

CC UE NEWS

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Council for
College
and University
English

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1. Editorial

Chris Ringrose

The University of Northampton

This issue of CCUE News contains articles on institutional changes in the profile of English, and on one of the most important figures in its twentieth-century development.

In the second of our series on important figures in twentieth-century English Studies in the UK, Sue Owen writes a persuasive account of the innovative and wide-ranging influence of Richard Hoggart: his place in the institutional history of English, his methodology, his ability to link academic literary criticism to the place of reading in the national culture. This is a timely prelude to Sheffield University's international conference on the scholar's work, 3-5 April 2006, which Professor Hoggart will attend in person.

The Round Table on Teaching HE English in Further Education Contexts springs from an awareness that (a) some of the most interesting teaching and

student-centred learning in English Studies is currently being done in these environments (as the QAA reports of the last three years indicate); and (b) that the changes in provision mean that the distinction implied in that title is becoming redundant. It is interesting to read Val Lowe and Melanie Selfe's accounts of the kinds of students who opt to study in Blackburn and Ipswich, their aspirations, and the ways in which they are taught.

We have re-introduced our Upcoming section for this issue. Entries for this notice board would be welcome, as would contributions on any aspect of English Studies in the UK, for the deadline of June 30 for Issue 21.

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2. *The Makers of University English II: Richard Hoggart*

Dr. Sue Owen - University of Sheffield

Introduction

Richard Hoggart is important because he was the first literary critic to take the working-class seriously. He was the first to expand the parameters of criticism to include popular and working-class culture.

Hoggart is one of the leading thinkers and cultural commentators of the last sixty years. Born into a working-class family in Leeds in 1918, and orphaned at an early age, he went on to win scholarships to grammar school and to Leeds University where he gained a first-class degree and an MA. In his varied and active career he has been Lecturer in Adult Education at the University of Hull, Senior Lecturer in English at the University of Leicester, and Professor of English and Director of the Centre for Contemporary Cultural Studies (which he founded) at the University of Birmingham. He went on



to become an Assistant Director-General of UNESCO and finally Warden of Goldsmith's College, University of London. In addition he has undertaken many activities in arts, cultural matters, broadcasting and education. Amongst other positions, he has served as: a member of the Albermarle Committee on Youth Services, a member of the Pilkington Committee on Broadcasting, Reith Lecturer, Chair of the Broadcasting Research Unit, Vice-Chair of the Arts Council, Chair of the Statesman and Nation Publishing Company, Chair of the Advisory Council for Adult and Continuing Education and member of the British Board of Film Classification Appeals Committee. Hoggart was a leading witness for the defence in the trial at the Old Bailey in 1960 of Penguin Books Ltd. for publishing D. H. Lawrence's *Lady Chatterley's Lover*. Hoggart's evidence is widely



acknowledged to have been central in leading to the acquittal, which marked a watershed in public perception and shifted cultural parameters. Hoggart is best known for his seminal work, *The Uses of Literacy* (1957), but has been a prolific writer, publishing twenty-seven books, including two in 2004 at the age of eighty-seven. From a poor working-class background himself, Hoggart drew on his working-class roots as a strength. Influenced by the work of FR and QD Leavis, he shared their commitment to great literature and interest in culture, but strove to go further and extend literary critical methodology to working-class culture. Whereas the Leavises regarded the masses with suspicion, Hoggart took the working class seriously and differentiated between what was offered by the “popular providers” (media, popular fiction etc) and the resilient culture of working-class people themselves. Hoggart’s work contains the seeds of the important mid-C20 shift from deploring contemporary “popular culture” to seeing it as a source of possible insight and inspiration. Hoggart’s most famous work is the phenomenally influential *The Uses of Literacy*, a searing indictment of the specious populism and banality of popular newspapers and magazines, the false “palliness” of adverts, and the literary flatness and moral emptiness of

much popular fiction. Hoggart celebrated the resilience of working-class people and argued that they deserved better than what passes for popular culture. His subsequent work has developed this theme. This message remains extremely timely and relevant to today’s students.

Hoggart’s Importance

Due to the cross-disciplinary range of his oeuvre, Hoggart’s work is encountered in courses in many different disciplines: English, Cultural Studies, Politics, Sociology, Labour History, Media/Broadcasting and Education. In the Department of English Literature at the University of Sheffield, for example, students encounter Hoggart’s work on undergraduate courses about cultural history and working-class writing and MA courses about Culture. The interdisciplinarity of Hoggart’s output has the disadvantage that he has been written about in relation to phenomena such as the rise of cultural studies, working-class culture, “scholarship boys”, twentieth-century literary history/history of ideas, broadcasting since the 1960s etc. rather than as a thinker in his own right. Hoggart presented his papers to the University of Sheffield when he received an honorary degree in 2001. The Hoggart archive (recently catalogued) contains eighty-two boxes of typescripts, memoirs, letters, audio



and video recordings, personal papers and photographs. This marvelous research resource provides the ideal opportunities for critical study of Hoggart's work. I am organising (in conjunction with the archivist) an international, interdisciplinary conference from 3-5 April 2006 to celebrate Hoggart's diverse legacy to literary criticism, cultural studies, education, broadcasting and politics. The conference will be addressed by Richard Hoggart himself and has drawn prominent speakers from many disciplines including Literature, Cultural Studies, History, Sociology, Education and Politics, former collaborators of Hoggart's such as Stuart Hall, friends and family including his son Simon, and writers such as David Lodge who owe a debt to Hoggart in their own work.

