

## The ESSE President's Column

*Fernando Galván*

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I am writing this first Column of mine as President just a few days after chairing my first meeting of the Executive of ESSE at Alcalá de Henares, Madrid. As this meeting coincided almost exactly with the commemoration in Berlin of the 50th anniversary of the Treaty of Rome, I could not help thinking again of the challenge and the beauty of the European project. As is well known, there are more national associations in ESSE than there are member states of the EU, and even though we are naturally very far from attaining anything like the latter's media coverage or political clout, we ESSEans are, I think, clear evidence of the strength and power of the European project, albeit in a much more modest dimension.

During our Executive meeting, attended by the three officers and by the Editor of *The European English Messenger*, we had the opportunity to review some current issues and preoccupations, and we also made a first approach to the Board meeting that we shall hold in Vilnius, Lithuania, next September. Things that go well are an obvious satisfaction for all of us: *The Messenger*, whose regular publication and distribution expenses are now stabilised; the Bursary scheme, whose results for 2007 are also announced in the pages of this issue; the appearance of volume 11.1 (April 2007) of our newly launched *EJES* (a special and fascinating issue on "Law, Literature, and Language" guest-edited by Greta Olson and Martin A. Kayman); and the preparations for our Ninth Conference in Aarhus next year, to be chaired by Dominic Rainsford. Let me briefly express my congratulations and compliments to our colleagues responsible for all these activities.

In my first three months as President I have had the good fortune to be able to keep in constant touch with my predecessor, our dear friend Adolphe Haberer, and with the current members of the Executive, as well as with our Webmaster, the Editor of *The Messenger*, and the Editors of *EJES*. Thanks to modern technology, as Ado used to say, hardly a day

goes by without some e-mail messages being exchanged among us. I have also been in contact with other members of the Board, particularly with the members of committees working on tasks the Board delegated to them at the London meeting, such as the development of a database of English journals in Europe, as proposed to Board by the French association (SAES). I expect results to be forthcoming soon, so that all ESSE members will be able to benefit in the next few months. Another important committee, the Nominations committee, is searching for suitable candidates to replace our current Secretary and Treasurer, in elections to be held at our Board meeting next September. Let me encourage interested ESSE members with experience in these (or similar) posts in their respective national associations to present their candidatures, by addressing the Chair of the Nominations committee, Fritz Neumann.

It has also been exciting and rewarding for me to be in contact with other Board members and representatives of national associations who have sent information about their activities and generously extended invitations to attend some of their conferences and meetings during this year. Even though I will not be able to attend all of them, I will certainly do my best to be present, or to be represented by member of the Executive, at those conferences, as I am fully aware of the need to promote ESSE in all forums across Europe, especially where colleagues in English Studies meet regularly. Either myself or other members of the Executive will attend conferences and meetings to be held (in chronological order) during 2007 – and this list might be increased in the course of the year – by the Turkish, Portuguese, British, French, Romanian, Austrian, German, Spanish and Finnish associations, in addition, of course, to our visit to Vilnius for the Board meeting in September.

These visits will give us the opportunity to remind all colleagues across Europe of the ESSE

mission, namely, “to advance the education of the public by promoting the European study of English Languages, Literatures and Cultures”, and particularly to encourage them to participate in our activities, such as our Ninth Conference in Aarhus on 22-26 August 2008. In connection with this, in the next few months the APC (Academic Programme Committee) of ESSE-9 will adopt decisions about seminars and roundtables, details of which will then be announced on our Website and through *The Messenger*, so that individual members will soon be able to submit their proposals for papers. It is also necessary to encourage our members to send contributions to *The Messenger* or to *EJES*, or to propose books recently published in English for the 2008 edition of the “ESSE Book Awards”, while junior scholars are urged to apply for our research bursaries.

I wish we could do more for everybody, and there are certainly other ideas and projects in progress (like the database of English journals in Europe), or in mind, some of which we might have to discuss again (and take further) at future Board meetings, such as the ESSE summer courses, or a coordination scheme for Bologna implementation in our countries and universities. But, alas, one of our main shortcomings is not lack of ideas or enthusiasm but, unfortunately,

lack of funds. Sadly enough, all those great declarations in favour of European harmonisation, cohesion and progress we have been hearing recently on the occasion of the 50<sup>th</sup> anniversary of the Treaty of Rome are not always accompanied by funding, and this seems to be the case for English Studies in Europe. According to our politicians in Brussels and elsewhere, English does not need any further support from EU institutions: globalisation is the magical word that is usually proffered in answer to our petitions, English being of course the epitome of globalisation!

