

[institution logo and title]

5 April 2022

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Dear Members of the Appointment Committee,

I am writing to apply for the position of **Lectureship in Philosophy (Open Ended, 13841BR)** at the School of [Redacted] at [Redacted]. I am currently a postdoctoral researcher at the Center for [Redacted] at the [Redacted], where I am employed as part of the Austrian Science Fund (FWF) project “[Antagonistic Political Emotions](#)”. Please see below the information in support of my application (set out in line with the Person Specification Criteria) and a short future research plan.

Qualifications and education

(1) I hold a doctorate in philosophy from the University of [Redacted] and I am currently a postdoctoral researcher at the Center for [Redacted] at the University of [Redacted], where I am employed as part of the Austrian Science Fund (FWF) project “Antagonistic Political Emotions”.

Knowledge, Skills, and Experience

(2) I specialise in phenomenological and 4E (embodied, embedded, enactive, extended) approaches to cognition, affectivity, and sociality, integrating philosophy of mind, emotions, perception, epistemology, and technology, as well as insights from psychology and clinical psychiatry. By using multiple perspectives and methods in philosophy, while also being in dialogue with scientific research, my research profile fits well with the pluralistic academic culture at the philosophy department at [Redacted]. In line with the School’s own research profile, my work tackles pressing issues and challenges of broad academic and public significance that have an impact on policy, practice, and public life, engaging with contemporary discussions in *philosophy of mind* (e.g., embodiment, perception, intersubjectivity, digital society), *epistemology* (e.g., echo chambers, hostile epistemology), and, more recently, *ethics* (e.g., digital ethics, critical and feminist phenomenology).

(3) I am a keen and committed teacher. At the University of [Redacted], I held 2 teaching assistant roles (‘Philosophy of Mind’; ‘Body and Mind’), co-convoked the BA module ‘Body and Mind’, co-supervised 3 BA-theses, and was a finalist for a university-wide 2020 Exeter Student’s Guild Teaching Award (‘Best Teaching Assistant’). Currently, I am co-convoking ‘The Philosophy of Sociality: Core Concepts and Contemporary Challenges’ as part of the MA course on Phenomenology and Philosophy of Mind at the University of Copenhagen. In May 2022, I will take up a visiting teaching fellowship at Osnabrück University, where I have been invited by Professor [Redacted] to teach an intensive MA seminar on my work on situated cognition and affectivity. I adopt a research-led, dialogical approach that encourages students to be active participants in the teaching and learning process. I strive to develop creative research-

led teaching strategies. For example, I used Trello — a web-based project management software — to develop crowdsourced research resources for the Body and Mind course I co-taught (e.g., <https://bit.ly/2yJ9urz>). I invite students to contribute relevant material and help drive the group learning experience. See Appendix 1 for student evaluations on my teaching approach and style.

(4) A major focus of my work is the emerging field of *philosophy of digital society*, with my research spanning topics such as online sociality, online (political) emotions, and digital ethics. Drawing from phenomenology, philosophy of mind, philosophy of perception, and 4E approaches to cognition and affectivity, I investigate how we encounter others when technologically mediated. By conducting a platform- and user-sensitive philosophical analysis, my research moves towards a radically situated understanding of our digital spaces and communities. In this vein, I use feminist and critical phenomenology to analyse how different individuals and communities experience and use online social spaces, as well as exploring ways to design technology that does not merely aim to replicate offline forms of sociality but to create new and diverse ways of encountering one another. Among my current publications are papers that examine our perceptual access to others' experience in online spaces, emotion regulation online, and the epistemic and affective dimensions of online communities (see CV). I also have papers in review and in draft on political indignation online, sociality and embodiment online (co-authored with ██████████), and bad faith and the quantified self.

Employing philosophical tools to better understand the social, material, and affective dimensions of so-called 'mental disorders' is my other key research area. I use phenomenological and 4E frameworks to uncover underexposed dimensions of psychopathology and illness, broaden our understanding of mind, cognition, and embodiment, as well as to inform therapeutic intervention. This intersects with my work on the online sphere by drawing attention to ways that technology drives, shapes, or alleviates mental health, well-being, and vulnerability, as well as raising questions about epistemology and ethical design. I have published on bodily experience in Anorexia Nervosa, social impairments in depression, the epistemic and affective dimension of echo chambers in ProAnorexia communities (co-authored with ██████████), and am currently writing an article on social doubt (co-authored with ██████████).