The conference is timely due to a renaissance of interest in Hoggart's ideas. How may this be accounted for? Hoggart's message is timely, as the need to address the decline of "popular culture" is more urgent than ever. Cultural studies work since Hoggart has proved inadequate to address this, due to unwillingness to appear culturally elitist by talking of standards. Hoggart, on the other hand, is not ashamed of literary values and distinguishes, crucially, between working-class culture and what is what is offered by the "popular providers";

and between the intentions of these providers and the reception of their output amongst "resilient" working-class communities. Yet Hoggart's attitude to the popular media is far from finger-wagging elitism. He was the first to see that there is much to admire in popular journalism and entertainment. Despite his criticisms, Hoggart was able to take popular media as he found them without judging the motives of the people who "used" them, and without abandoning his own devotion to critical literacy. His direct engagement with the popular sprang from respect for what working-class people actually enjoyed. There is another factor behind the resurgence of interest in Hoggart. Hoggart was previously eclipsed by his Marxist successors within Cultural Studies. He tended to be seen as at best somewhat anecdotal and empiricist and at worst a kind of class war collaborator because of his determination to work within the system. Now, we can return with a new awareness to his sensitive accounts of working-class life and culture. We can see that, rather than being anecdotal or empiricist, he is starting from where working-class people are and what they actually enjoy. His refusal to totalize the "proletariat" of "the masses" is a sign of humility rather than theoretical naivety, a refusal to diminish the humanity and variety of the working class.

In addition to expanding the frame of reference of literary and cultural criticism to include popular and working-class culture and putting the working-class on the cultural map, Hoggart was the first to raise issues of reception and to question the passivity of the “masses” posited by previous cultural critics (Arnold, Eliot, Leavis et al). In his role as a founder of the cultural studies movement, he changed our way of looking at culture and at what is considered worthy of study at universities. His celebration of the resilience of working-class people also remains extremely pertinent at a time when ignorance about the real conditions of working-class life is rife in the “politically correct” academy.

As well as his legacy to criticism and to Cultural Studies, Hoggart’s is importance for his influence on contemporary writers, such as Alan Bennett, David Lodge, Pat Barker and Tony Harrison. For example, a comparative analysis of Chapter 3 of *The Uses of Literacy*, called “‘Them’ and ‘Us’”, and Tony Harrison’s poem “Them and uz”, dedicated to Hoggart, offers a tangible instance of Hoggart’s influence not just on ideas about culture but on literature itself.

The Uprooted and the Anxious

Hoggart spoke for a generation of “angry young men and women” from working-class backgrounds and gave

a voice to those who are educated out of the working class, fail to assimilate into the middle class and end up feeling they belong nowhere. “*The Uprooted and the Anxious*” is the title of chapter 10 of *The Uses of Literacy* which contains the famous section “*Scholarship Boy*”. This is Hoggart’s moving account of the difficulties and sufferings of the young working-class intellectual. It is probably the most accurate picture of working-class experience since Orwell, but (unlike Orwell’s work) from an insider’s viewpoint; and the most moving account the intellectually aspiring working-class boy’s experience since Hardy’s *Jude the Obscure* and Lawrence’s *Sons and Lovers*. It influenced subsequent accounts such as Willy Russell’s *Educating Rita*. Hoggart is not writing to arouse pity. As well as showing the conflict between working-class origins and the thirst for culture, he celebrates the working-class intellectual’s capacity for cultural intervention, the way in which his working-class roots become a source of strength as well as conflict (whilst “high” culture is valued, in a qualified way, not denigrated as elitist). The unique quality of this chapter derives from the combination of personal experience and intellectual acumen. The drama of the “scholarship boy” was played out in Hoggart’s own life, as may be seen in his three-volume *Life and Times* and his *First*

and Last Things. Hoggart turned personal contradictions into strengths and perceived social disadvantages into a rich source of inspiration and insight. His personal life has been the energy source, shaper and legitimator of his cultural philosophy. The chapter on “The Uprooted and the Anxious” also illustrates a new way of writing which was to become characteristic of cultural studies, drawing on the authenticity of personal experience as a legitimate springboard for cultural analysis. Hoggart’s account continues to arouse identification from today’s students because it also resonates with the alienation in us all.

Literature, Culture, Class

Hoggart began life as a literary critic. His first book was on Auden. He uses literary critical methodology to engage with popular culture. His early criticism is interesting because it shows how the working-class intellectual engages with Canonical literature in a “high” art form. Examples of his later criticism, collected in *Speaking to Each Other* Volume 2 “On Literature”, show the importance of literary criticism for Hoggart and his love of literature. This is important because love of literature and commitment to a rigorous literary critical method informs all Hoggart’s writing on culture, whereas later exponents of Cultural Studies may be considered to have thrown the baby out with the bathwater and

abandoned the literary altogether in their quest for the popular.

Hoggart’s ideas about culture are not static but continue to develop in the context of changing times, as can be seen in his later writings on culture and class e.g. *Prefabricated Thinking, Speaking to Each Other* Volume 1 “On Culture” and *The Way We Live Now*. It is important to counteract views of him as merely of historical importance, in a teleological vision of the rise of Cultural Studies on the one hand and the gradual demolition of ideas of literary value and canonicity on the other. The most stringent, consistent and cogent engagement with “popular culture” comes precisely from Hoggart’s unique blend of honouring working-class integrity and what is genuinely popular in “popular culture”, and willingness to hold on to notions of literary value so that we are not disarmed in the face of the cultural poverty of late capitalism. He has grasped the nettle of the necessary distinction between militant opposition to censorship, in which he has led the way, and dangerous, agnostic openness to any cultural product, regardless of value. As he says in his *Life and Times*, Vol. III, “It is plain that behind almost any discussion today about the arts, and indeed about any of those areas of British culture with which I have been involved, lies

the evaded question of value-judgments.” Agnosticism plays into the hands of politicians, advertisers, tabloid newspaper editors and other interested parties: “Openness becomes emotional promiscuity, choice becomes whim; but underneath is a passivity, the acceptance of things as they are and are offered”.