But I do not want to end my first presidential column on a pessimistic note, because it would be simply unrealistic and completely unjustified. I am firmly persuaded of the great potential for English Studies across Europe. English is naturally a significant European lingua franca and the joint efforts of our 33 associations will surely yield fruits not only in the long run but also in the short term. Now there are almost 8,000 of us in ESSE, and I think there can – and there should – be many more of us in the future. ESSE exists in order to advance our studies. The more we are, the greater visibility we shall have, and the stronger we will be. Let us then work together to achieve this aim, in the confidence that we shall be successful sooner rather than later.



**CALL FOR APPLICATIONS AND NOMINATIONS FOR  
THE ESSE POSITIONS OF SECRETARY AND TREASURER**

The Nominations Committee of the ESSE Board seeks applications for the positions of **Secretary** and **Treasurer** of ESSE, which fall vacant in January 2008. The usual term of office is three years. Candidates, who should preferably have been involved in ESSE affairs or have held similar positions in their national associations, should submit, as e-mail attachments:

- (a) a letter of application**
- (b) a short (2-3 page) CV**
- (c) letters of support from two national associations**

Each national association can also nominate candidates for any of these two positions (only one candidate for each position). In this case, national associations will submit, as e-mail attachments:

- (a) a letter, signed by the Association's President, describing the candidate's competence for the specific office**
- (b) a short (2-3 page) CV of candidate(s) proposed**
- (c) a letter, signed by another Association's President, seconding this proposal**

Applications and nominations must be submitted electronically, by 30<sup>th</sup> June 2007 at the latest, to the members of the Nominations Committee:

**Fritz-Wilhelm Neumann:** <[fneuman1@gwdg.de](mailto:fneuman1@gwdg.de)>

**Marina Bondi:** <[mbondi@unimore.it](mailto:mbondi@unimore.it)>

**Martin Procházka:** <[martin.prochazka@ff.cuni.cz](mailto:martin.prochazka@ff.cuni.cz)>

From the applications and nominations received, the Committee will select the best candidates (maximum of three for each office). The two officers will be chosen by vote at the ESSE Board meeting in Vilnius.

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## Editorial Notes, Password, Errata

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This issue of *The Messenger*, unlike the previous one (15.2), is rather more eclectic in its contents. The contributions range from fresh poetic translations from Anglo-Saxon verse to a considered review of a recent study of the translation of literary text into film. In addition, a larger number of pages than usual have been devoted to book reviews: not only has the Book Reviews Editor, **Dr Ton Hoenselaars** (Utrecht), worked hard to find reviewers but a remarkable number of people have contributed their time to reading the books and writing about them, and the variety of recent publications covered is impressive. There also exist a small number of reviews already received but for which there was too little space in this issue: their authors can rest assured that they will appear in the Autumn.

With the exception of the ESSE MATTERS pages, the bulk of this issue will again be made accessible in pdf format on the *Messenger* pages of the ESSE web-site <<http://www.essenglish.org/messenger.html>>. The **password** for this issue is **DemiJohn**. Following our recent agreement with EBSCO, the principal articles will also become available online through any library with an agreement with that company.

**The (optimistic) deadline for copy to reach me for the Autumn 2007 issue is 15 September.** I think it is worth repeating that any and all contributions, of every kind, will be welcomed – including articles-in-progress: *The Messenger* is not a peer-reviewed publication, and all material can be subsequently reworked and published elsewhere, though hopefully with acknowledgment to *The Messenger*. The obvious advantage of publishing in *The Messenger*, despite its “non-scholarly” status, is that contributions will reach a potential readership of more than 7500 colleagues in Europe and elsewhere, in both printed and electronic form.

Finally, my thanks to all of the contributors whose writing appears in this issue. Without your input there would be no output!