My research complements and extends existing strengths within the department while also introducing several new themes and areas of focus that are not currently represented. My work on digital society specifically intersects with ██████████' work on philosophical engineering, cognition and technology, and social epistemology and ██████████'s recent work on affectivity and emotions on social media, and more broadly with ██████████'s and ██████████'s work on phenomenology, and ██████████'s work on perception. My approach extends these areas by focusing on embodiment, sociality, and diversity in digital spaces. My work on psychopathology and illness intersects with Anneli Jefferson's theoretical and practical philosophical work on psychiatry and psychology, while bringing a specific interest in phenomenological psychopathology, eating disorders, and depression.

(5) My research output reflects the ambition and creativity of my approach, having already published 9 journal articles and 2 chapters on topics ranging from the philosophy of online sociality and phenomenological psychopathology to 4E cognition and affectivity and political emotions. My work is increasingly internationally recognised and cited (at 5 April 22: Google Scholar h-index: 4; i10-index: 3; total citations: 89). I have published in leading journals such as *Inquiry*, *Philosophical Topics*, *Phenomenology and the Cognitive Sciences*, *Philosophy*, *Psychiatry & Psychology*, and *Continental Philosophy Review*.

(6) I have a strong record of securing competitive research funding, having obtained an AHRC grant for my PhD, as well as having been offered a Marie Curie Postdoctoral Fellowship (score: 96.7%).

(7) Based on my experience and expertise, I would be well-placed to teach on-going modules offered by the School for both undergraduates (e.g., ‘Philosophy of Mind’, ‘Varieties of Experience’, ‘Cognition and Technology’) and at MA level (e.g., ‘Other People’, ‘New Problems of Perception’, and ‘Mental Health and Psychiatry’). I would also be keen to develop additional modules to expand the School’s teaching portfolio. I would be particularly interested in developing the following modules: ‘Digital Ethics’, ‘Bodies and Mind’, and ‘The Critical Promise of Phenomenology’. All of these suggested new modules would include contemporary and applied work in feminist philosophy.

Pastoral, Communication, and Team Working

(8) As a researcher, I am an active presenter and have been invited to speak by universities around the world, including USA, China, Germany, Finland, Japan, Denmark, and the UK. My written work is published in international journals with broad readership. I also have experience writing popular science articles and bringing my research into the public sphere. As such, I have broadly communicated my research and have actively built and maintained strong research international networks (also see (14) below). As a teacher, I take care and pride in clearly communicating complex philosophical ideas to students and feedback has been extremely positive (see CV).

(9) Providing support for my students is a central part of my teaching philosophy. In the student nominations for the 2020 █████ Student’s Guild Teaching Award, my pastoral support was mentioned a number of times. This has also been highlighted in student evaluations and feedback, as one student wrote: “█████’s commitment to teaching extended significantly beyond our scheduled classes. She was always happy to receive students in her office and discuss the course materials, but our conversations often went beyond the syllabus and provided me with more in-depth insight and pastoral support”. I also have experience as a mentor at the University of █████ and at the University of █████ in “Women in Philosophy” initiatives, meeting with MA students to discuss challenges, career paths, and networking opportunities – a role that I take very seriously. I also provide support for junior members of my current department (CFS), providing guidance on teaching, reviewing conference abstracts and draft articles, and practicing presentations.

Desirable criteria

(10) At the University of █████, I completed the Learning and Teaching in Higher Education levels 1&2.

(11) In addition to my teaching expertise set out in (3) and (7) above, I can teach feminist philosophy, philosophy of sociality, philosophy of technology, philosophy of perception, and philosophy of emotions.

(12) Throughout both my PhD and my postdoctoral position, I have developed a strong independent research profile, organized a variety of workshops and events, given presentations in multiple countries, and proved my ability to work without close supervision.

(13) I have researched and taught in the UK and Denmark, and will be teaching in Germany in May, thus demonstrating my ability to adjust to different higher education communities. I have also taught throughout the Covid-19 pandemic, successfully adapting to the new challenges and demands of virtual teaching.

(14) I am an active and engaged member of my research community. I am a committee member of the European Philosophical Society for the Study of Emotions (EPSSE), a member of the Situated Cognition Research Group (based at Ruhr-University Bochum and Osnabrück University), and an Associate Editor for the new EPSSE journal *Passion*. At the School, I would continue to build my international network, give presentations, organize workshops, conferences, and lecture series (for both staff and students), and review for multiple leading academic journals (see CV). I see philosophy as an essentially dialogical practice and I have significant experience co-authoring ([REDACTED], [REDACTED], [REDACTED], [REDACTED]). I aim to further broaden my co-authored collaborations (something I am particularly committed to) with philosophers and academics in the cognitive and social sciences, particularly with those at the School. I would be able to draw on my extensive international academic networks and communities to promote the School's research and reputation, as well as develop rich and exciting new opportunities for collaboration.