Media and Broadcasting.

Hoggart was the first British critic to take TV and radio seriously. He made a number of crucial interventions in the debate about broadcasting standards: his Reith lectures, his contributions to the report of the Pilkington Committee and various books on media e.g. *Only Connect: on the Nature and Quality of Mass Communications*, *The Mass Media: A New Colonialism*, and *Mass Media in Mass Society*. His defended quality in broadcasting, but with discernment, opposing campaigns for “decency” such as that of Mary Whitehouse.

Recurring ideas in Hoggart’s writings on broadcasting include: respect for the medium of broadcasting and its possibilities; respect for its audiences; no regard to vested influence of government or advertisers which means commitment to the license fee; provision for all not just those worth wooing for an ulterior end; the idea the we all at times belong to a number of minorities or overlapping communities and sometimes belong to

majorities; the idea that there is a qualitative difference between assessing on the one hand the size of audience and on the other the intensity with which individuals respond to difference programmes; the notion that quality is determined by integrity before the subject and intended audience and not by “height of brow” [this is especially important given the broadcasters’ dismissal of critics as élitist or culturally snobbish]; promotion of enabling rather than prohibitive legislation (“Thou shalt” more than “Thou shalt not”); broadcasters obliged to provide space for programmes which don’t at first attract large audiences; the idea that if, in the effort to increase audiences, producers make programmes they secretly despise, they will soon despise the audiences they make them for and eventually despise themselves; the view that broadcasting should not hesitate to reflect “The quarrel of this society with itself” even though politicians may not like the result.

As Hoggart puts it in Vol. III of his *Life and Times*, commitment to principles of good broadcasting is “strange language in the Nineties but still compelling, like a lost faith”. The same is true in our own decade. Hoggart’s message is a compelling and exciting one for students weaned on the bland agnosticism of A-level media studies.

Cultural and Political Contexts

Hoggart's oeuvre must be understood in the context of the social and cultural shifts of the second half of the twentieth century which influenced him and which he in turn influenced through his cultural commentary and intervention. Hoggart coined the term "Cultural Studies" and was the founder of the discipline within the British academy. Yet he is no individualist and sees himself as a collaborator and colleague with contemporaries Raymond Williams and E. P. Thompson, with his successor at the Birmingham Centre for Contemporary Cultural Studies, Stuart Hall, and with others within the first wave of Cultural Studies. There is no scope here for a comparative assessment of Hoggart and Williams, or Hoggart and Hall (such comparisons will be the subject of panels at the forthcoming conference). Suffice it to say for now that the theoretical reevaluation mentioned above is at last allowing Hoggart to be valued as he should be. The declining popularity of Marxism has allowed Hoggart to emerge from Raymond Williams' shadow into his proper importance. Possibly there is a perception amongst some that Cultural Studies has lost its way: hence the desire to look again at what its founding father had to say and to recover the optimism and sense of purpose which Hoggart offers.

It flows from Hoggart's conception of the intellectual's role that he has not lived in the ivory tower but has engaged in society in a particular way, striving for change from within. This sets him apart from those who have preferred to criticize from the margins and raises important questions about the intellectual's social and political responsibilities. Hated by Margaret Thatcher and Mary Whitehouse and also maligned by some on the left as insufficiently Marxist, Hoggart has continued, undaunted, to lead a life of exemplary public service (on Government Committees, the Arts Council, UNESCO and other bodies), whilst treating his critics with unflinching courtesy. I shall illustrate this with reference to his roles. Serving culture in the public sphere is an important extension of Hoggart's ideas about the need for cultural quality.

Richard Hoggart has been a pivotal figure in the history of ideas as well as one of the leading thinkers and cultural commentators of the last sixty years. In 2004 I saw him, at the age of 87, hold spell-bound a packed hall at the Ilkley Literature Festival. The audience ranged from academics to the self-taught, current and former adult students, and members of the public who had enjoyed his work or been influenced by it in life-changing ways. Working-class intellectuals feel he speaks for them

not just to them or about them. Even today, he has the capacity to inspire identification in anyone who has ever felt displaced. He exemplifies the integrity of the working-class intellectual that his work celebrates.

Details of the Hoggart conference are at:

www.sheffield.ac.uk/english/events/hoggart.html

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3. The Success of English Degrees in FE: The Examples of English at Blackburn College and Suffolk College.

Val Lowe (Head of English at Blackburn College) and Melanie Selfe (Course Leader, BA Honours English at Suffolk College) talk to CCUE News.

CCUE: What kinds of English degrees do you offer at Suffolk and Blackburn Colleges?

Val Lowe: At Blackburn, all modules on the degree are compulsory and are designed to cover key aspects of the discipline while still enabling staff to teach their specialist subjects. Foundation level subjects in year one are developed in subsequent years but become more specialised according to staff interests.

CCUE: So is there room for student choice?

Val Lowe: Project work in year two not only offers students the opportunity to research a topic not dealt with in the compulsory modules, but also allows staff to guide students and offer advice in their own areas of specialism. This is also true of the final year dissertation. Because the team is small, the ability to develop interdisciplinary links is clearly enhanced to the benefit of students.

CCUE: Is there a similar pattern at Suffolk?

