broaden their social circles. This social aspect of the seminar will complement the activities, like film evenings and excursions, which we intend to plan for students in relation to the syllabus. The responsibility for leading this seminar will be shared by the associated supervisors. Over the years, the group has established a large international network, including links to the ERASMUS+ program. We will actively use the members of this program as both lecturers and supervisors. Organising and carrying out the seminar arrangement and the ambitious plans for supervision described above will demand extra resources; however, we believe that these elements will be absolutely necessary if we are to achieve the goal of establishing an interdisciplinary program for the study of the Middle Ages.

The second semester will be made up of one obligatory course treating the theoretical developments important to interdisciplinary medieval studies and two elective courses. The obligatory course will be administrated by IAKH, but teachers from other relevant disciplines will participate in the teaching. We will also encourage students to spend this semester abroad at one of our partnered universities. Here it will be essential that the international exchange semester is planned with the supervisor in order to make sure that it will complement the overall study program as well as the student's plans for their master thesis. It will also be necessary to establish a structure that will allow for a semester abroad as well as participation in the obligatory course 'Theoretical aspects of interdisciplinary studies'. This can be accomplished either by a similar course at their host university or through independent reading and examination. As the program will most likely involve a number of international students at our own university, it is not expected that every student will take part in an exchange.

The third semester, the students will either be doing practical work, or start working on their MA theses. We intend to encourage the students to choose subjects related to ongoing research projects, although this will, of course, not be compulsory. Each student will be assigned a primary supervisor with expertise in their main area of interest and a secondary supervisor with expertise in a related field.

The fourth semester, the students will work on their MA theses.

On the PhD level, our group has already established an interdisciplinary seminar which is held four to five times each semester. This seminar has developed into an important meeting point for our PhD students (from Denmark, Germany and Austria, as well as from Norway), where they present their work and receive feedback from both established scholars and other PhD students. Our intention is to further this collaboration on the PhD level and provide PhD courses with an interdisciplinary perspective.

The group consists of teachers and supervisors with very good reputations. Together we have supervised more than 200 MA students and 30 PhD students at five universities and colleges. The teachers will form a collegium that will meet regularly in order to discuss supervision and to develop interdisciplinary courses and activities that will benefit the students. This collegium will not only further the interdisciplinary collaboration in teaching, but will strengthen the connection between research activities and teaching. The research component will therefore be a central part of the development of the courses, although it will not be exclusive as it is important that students are introduced to the wider field of medieval studies.

Benchmarking

Anglo-Saxon, Norse and Celtic (ASNC) program at Cambridge University and the Medieval Studies program at Fordham University.

As with our proposed program, the goal of ASNC is to provide students with a thorough understanding of early Insular culture as a whole as well as the opportunity to specialize in their main subject of interest within the field of history, palaeography, literature or linguistics. However, they also emphasize the importance of seeking out students for their interdisciplinary MA program with a strong foundation in the subjects related to medieval studies, or in providing potential candidates with the necessary supplementary education through an associated BA program. Fordham University also centres its Medieval Studies program around multidisciplinary teaching and research on the BA and MA levels. However, they do require that their undergraduate students develop a basic understanding of various

topics through an introductory course in medieval history as well as distinct courses in literature, art or music history, philosophy, theology and one medieval language. Furthermore, they demand that each MA student select two areas of concentration within the interdisciplinary graduate program. The practices of both these institutions are comparable to our own requirements for MA applicants and students as well as the emphasis on coursework within our established BA program.

Both of these universities also provide students with experience in scholarly discourse and cooperation. For example, at Cambridge an important element of the ASNC MA program is compulsory participation in weekly seminars. These group meetings are held to inspire comparative discussion and provide material for a written assignment. The improvement on this practice which we propose to make is to involve every MA student in large and small seminars groups, which will serve both a social and an academic function, and to focus on the practical discussion of the students' theses, helping to encourage a steady workflow and improve completion rates. In a component similar to our focus on participation in conferences, the ASNC PhD and MA students meet regularly in order to provide the PhD candidates with an opportunity to share their research and converse with their peers. Although group discussion is not a requirement at Fordham University, they do host lecture series and conferences which they encourage students at every level to attend. Once again, we have taken a slightly different route and intend to give more responsibility to the MA students as well as those at the PhD level. We will require our MA students to take an active role in conferences and engage in seminar discussions with the speakers.