*John A Stotesbury*

Joensuu, Finland

5 May 2007

### ERRATA

Raphaël Costambeys-Kempczynski, whose article “Stephen Romer: A Poet in Translation” appeared in *The Messenger* 15.2 (2006): 18-20, has pointed out one or two typos that survived into print:

1. The names of ‘Pierre Leyris’ and ‘Gilles Ortlieb’ should be spelt as they are here (cf. *Messenger* 15.2, p. 18, first column).
2. Romer’s poem (*Messenger* 15.2, p. 13) is called ‘Yellow Studio’ and not ‘Room’.



**Winners of the ESSE Bursaries for 2007**

**Four Type A Bursaries to:**

1. Andrea Kirchknopf (Eötvös Loránd University, Hungary). “The (Re)workings of Post-Victorian Fiction.”
2. Stephen Laker (Leiden University, The Netherlands). “Motivation for Phonological Diversity in the English Dialects.”
3. Margaux Poueymirou (University of St. Andrews, UK). “The Sixth Sense: Synaesthesia and British Aestheticism, 1860-1900.”
4. Lili Mesterházy (Eötvös Loránd University, Hungary). “William Shakespeare and John Fletcher and *The Two Noble Kinsmen*.”

**Five Type B Bursaries to:**

1. Adrian Papahagi (University of Cluj, Romania). “Carolingian and Anglo-Saxon Boethius Manuscripts in British Libraries: A Study of their Relationship to the Old English Translation of the *Consolatio Philosophiae*.”
2. Andrei A. Avram (University of Bucharest, Romania). “An Introduction to New Englishes.”
3. Galina Pavlenko (English Department, Taganrog Institute of Management and Economics, Russia). “The Russian Loan-Words in English: Past and Present.”
4. Gergana Apostolova (South Western University of Bulgaria, Bulgaria). “Tangles of Intertext.”
5. Peter Szaffko (University of Debrecen, Hungary). “The Critical Reception of Hungarian and Other Central European Plays Produced in English.”

## ESSE-9 CONFERENCE

**Århus, Denmark**  
**22-26 August 2008**

The 9th international conference of the European Society for the Study of English will take place at the University of Aarhus, Denmark, 22–26 August 2008.

In a departure from previous ESSE practice, there will be several distinguished plenary speakers at Aarhus, covering a wide range of the academic interests of ESSE members. We can announce the following:

- **David Cannadine** (Queen Elizabeth the Queen Mother Professor of British History, Institute of Historical Research)
- **Steven Connor** (Professor of Modern Literature and Theory, Birkbeck College)
- **Nigel Fabb** (Professor of Literary Linguistics, University of Strathclyde)
- **Toril Moi** (James B. Duke Professor of Literature and Romance Studies, Duke University)
- **Mark Turner** (Institute Professor and Professor of Cognitive Science, Case Western Reserve University)
- **Jenny Uglow** (Honorary Visiting Professor, University of Warwick).
- The reggae poet **Linton Kwesi Johnson** will give a reading.

Further details concerning all of these speakers can be found, together with much other information, on the conference home-page at <<http://www.esse2008.dk>>.

Nominations for ‘semi-plenary’ lectures have now been received from various national organisations, and are being assessed by the Academic Programme Committee.

### **NOTA BENE**

The previously advertised deadline for submission of proposals for seminars and round tables was 1 June 2007. We have decided to extend this deadline to take advantage of the 10th Nordic Conference for English Studies in Bergen, 24–26 May 2007. Proposals for seminars and roundtables may now be submitted until Friday, 15 June 2007. Please see the Preliminary Announcement in issue 15.2 of *The European English Messenger* (Autumn 2006) or the conference homepage for further details. Proposals may be sent electronically to <[proposals@esse2008.dk](mailto:proposals@esse2008.dk)>.

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## Round Table on the Bologna Process

*J. Lachlan Mackenzie*

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One of the features of the ESSE-7 Conference in Zaragoza was a lively Round Table on the Bologna Process, which considered many of the advantages and disadvantages for English Studies of the new system under which we all now work – or are about to work. For a report on that meeting, see *European English Messenger* 14.1 (2005): 7-14. It was agreed at that meeting that the following conference should also contain a Round Table on Bologna, but with a different format, allowing discussion of the ‘nitty-gritty’ of implementation. Accordingly, one of the events at ESSE-8 was a Round Table which began with two parallel sessions, one for early and current implementers and the other for future implementers, and continued in plenary session. The purpose was for representatives of the relevant countries, on the basis of a questionnaire prepared in advance, to compare and contrast their experiences with a view to learning from one another. In the subsequent joint discussion, the early implementers were able to offer examples of good (and bad!) practice to the other groups, just as the current and future implementers had innovative ideas for the early implementers as they revise their established systems; there was also animated participation from the floor.