Melanie Selfe: Our BA Honours in English is part of the Suffolk Modular Degree Programme. It is a broad degree



with a mandatory core of training in critical reading and writing skills and provision which allows students to choose from modules in literature, language, history, film and digital culture. We encourage the idea that English is interesting and stimulating for its own sake and students tell us that the experience of studying with us is a pleasurable one. But we are also good at teaching the skills and knowledge which will be of use to students going on to teacher training, journalism and other professional fields.

CCUE: Do Blackburn and Suffolk students have a distinctive profile?

Melanie Selfe: During the academic year 2004-5 we circulated a questionnaire to students. There was a feeling that our students did not fit easily into the usual categories of people presumed to be studying for a degree in the further education sector. These are usually characterised as either school-leavers coming through UCAS and undertaking a predominantly vocationally oriented degree in preparation for the world of work, or mature students studying for pleasure at a leisurely pace and not

really affected by policies increasingly aimed at young undergraduates.

Our experience, however, has been of providing for a range of ages and backgrounds but especially for a core group of 'second-chance' students, returning to study in their 30s and 40s but still with ambitions to embark on careers.

CCUE: What did you find out about the Suffolk English students?

Melanie Selfe: Forty-six questionnaires were returned. Of these students, about one quarter were part-time, half had A levels, 3 came from Access courses, 12 brought undergraduate credits from other institutions, 8 had professional or vocational qualifications and some mature students had been accepted with no qualifications. Students' existing qualifications included State Registered Nurse, Secretarial Diploma, FE teaching qualifications and dental therapist. The most notable aspect of our student profile is the age range.

Although only providing a snap-shot of the English degree students, the results show:



Σ There is a spread of ages with significant numbers of students who, while being ‘mature’, still expect to begin or change professional careers after graduating.

Σ Some students have quite considerable work experience before beginning the degree

Σ There has recently been a slight increase in younger students

Σ The degree attracts a large number (45% at level 1) of students with children so represents a major ‘return to study’ opportunity

Σ Students overwhelmingly choose Suffolk College because it’s local

Σ It seems many part-time students complete their degrees full-time

Σ Students choose English for their interest in the academic subject

Σ Almost half express a wish to go into teaching

These results give a sense of the distinctive nature of English at Suffolk, which has developed in response to the needs of such students and has very strong ethos of student support and ‘widening participation’.

CCUE: A high proportion of mature students, then?

Melanie Selfe: Yes. Only 6 of the 46 were 18-19. Eighteen students were in the range 20-29, 12 were 30-39, 4 were 40-49, 4 in their 50s, one student 63, and the oldest 71.

CCUE: So how do you approach ‘the employability agenda’?

Val Lowe: Our students’ expectations of an English degree are that the qualification will enable them to access a particular career path.

CCUE: Any career in particular?

Approximately 75% of our students enter the programme knowing that they want to enter the teaching profession and we have adapted the content of relevant modules to cater for this need. Generally speaking, a high proportion of our students are mature entrants seeking to enhance their career prospects without the need to travel out of their local area. We also find that students who have been less successful in other larger institutions



thrive within the more accessible and interactive atmosphere of HE within FE.

CCUE: Is there anything else distinctive about the Blackburn English students?

Val Lowe: Well, a significant number of our students are of Asian heritage, and many of these are female. For them, personal and domestic commitments are a high priority. The ability to study locally enables such non-traditional students to obtain qualifications, which may not have been possible otherwise.

CCUE: Within your diverse student profiles, what are the students' expectations of 'English'?

Val Lowe: Blackburn students' perceptions of other skills developed during the course of study (time management, analytical skills etc) seem to be secondary to their vocational purpose. In terms of employability, we are aware that students are increasingly required to use and understand new forms of communication, and our students graduate equipped with superior IT skills. These are

developed from the first year of the course and include not only web processing packages, but also FrontPage and Power Point applications. The introduction of a new online discussion forum further develops familiarity with the electronic medium. In terms of dealing with the needs of the needs of our students, we ensure that lectures and seminars are timetabled sympathetically to enable them to meet both work and family commitments. In addition, we find that in most cases a much higher level of academic and pastoral support is required to enable students to achieve.

Melanie Selfe: Of the 46 Suffolk students who returned questionnaires, 38 said they had chosen the course for their interest in the subject, 20 wanted to go into teaching and 8 into other professional areas. Students overwhelmingly chose Suffolk College because of its location which means students do not move away from home and we attract the whole range of academic ability and potential. Nearly a third of the students had children under 16. About 30% of the students had left jobs to take the degree and 60% were working at the same time as studying. Students had worked or were working, for example,



in the health service, childcare, local government, administration, broadcasting and print journalism, farming, IT, youth work, engineering, business or as teaching assistants. Many were full-time mothers and home-makers.

CCUE: How is your curriculum adapted to your relatively small staff teams?

Melanie Selfe: We devised the English degree at Suffolk with close reference to the National Benchmarks for English, the particular character of our student intake and the expertise of the staff. The degree includes literature, language, film, history and web-based modules. There is a core of three English Lecturers, two of whom are Senior Lecturers. We have specialisms, for example, in Critical Theory, English Language, Romanticism, Drama in Education and Autobiography, and we belong to a wider Humanities team that includes Media and History Lecturers. The English degree can thus draw on a staff of eight Lecturers and Senior Lecturers. The film modules are validated jointly as English and as Media modules, are taught by English and Media specialist lecturers and attract students from both routes. Other interdisciplinary

modules are taught by English and History staff, belong to both subjects and again attract students from both routes. This necessitates a very productive negotiating of the differences in assumptions and methods between 'disciplines' and the development of broad textual and cultural studies approaches. It also has the side-effect of requiring History students to read quite a lot of literature.