It is clear that our proposed program is in alignment with the best practices of other universities. Nevertheless, it will still be important for us to measure our own performance during the five-year period. This is a project with long-term implications and many of its positive effects will become more apparent in the years to come. However, there are six main indicators which we will apply as benchmarks in its short-term evaluation. 1) The number of students, foreign and Norwegian, enrolled in the program. Our aim is to recruit at least 20–25 students a year by the program's third year. 2) The number of MA students and their completion rates. Currently, only about 70% of MA students at the Faculty of Humanities complete their degree within two years. Our aim is to get this rate up to c. 90 %. 3) The number of Norwegian students who take a semester abroad. Our goal is for at least 50% of them to have this experience. Improving this statistic will be challenging, and we will therefore need three to four years to achieve this goal. 4) The opinions of the students themselves. We will continuously run student evaluations and these will be a good indicator of the quality of the program. 5) The number of publications. In the first four years of this program, the group should be able to publish 20 articles and book chapters. 6) The number of grants. The ability of the group to secure external financing is evidenced by the impressive number of research projects which are already underway. Ten members of the group involved in this application have already succeeded in acquiring support for ongoing projects. The group should be able to secure at least one or two major grants in the period 2019–2023.

Future plans

With some adjustment, the teaching component of this project will be able to continue for many years. We will use the first five years to experiment with teaching methods. In the fifth and final year, before the faculty funding runs out, we will evaluate the program and take the necessary steps to ensure that it will continue without the help of the adjunct professors and extra administrative assistance. The number and content of the elective courses may be easily

adjusted. An important aspect of this project will be the development of the teachers' multidisciplinary approach – the future success of the program depends on this. After five years of improving our teaching methods, we will be able to reduce the number of teachers assigned to both mandatory and elective courses.

Both ILN and IAKH are committed to support Standardization. Accordingly, if the Faculty of Humanities accepts the proposal, an Associate Professorship in medieval philology with a distinct cross-disciplinary profile, and Associate Professorship in medieval history with a distinct cross-disciplinary profile will be included in the Departments Recruitment Plans for 2018–22.

Preliminary budget

Our primary goal is to develop the multidisciplinary character of medieval studies. In both research and teaching, the main responsibility for ensuring a multidisciplinary approach rests with the members of the project. However, in order to strengthen this perspective and create a more robust environment, we want to use most of the funding to employ scholars who can work across several disciplines. Our aim is for these employees to serve as nodes in our larger network.

- 2 associate professors in medieval studies (IAKH, ILN).
- 3 adjunct professors (ILN, IAKH, IFIKK). To help us run the program, develop new teaching methods and to fulfil the interdisciplinary goals of the teaching component we will hire three adjunct professors. They will be specialists in fields that members of the group do not have competence in.
- 2 postdocs (each two years (ILN, IAKH)).⁸
- 1 PhD stipend (IFIKK).
- 0,4 administrative position for the first year, then 0,2 for the remaining four years. In the first year we will need extra help to organise and update the website, coordinate teaching, seminars, student events and conferences, to promote the program, contact our ERASMUS+ partners etc. Promotion of the program is essential; our aim, as mentioned, is to recruit at least 20–25 students a year from the third year onwards.
- 3 international conferences to be held in 2020, 2021 and 2022. Our goal is to publish the proceedings. The topics for these conferences will be linked to either the research component or the development of interdisciplinary teaching methods. The *modus operandi* for the group members will be collaborative writing. We hope to include all our PhD students in this joint effort, and thus give them experience in this kind of research work. Mandatory participation will be required for all MA students. We will organize seminars between our students and the speakers in relation to these conferences.

⁸ The PhD stipend and the two postdocs will be advertised in medieval studies.

BUDSJETT

ILN, IAKH, IFIKK

Aktivitet

Professor
1. amanuensis
Lektor
Prof II
Postdok
Stipendiat
Adm.støtte
Drift 1
Drift 2
Drift 3

ILN / IAKH (én 1. amanuensis til hvert institutt)
ILN / IAKH / IFIKK (én toer til hvert institutt)
ILN / IAKH (én postdok til hvert institutt)
IFIKK
ILN
Konferanser
Utgifter ved opphold av prof II i Oslo
Diverse

2019	2020	2021	2022	2023
2	2	2	2	2
0,6	0,6	0,6	0,6	0,6
	1	2	1	
0,5	0,5	1	1	
0,4	0,2	0,2	0,2	0,2
	250 000	250 000	250 000	
100 000	100 000	100 000	100 000	100 000
100 000	100 000	100 000	100 000	100 000

	2019	2020	2021	2022	2023	Sum
Professor	0	0	0	0	0	0
1. amanuensis	1 617 963	1 658 412	1 699 872	1 742 369	1 785 928	8 504 542
Lektor	0	0	0	0	0	0
Prof II	564 816	578 936	593 410	608 245	623 451	2 968 858
Postdok	0	886 281	1 816 876	931 149	0	3 634 306
Stipendiat	346 706	355 374	728 517	746 729	0	2 177 326
Adm.støtte	239 543	122 766	125 835	128 981	132 205	749 328
Drift	200 000	450 000	450 000	450 000	200 000	1 750 000
Sum	2 969 027	4 051 768	5 414 509	4 607 473	2 741 584	19 784 361