The representatives of ESSE associations from early and current implementer countries were Roberta Maierhofer (Austria; chair), Martin Procházka (Czech Republic), Pia Brinzeu (Romania), Jaroslava Stasková (Slovakia), Smiljana Komar (Slovenia), and Andreas Zucker (Switzerland); the future implementers were represented by Gayane Muradian (Armenia), György Endre Szönyi (Hungary), Jone Grigaliuniene (Lithuania), Teresa Bela (Poland), Alberto Lázaro Lafuente (Spain) and Graham Caie (United Kingdom), with Lachlan Mackenzie in the chair.

It became immediately apparent that there are considerable differences in how the various countries represented on the Round Table are implementing Bologna; as one panel member

put it, “Each country has its own Bologna Process”. We were already aware (and became more aware) of the enormous differences in the extent to which the process has already been implemented and in staff and student awareness of its very existence; in addition there are disparities in (at least):

- the length (in years) of 1st, 2nd and 3rd degree courses: 3 or 4 years for the 1<sup>st</sup>, 1 or 2 for the 2<sup>nd</sup>, and 3, 4 or 5 for the 3<sup>rd</sup>
- the understanding of modularity (little progress had been made in most countries towards uniform, mutually substitutable blocks)
- the importance accorded to lifelong learning (an important issue in the UK, but subsidiary or even invisible in certain continental countries)
- the question of competitive entry to degree courses (this appears to depend upon local demand for courses in foreign languages)
- the grading systems employed and access to resits for student who fail exams
- the facilitation of student and staff mobility
- the division of the academic year into calendar units
- variation in the degree of experience with university reform (in France, reforms are perennial; in other countries, the introduction of Bologna is part of a much bigger one-off reform package)

Add to these differences various factors unrelated to Bologna, such as the presence/absence of tuition fees, of private vs public universities, of a university role in teacher training, rising or falling student numbers, as well as differing views on the broad ideological background of the process, and it is remarkable that any agreement could be reached at all. Nevertheless, it did emerge that the fundamental concerns of all the panellists were much the same.

A central point for discussion was the impact of Bologna on the content of a degree in English Studies. In many Central and Eastern European countries, the academic programme has been reduced to make room for training in practical skills and preparation for careers in such fields as tourism, partially in response to changing

student ambitions. In others, notably in the UK, the programme has not changed at all in response to Bologna, but generally there has been across Europe a move towards a more active role for students in their learning and towards more continuous assessment of students' achievements. Despite the move away from traditional course contents, the members of the Round Table did not report any sense of English Studies being downgraded as an academic subject; in fact, in some countries ministries actively oppose any move towards combined degrees, stressing the importance of preserving English Studies as a monodiscipline.

Another major topic was student mobility. The Round Table revealed that students of English do not all flock to English-speaking countries for time spent studying abroad: Lithuanian students, for example, are more likely to seek out English courses in Poland, Italy or France, although links with UK universities are actively being developed. Nevertheless, many panel members reported difficulties in attracting students to their departments, very often because tuition is still imparted in the local language, with which incoming students will be insufficiently familiar. An enduring problem is the continuing massive disparity among grading criteria, despite the general acceptance of the ECTS system for the evaluation of the weight of courses. Even if equivalences between numerical and alphabetical systems, between 10-based and 20-based systems, etc. can be established, students mov-

ing across the continent still have to contend with local differences in pass/fail percentages, numbers of resits allowed, permission to continue studying after a failed exam and the like.