CCUE: How does degree teaching fit in with your FE Commitments?

Melanie Selfe: At Suffolk staff are employed under Further Education conditions which means we teach on average 20 hours a week and can be asked to teach up to 23 hours a week. We also have considerable course management responsibilities and are involved in recruitment, promotions, quality assurance, assessment procedures and student support. We are of course predominantly a teaching institution and have a good reputation for supporting students from different backgrounds and for enabling students with few prior qualifications to graduate and go onto postgraduate work and into teacher training.



CCUE: Does that demand specialised staff development?

Melanie Self: We are all qualified teachers with experience and qualifications in teaching adults, but we also have backgrounds in Return to Study and Access courses, TEFL and teaching overseas, with the Open University and in teacher training. We are thus very student centred but surprisingly make time for our own research and publications. Being outside the RAE exercise means that we are under less pressure than elsewhere but there is still the expectation that we need to be part of a developing 'research culture'. Some of us are 'Registered Practitioners of the Higher Education Academy'.

Val Lowe: The need for our staff to maintain academic currency is recognised through a system of remission hours for scholarly activity.

CCUE: I guess you might have to be inventive in making the most of library resources?

Melanie Selfe: We inherited an FE library stock which was well-established for the teaching of A levels but

over the 12 years of the running of the degree, first of all in Literary Studies and then in English, the college has invested significant amounts of money in the book, periodical and audio-visual stocks. Module reading lists are drawn up in cooperation with library staff, who always make sure that everything listed is available to students. More specialist material is provided in extract form to students by lecturers, students make good use of inter-library loans and level 3 students have borrowing rights at the University of East Anglia.

Students make substantial use of on-line sources. Together with the library, we provide training sessions and leaflets on the use of web-sites and databases relevant to English and in some cases students are more proficient in the use of these than staff. We get good QAA marks for the use we make of the resources we have although obviously these are modest compared to more established providers. We are entering a new phase as University Campus Suffolk in collaboration with the University of East Anglia and the University of Essex which will involve new buildings and resources and no doubt many 'challenges' to develop new modes of learning and teaching.

Val Lowe: Blackburn students do have access to two university libraries, UCLAN and Lancaster, in addition to our own library, to which we have recently added considerable new stock and intend to add more in the near future. All texts on individual module reading lists are available in ELIHE library and students also have access to an extensive dedicated higher education study centre. A new introduction for 2005 was an online discussion forum which enables students to discuss academic matters with peers and with staff.

CCUE: What gets discussed on line?

Val Lowe: As the forum is accessible by students on all three years of the programme, students from years three and two are able to offer guidance and support to their less experienced peers and to each other. One of the advantages of a relatively small student cohort and teaching team is that a sense of community is engendered. In order to develop this further and to enrich the academic experience of students, we include extra-curricular activities. These include theatre trips, and new for 2006 is the

opportunity for our students to travel to New York. This has arisen due to the fact that English now comes within the School of Integrated Arts, and relationships between English students and graphic design students further helps to encourage cross-disciplinary links. The potential for team teaching with colleagues from the two disciplines is also being explored.

CCUE: What about your relations with validating universities such as Lancaster and UEA--what makes them work?

Val Lowe: We have an extremely good relationship with our validating university, Lancaster, and with our course consultant Mick Short. Regular communication via email ensures administrative matters run smoothly, and annual guest lectures help to maintain and strengthen contacts between the two institutions. In 2006, all students and staff on the English degree have been invited to attend a symposium organised by Professors Leech and Short to celebrate the success of Style in Fiction, and fees have been waived by Lancaster for our students.

CCUE That seems good practice. . . .

Val Lowe: Yes; in the past, students have attended a mini-conference organised by the Linguistics Department at Lancaster and have had the opportunity to witness scholarly debate and discussion first hand. Such links help to foster and develop a sense of community with Lancaster.

Melanie Selfe: Our position is that Suffolk College is currently an accredited college of UEA and thus for undergraduate programmes we have delegated responsibility for approval of courses and quality assurance, monitored by the University.

CCUE: A 'partnership' arrangement?

Melanie Selfe: Yes, and one that has worked well, giving us the freedom to develop courses and ways of working that suit our particular students while also ensuring academic standards. Over the next few years with the development of University Campus Suffolk, new forms of partnership will evolve between UEA, Essex, and UCS with its hub in Ipswich and other centres across Suffolk.

CCUE: Is it easy to keep in touch with English developments nationally and internationally?

Val Lowe: As members of the team are teaching full timetables across a broad spectrum (from Access level through to final year degree level) it isn't always possible for staff to physically attend conferences or seminars, even though staff development funding may be available.

Melanie Selfe: We keep up to date through our own research, writing and validating courses, participation in on-line networks and collaboration with staff in Media Studies and History. Staff have links with departments where they undertook postgraduate research and our relationships with external examiners are particularly valuable. One member of the team is an external examiner elsewhere. We also make connections to colleagues from other institutions through participating in validations and subject reviews.

Individual Humanities staff members have developed contacts through educational work with Regional Film Theatres, teaching Creative Writing, editing, reviewing

and publishing, language teaching and attendances at conferences. These tend to be broader in scope than more narrowly defined 'English developments'. Some examples are

- Σ Contributions to international Virginia Woolf conferences and editing of Hyde Park Gate News
- Σ On-line Crime Fiction writing and reviewing
- Σ Contributions to publications on Action and Adventure Cinema, Postmodernism and Popular Culture
- Σ Contribution forthcoming on Brecht and Hegel in the Yearbook of the International Brecht Society
- Σ Editorship of Suffolk Review and research into the Suffolk Yeomanry.

