

**UN-BORDERING DISCIPLINARITY.  
TRANS-/CROSS-/POST-DISCIPLINARY  
APPROACHES TO  
LINGUISTIC AND LITERARY RESEARCH**

**III-IV**

**CONFERENCE PROCEEDINGS**



Edited by  
**DENISA DRĂGUȘIN**  
**DAIANA-GEORGIANA DUMBRĂVESCU**



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**UNIVERSITARIA COLLECTION**



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## Foreword

The necessity to *un*-border disciplinarity is even more compelling in a time with increasingly multifaceted problems, vast data sets, and powerful research tools. All these require that concepts and methods from different disciplines should be merged, in spite of the fact that for two millennia the development of knowledge has taken a path of growing specialization and the understanding of the world problematics has been approached by deconstructing it into smaller and smaller parts building disciplines and sub-disciplines. Today's knowledge landscape, however, requires examination from the perspective of multiple disciplines.

Debates about the definition, nature and borders of intellectual disciplines are as old as the disciplines themselves, which seem to be traced back to the mid-19th century, or even earlier, to the late medieval university and the seven liberal arts. It is progressively more obvious that the history of intellectual disciplines is longer, more differentiated and more 'indisciplined' than it has conventionally been presented by the disciplines themselves.

This '*in*-disciplinarity', which should be understood as 'breaking down boundaries', as 'bringing new objects of knowledge into view', has led to the emergence of more and more qualifying prefixes, like *inter*-, *multi*-, *trans*-, *cross*-, *de*-, *anti*-, *meta*- and *post*-, that have derived this term along the years and changed its understanding. It becomes clear that areas of research are dynamic being constantly in an emerging, blending and adjusting process. Today's *trans*-disciplinarity might be the *x*-disciplinarity of tomorrow.

This dynamism results in a lack of sharply outlined definitions of such terms as *trans*-disciplinary, *cross*-disciplinary, or *post*-disciplinary. The general consensus over a representative definition of these concepts views them as a "mode of research that integrates information data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or area of research practice" (*Facilitating interdisciplinary research*. National Academies, Washington: National Academy Press, 2004).

According to Northrop Frye “it takes a good deal of maturity to see that every field of knowledge is the centre of all knowledge, and that it doesn’t matter so much what you learn when you learn it in a structure that can expand into other structures” (*On Education*. Fitzhenry & Whiteside, 1988).

These are the concerns that should prevail in a research work across disciplines, namely that disciplines are not fixed entities and that the unfamiliar eye can see things that those familiarized cannot any longer.

This volume tackles various aspects of *trans-* / *cross-* / *post-* disciplinary approaches in literature and cultural studies, language and translation studies, didactics. The authors are committed to *un-*bordering disciplines in an attempt to better understand the complex intricacies and interconnections within and across them.

Assoc. Prof. Dr. Denisa Drăgușin  
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‘The necessity to *un*-border disciplinarity is even more compelling in a time with increasingly multifaceted problems, vast data sets, and powerful research tools. All these require that concepts and methods from different disciplines should be merged, in spite of the fact that for two millennia the development of knowledge has taken a path of growing specialization and the understanding of the world problematics has been approached by deconstructing it into smaller and smaller parts building disciplines and sub-disciplines. Today’s knowledge landscape, however, requires examination from the perspective of multiple disciplines.’

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