The members of the Round Table welcomed the concept of greater staff mobility and emphasized its many advantages for teaching and research. It was felt that however much written information is exchanged between internationally cooperating departments, it is only by being integrated for a few weeks or months into an alien university environment that a visiting scholar can understand the true issues of similarity and difference. It was stressed that staff exchanges should be planned to guarantee

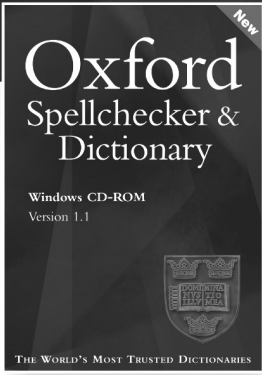
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a variety of experiences and maximum exposure to the ways of working of the host institution. Such exchanges can often lay the basis for meaningful cooperation between departments, and great enthusiasm was expressed for the potential of joint curricula, even joint degrees, especially at the Masters' level. Frequently mentioned were Erasmus Mundus,<sup>1</sup> the "co-operation and mobility programme in the field of higher education which promotes the European Union as a centre of excellence in learning around the world", and the European Doctorate, a variant on existing PhDs in which certain additional criteria are met, not least that the defence should be partly conducted in a language other than the native tongue of the awarding university.

The Round Table was taking place, everyone felt, at a time of transition: some countries are currently embroiled in the introduction of the Bologna Process, while early implementers are still fiddling with the system. Everyone believed that not enough guidance is available about finding the right balance between preserving the best of the old while embracing the new or between respecting local traditions while satisfying the need for international similitude; there seem to be no mechanisms for enabling latecomers learn from the errors of the early birds. Considerable faith was expressed in the Tuning Project,<sup>2</sup> which aims to identify generic and subject-specific competences in the form of learning outcomes, i.e. statements of what a learner knows or is able to demonstrate after completing a learning process. These competences should be made quite explicit in the form of a diploma supplement, it was agreed.

## Notes

1. See [http://ec.europa.eu/education/programmes/mundus/index\\_en.html](http://ec.europa.eu/education/programmes/mundus/index_en.html).

2. See [http://ec.europa.eu/education/policies/educ/tuning/tuning\\_en.html](http://ec.europa.eu/education/policies/educ/tuning/tuning_en.html)

ESSE, it was generally felt, is already playing a positive role by bringing together like-minded researchers from across its catchment area, especially during its biennial conferences. The Round Table made a plea for ESSE to do more, in the 23¼ months between each conference, for example by setting in place permanent networks that enable and stimulate mutual contact between associations and between departments. It could also provide a forum for sharing information on grading, on ECTS and on the availability of places for student and staff mobility. The Society could involve itself, it was suggested, in developing a qualification framework for our discipline that arises from our joint understanding of our profession and should find ways to disseminate information about recent developments, both technological and more generally methodological, in teaching and research. Departments are often keen to "market" their own advances and their students' abilities, but they are unsure how to go about it; here again, ESSE might provide a valuable platform. Finally, against the background of the systematically poor employment prospects of English graduates across the continent, it was hoped that ESSE could speak to employers about the transferable skills of our students and the value of our Professional Masters' degrees; as one panellist put it, "We have trained our students; now we need to train their employers."

All in all, then, the Round Table provided a useful focus for current concerns among the members of ESSE-affiliated associations about the current changes in our education systems which are raising many questions about issues of convergence and diversity.

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## Round Table on the Bologna Process: Addendum

*Roberta Maierhofer (Graz, Austria)*

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In my short presentation I would simply like to add a few thoughts to Lachlan Mackenzie's excellent summary of our round table discussion, as this meeting was successful in more than one way. The discussion did not merely end after the session, but led to further talks in the aftermath. It showed that there is a real need to discuss this issue in the very concrete forum of the academic discipline, and the wish for further collaboration within the framework of ESSE was very strongly expressed. Lachlan has summed up these ideas for further steps in the form of establishing a think tank concerning the Bologna Process within ESSE, and many of the participants expressed their intention of actively contributing to such initiatives.

Very little research has been undertaken so far to understand the cultural and structural context both of the success as well as of resistance and opposition to the Bologna Process. The Bologna Process has not only changed the face of European higher education, it has also led to a new interaction between Europe and the rest of the world in terms of education, learning, and the knowledge society. The interest of Asian, American, and African institutions in learning about this process is evident, even though the details of this European process sometimes remain obscure, as I recently learned when the Tunisian ambassador to Austria told me that they are also implementing this process, which he knew was associated with an Italian city, which he astonishingly enough linked to Naples and not Bologna. The Bologna Process has been referred to in the recent EUA meeting in Lisbon as a "European trademark" that has export qualities but, as Lachlan Mackenzie remarked in his article, everyone has their own Bologna Process, and it is often marked by dividing lines. The lively discussions at the Round Table Meeting in London showed exactly this: commonality and difference – commonality in the difficulties encountered in the implementation, but differences in the interpretation of

the flimsy text that the Bologna Declaration provided, and therefore a wide variety of structures within national higher education systems.

