



The European Association for Studies of Australia, founded in 1989, seeks to promote the teaching of and research in Australian Studies at European tertiary institutions, as well as to increase an awareness of Australian culture throughout Europe. EASA promotes the study and discussion of a wide variety of aspects of Australian culture: Indigenous studies, literature, film, the media, popular culture, history, political discourses, the arts. EASA's area of interest also includes New Zealand Studies. <http://www.easa-australianstudies.net/>

***JEASA* Call for Submissions – Special Issue**

“Alive and Kicking? Teaching Australian Literature in Europe”

In a relatively recent commentary on the chronic underfunding of Australian literature by governments and institutions, the acclaimed novelist and scholar Gail Jones wrote: “It is embarrassing to discover that some European universities (in my experience Belgium, Germany and Italy, in particular) study more Australian literature than is offered in our own nation.” Is Jones’ embarrassment well founded? To what extent is she right?

How widely is Australian literature taught within English departments in European universities? *How* is it being taught? What are students being asked to read and write about? What kinds of literary texts are being chosen for English-language syllabi? What courses on Australian literature are being offered in English departments? What kinds of resources, repositories and networks of institutional support are available in Europe for the teaching of Australian literature? What new insights are gained into this literature from teaching it here?

JEASA is seeking essay contributions for a Special Issue, planned for publication in the first half of 2024, that address these questions. The aim is to provide an overview of Australian literature teaching in European universities via the publication of case-study essays: we want you to write in specific, practical (though also in scholarly analytical) terms, about an Australian literary studies course or courses or components of courses you have taught recently or are teaching now. Your essay should inform readers, among other things, about:

- What you taught, how you taught it, how teaching plans succeeded or failed or were altered as the term or semester progressed;
- How Australian literature is included (or ignored or perhaps unknown) in the English department where you teach and/or within your national university system;
- How students responded to the texts, what they discussed, presented or wrote about in in-class or end-of-term work;
- What new insights you and your students gained about the literature you studied. (In this way, you may offer insights or readings or brief analyses of particular literary texts.)

Essays will need to be 5,000-8,000 words in length (including references), and submitted in accordance with *JEASA* formatting and referencing (MLA) guidelines.

If you teach Australian literature in any capacity at a college or university on the European continent, please feel free to submit a proposal for this Special Issue by **1 October 2023**. Essays themselves will be due by **15 January 2024**

Your proposal will include an **Abstract (250-300 words)** and a **Bio (ca. 100 words)**, and will be emailed to the editor of the Special Issue: Geoff Rodoreda, University of Stuttgart, Germany – [geoff.rodoreda\(at\)ilw.uni-stuttgart.de](mailto:geoff.rodoreda(at)ilw.uni-stuttgart.de)