(15) I have experience organizing multiple online and offline events, co-convening modules, reviewing syllabi, and providing student support. As such, I am well-positioned and willing to take on academically related administration.

Future research plans

In the next 5 years, my aim is to build my research in two main directions. First, drawing on my work on online sociality, I aim to develop an interdisciplinary field of research that examines how we 'meet one another' online. In support of this, I intend to apply for an ERC Starting Grant for a project entitled 'See You Online'. This research will produce the first systematic, situated philosophical analysis of online social encounters. As part of this, I intend to write a book on *The Philosophy of Online Sociality*. In doing so, I aim to further establish myself as the leading expert in this area. I also plan to take a leadership role in both supervising project members and in building a lively research community around this cutting-edge topic across philosophy and the cognitive and social sciences. Second, focusing on my work on psychopathology, I aim to better understand and communicate the critical insights that philosophy brings to human health. I intend to apply for a Wellcome Trust Grant for an interdisciplinary project on 'Social Technologies, Social Health'; a project exploring the social, situated, and distributed dimensions of mental health and how they are positively and negatively impacted by modern technology. Both projects not only enhance our theoretical understanding of sociality, health, and technology, but inform how we creatively design technology to support different styles of interpersonal encounters for particular people in particular contexts. These projects would further cement the School's reputation as a hub of contemporary philosophical research and directly contribute to future Research Excellence Framework submissions.

Thank you for your consideration. I look forward to hearing from you.

Yours faithfully,

[REDACTED]

Appendix 1

Student Evaluations

Body and Mind 2nd year BA Philosophy Module, Autumn 2020, [REDACTED]

[REDACTED] taught me the Body and Mind course at the University of Exeter, where she was the co-lecturer and seminar tutor. In my experience, [REDACTED] has been a fantastic teacher. She was immediately kind and approachable, which made it easy for me to ask questions when I did not fully understand the course material. Indeed, even though the course material was difficult, [REDACTED] made it as easy as possible with informative slides and an engaging style of teaching. Further, she was quick to respond to online queries with in-depth answers and further reading suggestions, facilitating a much better essay. In-depth responses were also given in essay feedback, allowing for further improvement in future. Overall, I can highly recommend [REDACTED] as a teacher, and would happily be taught by her again in future.

Body and Mind 2nd year BA Philosophy Module, Spring 2019, [REDACTED]

I first met [REDACTED] in the spring of 2019, when I was a student on the undergraduate course 'PHL2015 Body and Mind' at the University of Exeter. [REDACTED] led the discussion-based tutorial groups for this module as well as delivering some of the lectures. From our first class, it was clear that [REDACTED] was deeply invested in helping my peers and myself gain a better understanding of the course material and guide us in becoming independent learners. To that effect, her classes were well-structured to go over the most important as well as the most difficult concepts from the lecture and reading materials, and she made sure to check each student felt familiar with these concepts going forward. Through smaller group work activities and questions for the whole class, [REDACTED] generated engaging, lively discussions and encouraged us to present our views. This allowed me to practice philosophical arguments through peer discussions and think critically about the texts we were reading. We felt comfortable to do this not only because of her guidance but also because of the friendly and respectful atmosphere in the classroom.

[REDACTED] lectures were as lively and engaging as her tutorials. She explained concepts clearly and frequently linked them back to concrete examples to make them more accessible. This was especially important given the large amount of students in combined honours or liberal arts programs, who had little to no philosophy background. [REDACTED] always encouraged student questions in lectures, which contributed to a friendly atmosphere. Both in lectures and tutorials, [REDACTED] referenced a breadth of interesting literature and her lectures had a strong narrative that helped guide me through the philosophical arguments at hand. In fact, I enjoyed her teaching style and the content of her lectures so much that I audited a lecture on eating disorders that she had newly developed for the 2020 iteration of the 'Body and Mind' course.

[REDACTED] commitment to teaching extended significantly beyond our scheduled classes. She was always happy to receive students in her office and discuss the course materials, but our conversations often went beyond the syllabus and provided me with more in-depth insight and pastoral support. [REDACTED] displayed a genuine interest in the ideas of my peers and myself, taking time to talk about any thoughts or concerns and encouraging us in exploring different avenues of argument, including recommendations of interesting texts. [REDACTED] continued to support my learning after the course ended, as I valued her guidance so much I asked for further help when developing my undergraduate dissertation and she gave me helpful feedback on my arguments. In short, [REDACTED] was one of the most engaging and stimulating teachers I had throughout my degree. [REDACTED] holds thought-provoking, accessible classes and she clearly cares deeply about her students, both in the classroom and beyond.