A former president of the EUA and vice-chancellor of the University of Lyon, Eric Froment, at one point spoke of "the astonishing strength of the Bologna Process." The impact of the Bologna Process not only came as a surprise to the representatives of universities but even more so to the academics who were faced with the challenge of implementing something that was vaguely formulated as an idea, but had few guidelines to follow. The amazing outcome is probably due to the fact that the Bologna Declaration came at the right time and fed a need in higher education that had so far gone unnoticed. Politicians often sign good-will statements referring to general intentions in order to avoid failure, as announcements of concrete actions and too many details can lead to obvious shortcomings, when this cannot be lived up to. So the Bologna Declaration signed in 1999 did have an astonishing impact, especially with respect to the simple, short and relatively abstract formulations. Why did this political statement that might have turned into a paper tiger have such an impact on the European setting of higher learning? I believe our round table discussion provided good answers to this question, as all of the panellists addressed very specific needs and demands within the field of English Studies within the legal and political framework of their countries, but at the same time juxtaposed their situation with the situation in Europe as a whole.

What specific effect does the Bologna Process have on the field of English and American Studies? Within academic circles there has been an abundance of extremely negative reactions towards the Bologna Process, and often harsh criticism that the Bologna Process has destroyed the grown structures of the discipline; it is faulted for disempowering the academic as an individual and for turning

universities into department stores. Frequently, the Bologna Process is made solely responsible for dramatic social and personal changes within the field of education and the structured settings of universities, and academics often bemoan the fact that their world is changing, and changing in a way that is perceived as negative.

At a meeting in Croatia, Annemieke Waite, head of the European Office at the University of Bristol, spoke of the Bologna Process under the heading of “Unlocking the Potential,” stressing the fact that the European higher education area is based on quality and transparency. By defining EHR as a crossroad of research, education, and innovation, it is the students who are empowered by emphasizing their potential as future contributors to our world. Waite defined the Bologna Process as participation and taking part in life. The metaphor of “unlocking” that Waite introduced points to the fact that the Bologna Process is a discovery of something that is already there.

When I was in the final phases of my diploma studies in English and American Studies, the professor whose class I was taking at the time spoke in very drastic words of his relief that he was not in our miserable position, and that he, as an established university professor, did not need to face what we were facing: unemployment. As students we were perhaps a little shocked by this naked expression of relief, but were not further fazed by the fact that he was pointing to something that was a natural outcome of studying a field in the humanities. We, as students studying in the late 1970s and early 1980s in Austria, did not enter university with the expectation that the university would help us in any way to find a job afterwards. English as a field was something you entered with a high interest in the field, and a bleak outlook for one’s future. European universities – with some exceptions – did not feel responsible for their students. Very often, as in my experience, students were a suffered nuisance and, in consequence, too often ignored. One of the most dramatic changes is the change of perspective: from professor to student. This

paradigm shift has led in our field to opportunities for collaboration of a kind that we had never had before. At the University of Graz, for example, we have developed a joint degree programme together with partner institutions in Bamberg, Graz, New York, Pécs, Venice and Roehampton that would not have been possible without the Bologna Process. The two-year “Joint Degree Master’s Programme in English and American Studies for the Alps Adriatic Region” is aimed at highly motivated students with a background in English and American Studies and a strong record of academic success. The emphasis in this programme is on an international curriculum of high quality, with regional aspects.

When looking back on my own experience as a student of English and American Studies, I often wonder that those professors with whom I studied are so nostalgic about the academic field before the Bologna Process. Not everything was well in teaching and research, and as a student we were, at best, onlookers, but never participants within the university.