CCUE: Do you use the English Subject Centre?

Val Lowe: We are able to keep informed about developments in our relevant subject area via electronic means and are certainly aware of the benefits of keeping in touch with the Subject Centre.

Melanie Selfe: Like Val and her colleagues, we receive the publications and email newsletters from The Higher

Education Academy, the English Subject Centre and the Subject Centre for Languages, Linguistics and Area Studies. Staff have over the last few years attended conferences in this country and overseas on Virginia Woolf, Postcolonial Romanticisms, Walter Benjamin, Bertolt Brecht, European Cinema, 'English: The Condition of the Subject', Teaching English Language, and Post-Feminism and Popular Culture. We may not be a mainstream provider of undergraduate English but we get around.

*4. The CCUE AGM 2006
St. Anne's College, Oxford
Friday 28th and Saturday 29th
April 2006*

Dear Colleagues,

I am pleased to be able to announce the programme for the CCUE AGM, and to invite you and your colleagues to register. As has become customary the AGM will be held at St. Anne's College, Oxford, and will take place on Friday 28th and Saturday 29th April 2006. The Executive debated the relative merits of various weekends at some length before deciding on the bank holiday weekend. One disadvantage of this choice, has been that the date falls within the Oxford term, and so we shall not be able to avail ourselves of the overnight accommodation in the Ruth Deech building of which we were the first occupants last year. Oxford is, however, well served

by hotels and guest houses within easy walking or bus distance of St Anne's. A list of these can conveniently be found on the internet at: http://www.oxfordcity.co.uk/oxford/home_accommodation.html

In putting together the agenda we have once again tried to cover a broad span of issues that concern the subject community. The Chair and Deputy Chair of the English Sub-Panel, who were both among CCUE's chosen nominees, will be helping us come to grips with the finer points in the recently issued criteria. When the new Director of Research at the AHRC addressed us in December he mentioned, inter alia, new initiatives to simplify Anglo-American research collaboration, so it seemed very fitting that we should invite to this meeting two Directors of American research libraries: the Folger Institute, and the Harry Ransom Humanities Research Centre.

The business meeting will take a slightly different form this year. The English Subject Centre report will include a brief address from Professor Judy Simons who is now both Chair of the ESC's Advisory Board and Chair of the



Council of the Higher Education Academy. CCUE has been kept abreast of the various changes as they have occurred, or been signalled, by the ESC's Director but it will be helpful to review the overall significance of these changes for CCUE, whose relation with its subject centre has been unique and a much-envied model.

This year we have given the election of the next executive committee its own place on the agenda. It is clearly important for continuity's sake to make sure that we have some members of the Executive with previous experience, particularly when dealing with external bodies. However, we should also be looking to renew ourselves in ways that represent the changing contours of the subject community and the full range of the discipline. We have not proposed the kind of change to the election procedure which would necessitate altering our Constitution and seeking the AGM's approval. Rather, we have tried to find a way of making the current procedures (outlined beside the relevant item on the agenda) work as transparently as possible. To this end we ask that those who are nominated in the usual way should be prepared to make themselves known at this point on the agenda,

identifying themselves, their institution, and the area of the subject they represent. We shall also invite two tellers not on the current Executive to count the votes.

Our guest lecture this year is to be given by Professor John Carey. For several years CCUE invited speakers to address the topic of 'the Public Face of English Studies'. Few would qualify as clearly as this year's speaker under this brief: he has combined an academic career at Oxford, where his areas of expertise have spanned several centuries and many genres, with those of literary journalist and broadcaster. He has twice chaired the Booker Prize Committee and was chair of the judges for the first award of the Mann Booker International Prize in 2005. His last provocative and wide-ranging book, *What Good are the Arts?* enjoyed a critical afterlife in the debate it stirred in the media and academic circles: and he will address both the book and the ripples it caused in his lecture.

On Saturday we shall hear from ESSE's Treasurer of the last year's proceedings, such as the introduction of the new ESSE book prizes. This will also be an opportunity



to look forward to the ESSE Conference 2006, which is being jointly hosted in London by the Institute of English Studies and CCUE.

The topic of the morning's panel discussion, 'The Viability of Pedagogic Research' has achieved recent currency partly in the context of debates over the RAE criteria. The allocation of awards in recent HEFCE funding rounds has also contrived to suggest that English, along with other Humanities subjects, is not particularly successful at articulating the pedagogic research that actually goes on unsung in many departments, nor in using the vocabulary favoured by those engaging in generic pedagogic research who frequently have a hand in framing and assessing bids.

This year will see the third and last of our lecture series devoted to the memory of Kate Fullbrook: it is therefore particularly fitting that Professor Sue Manning, who was a close friend of Kate's and has helped CCUE organise this series of lectures should offer this final tribute.

The AGM will begin with a buffet lunch on Friday, and

finish after lunch on Saturday. The cost of the meeting itself will be £95, and a registration form is attached here. Departments are invited to send as many representatives as they wish, but should note that voting rights are restricted to one vote per institution.

Please complete the enclosed registration slip and return it, with payment, to the Secretary, as indicated on the form, by 14 July 2006. To avoid administration costs we will not send notification of acceptance of your booking, but you should assume that all is confirmed if you do not hear from us. If you have to send your form through a complicated internal process so that payment may accompany the registration form, and therefore anticipate delays in our receipt, then please let the Secretary, Greg Walker, know by separate communication so that we may plan the numbers as accurately as possible.