In every transformation process you gains and you loses, and you need to determine whether the gain is greater than the loss. The Bologna Process has led to a change in structure in terms of organizing the flow of knowledge. I believe the dramatic aspect of this change is based on the fact that it reflects a dramatic change in terms of values and societal structure. The question is, how is knowledge created? Metaphors of mapping, clusters, and networks already indicate a shift from the abstract to the concrete. It is up to us to determine that for the field of English and American Studies the Bologna Process offers more gain than loss. The discussions in London have already presented us with more than we had before. We have had the opportunity not only to discuss in the abstract how our field has changed and reacted to societal developments, but also in the concrete to find commonalities and opportunities for future collaboration This, too, is the Bologna Process.

## **THE EUROPEAN JOURNAL OF ENGLISH STUDIES**

Support for the re-launched journal from potential contributors has so far been excellent, as, we trust, the four issues so far been published testify. The guest editors of 11.2, 11.3 and volume 12 (2008) are currently working with potential contributors to prepare their issues.

There is still plenty of time to put forward proposals for each of the three issues to be published in 2009. The guest editors would be happy to answer any questions you may have arising from the call for papers, which are reprinted below. Please ensure that your proposal demonstrates how it fits the terms of the cfp and how it advances the broader ambitions of the journal for a distinctive 'European' approach to English Studies. For further details regarding the journal's Aims and Scopes and its Editorial Policy, please visit the ESSE website <<http://www.essenglish.org/ejes.html>>, or contact the general editors. Please also note that, in order to ensure accessibility to the pages of the journal as well as the quality of the material it publishes, all proposals are subject to review, as are the final version of submitted articles.

The general editors also welcome proposals for topics and editors for volumes 14 (2010) and 15 (2011). Again, we would be most happy to explore possible ideas with colleagues who might be interested in taking them forward. Issues may be guest edited by one individual or by two or three, as the proponents wish. Full support to guest editors is provided by the general editors.

For further information regarding *EJES* more generally, go to the Taylor & Francis website: <<http://www.tandf.co.uk/journals/offer/neje-so.asp>>.

### **General Editors**

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**CALLS FOR ARTICLES**

***European Journal of English Studies*, Vol. 13, Issue 1**

**TRAVELLING CONCEPTS**

**Guest Editors: Birgit Neumann & Frederik Tygstrup**

Concepts are the tools of academic discourse: They enable discussion and exchange on the basis of a common language. However, more often than not, the meaning and operational value of these concepts differ between diverse disciplines, national cultures and historical periods. Concepts such as ‘performance’, ‘image’, ‘narration’, ‘identity’, ‘hybridity’, or ‘transnationality’, which are at the core of the study of culture and language, are not univocal or firmly established terms. Rather, they are dynamic and changeable as they travel back and forth between academic contexts. Hence, they constitute what Mieke Bal (2002) has felicitously called ‘travelling concepts’. With the move towards greater interdisciplinarity, the exchange of concepts between different disciplines has considerably intensified. Through constant appropriation, translation and reassessment across various fields these concepts have acquired new meanings, triggering a reorganisation of prevalent orders of knowledge. To the extent that their meaning must, therefore, be constantly renegotiated between different disciplines, travelling concepts can foster a self-reflexive approach to the interdisciplinary study of culture. This volume aims to review and critically examine the highly dynamic exchange of concepts, specifically providing the following:

- an overview of the journeys of key concepts and their effects on English Studies;
- a discussion of the conditions that facilitate the ‘import’ and ‘export’ of concepts;
- an analysis of the role that cultural changes play in the travelling of concepts;
- a discussion of literary and visual representations of travelling concepts;
- historical case studies illustrating the transformation concepts undergo as they migrate between different disciplines, national cultures and historical periods;
- an examination of the methodological consequences that the travelling of concepts has for interdisciplinary studies of culture.

Detailed proposals (500-1,000 words) for articles of c. 5,000 words, as well as any inquiries regarding this issue, should be sent by e-mail to both guest editors: Birgit Neumann at <Birgit.Neumann@anglistik.uni-giessen.de> and Frederik Tygstrup at <frederik@hum.ku.dk>. The deadline for proposals is 15 October 2007, with delivery of completed essays by 31 March 2008. The issue will appear in Spring 2009.