I look forward to seeing you in Oxford.

With best wishes,

Elisabeth Jay



Chair of CCUE

CHAIR of CCUE

Professor Elisabeth Jay

Associate Dean of Arts and Humanities

Director of the Institute for Historical and Cultural Studies

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ANNUAL GENERAL MEETING

28 – 29 April 2006, St Anne's College, Oxford

PROGRAMME

Friday 28 April

12.00 Registration

12.45 Buffet lunch

2.0 RAE 2008: The English Sub-Panel. Professor Rick Rylance (Chair of the English Sub-Panel); Professor Susan Manning (Deputy Chair); and Ed Hughes (RAE Manager).

3.20 Tea

3.45 Panel Discussion: Research Funding in the USA: Dr Kathleen Lynch (Executive Director, the Folger Institute) and Professor Thomas F. Staley (Director, the Harry Ransom Humanities Research Centre, University of Texas, Austin) Chair: Dr Ceri Sullivan (UW Bangor)



4.45 CCUE Annual General Business Meeting (Agenda Attached)

5.30 Arrangements for a Ballot for elections to the Executive.*

6.00 Guest Lecture: ‘What Good are the Arts?, and its Reception’, Professor John Carey (Emeritus Fellow of Merton College, Oxford)

7.15 Reception: Launch of the Palgrave English Subject Centre “Teaching the New English” series

8.00 Conference Dinner

Saturday 29 April

9.00 Coffee

9.30 A Report from ESSE: Dr Lachlan Mackenzie (ESSE Treasurer)

9.45 Panel Discussion: The Viability of Pedagogic Research: Dr. Stacy Gillis (Newcastle); Prof. Marcus Walsh (Liverpool), Prof. Ben Knights (RHUL/ESC); Chair: Professor Sue Zlosnik (MMU)

11.0 Coffee

11.20 The Kate Fullbrook Lecture, ‘Literary Friendship and Lateral Thinking’: Professor Susan Manning (University of Edinburgh)

12.30 Lunch and Close

1.00 Executive Meeting

Business Meeting Agenda

1. Apologies for Absence



2. Minutes of the OGM (10 December 2005) (Attached)
3. Matters Arising
4. Chair's Report (Elisabeth Jay)
5. Report from ESSE (Elisabeth Jay)
6. Treasurer's Annual Report (Linden Peach)
7. The English Subject Centre
 - i. Professor Judy Simons (Chair of the ESC Advisory Board and Chair of the Council of the Higher Education Academy),
 - ii. Report (The Director)
8. AOB.

2004, and must be signed by the nominee, a proposer and seconder. Please note that nominations may only be submitted for representatives attending the AGM. Both proposer and seconder must be attached to institutions other than that of the nominee.

Secretary of CCUE,
Professor Greg Walker,
Department of English,
University of Leicester,
Leicester,
LE1 7RH
Tel: (0116) 2522628
e-mail: gmw4@le.ac.uk

* Under the terms of the Constitution, members are invited to submit nominations for the CCUE Executive Committee. These are to be submitted to the Secretary, Professor Greg Walker, by 3.00pm on Friday 22 April

CCUE Annual General Meeting: 28-29 APRIL 2006

REGISTRATION FORM

I/we shall/shall not be attending the CCUE AGM on 28-29 April 2006.

Name(s) (Please give the names of all delegates):

Institution:

Please indicate if you would prefer a vegetarian meal:.....

I enclose a cheque for (indicate amount):
.....
(£95 per person conference registration)

Cheques should be made payable to: Council for College and University English.

CCUE is a voluntary organisation. To save on administrative and postal costs, receipts can be obtained on the day of the event and are not normally sent in advance.

NB Please provide an e-mail address at which you might be contacted if necessary:

.....
.....

Please return this slip by 14 April 2006 to:

Professor Greg Walker, Department of English, University of Leicester, Leicester, LE1 7RH E-mail: gmw4@le.ac.uk

PLEASE ENSURE THAT YOUR DEPARTMENT HAS PAID ITS CCUE SUBSCRIPTION!

5. Upcoming: Events, Conferences, Prizes

Includes Richard Hoggart, Derrida and Deconstruction, Doris Lessing, American Indian Literature, Contemporary Women's Fiction, Food and History, The ESSE Book Award

The Uses of Richard Hoggart: An International, Interdisciplinary Conference on Richard Hoggart's Work and Influence

Tapton Hall,
University of Sheffield
3-5 April 2006

The conference will also mark the acquisition of Hoggart's papers by Sheffield University Library. The archive contains over fifty years' worth of Richard Hoggart's

papers, including typescripts, correspondence, taped broadcasts and a great deal of other material. There will be a special exhibition from the Hoggart archive to coincide with the conference and an inauguration ceremony. Richard Hoggart himself will be the keynote speaker, either in person or on a specially commissioned film. Other speakers include Stefan Collini, Simon Hoggart, Stuart Hall, David Lodge, Sean Matthews, Jon Nixon and Jonathan Rose.

Contact: Dr. Sue Owen,
Dept. of English Literature,
University of Sheffield,
Sheffield,
S10 2TN.

Tel. (0)114 2228469

Fax. (0)114 2228481

Email: s.j.owen@sheffield.ac.uk

Visit the website at <http://www.shef.ac.uk/english/events/hoggart.html>

American Indian Workshop Conference on Place and Indian History, Literature and Culture

University of Wales, Swansea

29th-31st March 2006

Includes renowned Acoma poet Simon Ortiz and acclaimed young Indian novelist David Treuer.

Contact: Dr Joy Porter

Department of American Studies

University of Wales

Swansea

SA2 8PP

j.porter@swansea.ac.uk

http://www.swansea.ac.uk/schools/humanities/conferences/american_indian.html

Counter-Movements: Institutions of Difference

University of Portsmouth

24-25 July 2006

Speakers include J. Hillis Miller and Peggy Kamuf

How might we reckon with the 'counter' in deconstruction? What force and currency might it have for us today or tomorrow? What movement does it entail or imply?

How might Derrida's conception of the counter-institution spur practical innovations in the institutional field

today?

Contact: Simon Morgan Wortham,

University of Portsmouth

School of Social, Historical and Literary Studies,
Mildam

Burnaby Road

Portsmouth

PO1 3AS

simon.morgan-wortham@port.ac.uk

The Second International Doris Lessing Conference:

Doris Lessing: Nation, Politics and Identity

Friday 6th – Sunday 8th July 2007

School of Cultural Studies,

Leeds Metropolitan University,

Civic Quarter,

Leeds, LS1 3HE

Supported by the Doris Lessing Society and the Contemporary Women's Writing Network (an English Association Special Interest Group)

Guest of Honour: Doris Lessing

Keynote Speakers include Professors Clare Hanson, Virginia Tiger & Dennis Walder

The conference will explore Doris Lessing's involvement in left-wing politics, her status as a post-colonial writer and her key role in second-wave feminism. It will also consider Lessing's position as a 'British' writer and examine issues about nationality, 'race' and decolonisation raised in her writing. In addition, the conference will examine the narrative complexity and generic variety of Lessing's work.

Topics include:

Postcolonial criticism and theory;

Left-wing politics;

Gender identity and second-wave feminism;

Genre, including autobiography, science fiction, gothic, fantasy and romance;

Trauma and the body;

Aging and memory;

Terrorism;

Becoming animal;

Pregnancy, maternity and culture.

Please send 300-word abstracts (as a Word Attachment) and proposals for panels (which should include abstracts for each contributor) to p.cook@leedsmet.ac.uk.

Contact: Dr Susan Watkins

s.watkins@leedsmet.ac.uk,

Deadline: 30 September 2006

'For Love or Money? Contemporary Women's Fiction in the Marketplace'

The Contemporary Women's Writing Network (CWWN) Inaugural Conference

University of Wales, Bangor,

21st-23rd April, 2006

Keynote Speaker: Sarah Waters

This three-day International conference will focus on questions concerning the relationship between contemporary women's fiction and the contemporary media. It will address a broad range of issues, including – among others – the role played by the publishing industry in the literary marketplace, the relationship between the literary prize and the formation of a contemporary 'canon' of

women writers, the place of the woman writer in relation to the Higher Education literature curriculum, the relationship between books and their adaptation for a media audience through film, television and radio.

Contact: Dr Lucie Armitt,
Dept. of English,
University of Wales,
Bangor,
Gwynedd.
LL57 2DG
els037@bangor.ac.uk.

Further details are also available from Mrs Linda Jones, Research Administrator, els042@bangor.ac.uk or members of the CWWN Steering Group.

Food and History: Health, Culture, Tourism and Identity
University of Central Lancashire
29 June - 1 July 2006

‘Food and eating practices are at the centre of the new concern in western societies about the body, self-control, health,

risk, consumption and identity’ (Deborah Lupton). This international, interdisciplinary conference, organised by the Faculty of Health and Department of Humanities at the University of Central Lancashire, seeks to explore these issues in original ways and in historical perspective through plenary and parallel sessions.

Contact: Liz Kelly
Events Co-ordinator
Faculty of Health
University of Central Lancashire
Preston
PR1 2HE
Tel +44 (0) 1772 893809
Fax +44 (0) 1772 892995

The ESSE Book Award

A book prize of 1500 euros will be awarded by ESSE every two years, coinciding with the biennial conference, for books in each of the following fields:

- (a) English language and linguistics
- (b) Literatures in the English language
- (c) Cultural studies in English

The requirements are as follows:

- Books eligible for prizes will be those published in English in the two calendar years before the award is given.
- All books (including published PhD dissertations) should have an ISBN number.
- Editions of collected essays will not qualify for these prizes.
- Authors must be members of national associations affiliated to ESSE.
- Authors should submit three review copies of the book to the President of ESSE or any other member of the Executive appointed by the President. The deadline for submission will be publicized in The European English Messenger and on the ESSE Website.

- Selection committees (3 members each) will be appointed by the Board of ESSE in each of the three fields named above. Their composition will not be made public.
- The members of the three committees may be Board members or ESSE members invited by the Board to do the selection job.
- The members of the committees are excluded from submitting their own books.
- The Executive will replace any members who are unable to carry out their duties.
- Chairs of selection committees will report progress regularly to the President.
- Two months before the opening of the conference, a shortlist of a maximum of five books in each field will be announced on the ESSE Web pages.
- Board members are asked to report to the President any misgivings they may have about the propriety of awarding a prize to any book on the shortlist, with the President passing on such comments to the committees if s/he deems this appropriate.
- The committees will recommend awards to the Board

or they may recommend that no award be given in a particular field.

- The President will report to the Board whether the work of the committees has been satisfactorily conducted.
- The Board may then approve the recommendations of the committees or they may reject a recommendation, in which case no award will be made in that field.
- Winners will be informed immediately in confidence, and the awards will be publicly announced at the General Meeting of ESSE.

The first prizes will be awarded in London, during the course of the next ESSE Conference, 29 August-2 September 2006.