***European Journal of English Studies*, Vol. 13, Issue 2**

**INTERCULTURAL NEGOTIATIONS**

**Guest Editors: Ian MacKenzie, James R. Chamberlain & Ildiko Polyak**

The study of English in Europe (and beyond) necessarily involves encounters between cultures. Teachers and students of English literature, language, linguistics and cultural studies, no less than the authors they read, are situated in concrete cultural and temporal contexts. International business is increasingly aware of the importance of intercultural communication and negotiation, but the questions raised by the topic are not only pragmatic; they traverse all levels of the study of English language, literatures and cultures. EJES invites submissions of papers from specialists in all these fields on intercultural negotiations in the widest sense. This might include areas such as intercultural communication theory and training; the teaching and reception of foreign literatures; diachronic reading as intercultural communication; cross-cultural pragmatics; European language and education policies and priorities; language, culture and identity; and multiculturalism and ‘intracultural’ communication.

Detailed proposals (500-1,000 words) for articles of c. 5,000 words, as well as any inquiries regarding this issue, should be sent by e-mail to all three guest editors: James R. Chamberlain at <james.chamberlain@fh-brs.de>, Ian MacKenzie at <ian.mackenzie@eti.unige.ch>, and Ildiko Polyak at <ipolyak@ibs-b.hu>. The deadline for proposals is 15 October 2007, with delivery of completed essays by 31 July 2008. The issue will appear in Summer 2009.

**European Journal of English Studies, Vol. 13, Issue 3**  
**THE RHETORIC OF NATIONAL CHARACTER**  
**Guest Editors: Ton Hoenselaars and Joep Leerssen**

Cultural, literary and popular representations of collective peculiarities and behaviour frequently invoke 'national character' as a motivating explanation. Stereotypical in nature, such characters consist of attributions and prejudices established intertextually in a long traditional tradition. The study of such images of national character, established as a specialism in Comparative Literature known as 'imagology', has in recent years been attracting fresh interest (cf. the website <www.hum.uva.nl/images>). Imagology is based on, but not limited to, the inventory and typology of how nations are typified, represented, and/or caricatured in a given tradition or corpus of cultural articulations. On the basis of the analysis of texts or cultural artefacts, it raises questions of the mechanism of national/ethnic 'othering' and its underlying self-images. Among the questions raised are those concerning the relation between 'character' and 'identity'; historical variability; genre, irony, and even canonicity; and intermediality.

EJES invites submissions on the rhetoric of national character from specialists across the disciplines of English Studies. How has the notion of the character of a given nation been deployed, in the representation of language or speech, in narrative, caricature, film, television or history-writing? What 'foreigners' have been a foil to English, or British representations of national difference, and how has Englishness or Britishness been perceived and represented elsewhere? While these questions may generate a great number of fascinating case studies, the editor would specifically welcome contributions addressing theoretical implications and future perspectives of the idea of a 'rhetoric of national character'.

Detailed proposals (500-1,000 words) for articles of c. 5,000 words, as well as any inquiries regarding this issue, should be sent by e-mail to the guest editors: Ton Hoenselaars at <Ton.Hoenselaars@let.uu.nl> and Joep Leerssen at <Leerssen@uva.nl>. The deadline for proposals is 31 December 2007, with delivery of completed essays by 30 November 2008. The issue will appear in Winter 2009.

**Issues published since the re-launch of EJES in 2006**

- 10. 1: *New Perspectives on English Studies across Europe*, eds Martin A. Kayman, Angela Locatelli & Ansgar Nünning (Spring 2006)
- 10. 2: *Cultural Memory*, ed. Astrid Erll & Ann Rigne (Summer 2006)
- 10. 3: *Cultural Exchange*, ed. Gesa Stedman (Winter 2006)
- 11. 1: *Law, Literature, and Language*, eds Greta Olson & Martin A. Kayman (Spring 2007)

**Forthcoming issues**

- 11.2: *New Textualities*, ed. Manuel Portela
- 11.3: *Literature, Epistemology and Science*, ed. Ronald Shusterman
- 12.1: *New Englishes*, eds Bessie Dendrinou, Mina Karavanda & Bessie Mitsikopoulou
- 12.2: *Translation, Cultures and the Media*, eds Elena Di Giovanni & Rita Kothari
- 12.3: *Reading the Modernist Past*, eds H el ene Aji & Helen M. Dennis.