

# *Calls for Papers / Appels à contribution*

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## *Canadian Children's Literature / Littérature canadienne pour la jeunesse*

*CCL: Canadian Children's Literature / Littérature canadienne pour la jeunesse* is moving to the University of Winnipeg as of January 2005, with Perry Nodelman of the Department of English as Editor and Mavis Reimer of the Department of English and Anne Rusnak of the Department of French Studies and German Studies as Associate Editors. The new editors are now accepting submissions.

*CCL: Canadian Children's Literature / Littérature canadienne pour la jeunesse* is a bilingual refereed academic journal that advances knowledge and understanding of texts of Canadian children's literature in a range of media in both English and French. *CCL* publishes sound theoretically informed scholarship about all aspects of texts for Canadian children in both of Canada's official languages. The journal focuses on texts for and about Canadian children of all ethnic and cultural backgrounds both in terms of how the texts function culturally and ideologically in the lives of Canadian children and adults and of how they represent a specific kind of literature requiring consideration in terms of their artistry and of literary and cultural history and theory. *CCL* seeks articles from specialists in English and/or French literature, theatre and drama, media studies, literary theory, education, information science, childhood and cultural studies, and related disciplines on any and all texts for Canadian children in a range of contexts: the economic and cultural aspects of their production and consumption, the history and nature of children's literature and culture nationally and internationally (including discussions of Canadian texts in relation to those published elsewhere), and literature and literary and cultural history and theory generally. *CCL* also seeks articles that explore the practical implications of the research it publishes for librarians, teachers, and other practitioners who work with child readers.

Articles may be submitted as attachments in Word or RTF format to: [ccl@uwinnipeg.ca](mailto:ccl@uwinnipeg.ca). Alternately, submit three copies on paper, along with a stamped, self-addressed return envelope, to:

*CCL*

Department of English  
University of Winnipeg  
515 Portage Avenue  
Winnipeg MB R3B 2E9

All submissions should conform to MLA style. Since papers are vetted blind, the name and contact information of the author should be removed from the submission and appear on a separate page with your contact information (including phone number and e-mail address). Decisions about submitted papers should be made within three months.

La revue *CCL: Canadian Children's Literature / Littérature canadienne pour la jeunesse* sera située à l'Université de Winnipeg à partir de janvier 2005, avec Perry Nodelman, du département d'anglais, comme rédacteur en chef, ainsi que Mavis Reimer du département d'anglais et Anne Rusnak du département d'études françaises et d'études allemandes comme rédactrices associées. Les nouveaux rédacteurs acceptent dès maintenant la soumission d'articles.

La revue *CCL: Canadian Children's Literature / Littérature canadienne pour la jeunesse* est une revue bilingue dotée d'un comité de lecture, qui fait avancer la connaissance et la compréhension des textes en littérature canadienne pour la jeunesse par une vaste diffusion en anglais et en français. Elle publie des travaux théoriquement solides concernant tous les aspects des textes destinés aux enfants et aux adolescents canadiens dans les deux langues officielles du pays. La revue se concentra sur des textes pour et sur les jeunes Canadiens de tout group ethnique et de tout milieu culturel. Son but est de cerner le fonctionnement culturel et idéologique de ces textes dans la vie des enfants et des adultes du Canada, aussi bien que leur valeur représentative au sein d'un genre littéraire spécifique dont les caractéristiques artistiques, littéraires, culturelles et théoriques méritent l'attention. La revue invite la soumission d'articles de spécialistes en littérature française ou anglaise, en études théâtrales, en sciences de la communication et des médias, en théorie littéraire, en pédagogie, en études culturelles et sur l'enfance, et de toute discipline se rattachant à des textes traitant d'une variété de contextes : aspects économiques et culturels de leur conception et de leur production, histoire et nature de la littérature pour la jeunesse et de la culture de la jeunesse sur le plan national ou international (y compris des analyses de textes canadiens en relation avec ceux publiés ailleurs), ainsi que littérature, histoire culturelle ou littéraire et théorie. La revue recherche également des articles explorant les implications pratiques de la recherche pour les bibliothécaires, les enseignants et autres praticiens travaillant avec de jeunes lecteurs.

Les articles peuvent être soumis en documents joints de format Word ou RTF à l'adresse électronique suivante : [ccl@uwinnipeg.ca](mailto:ccl@uwinnipeg.ca). Il est aussi possible de soumettre trois exemplaires sur papier, accompagnés d'une enveloppe timbrée à l'adresse ci-après :

CCL  
Département d'anglais  
Université de Winnipeg  
515, avenue Portage  
Winnipeg MB R3B 2E9

Les soumissions doivent suivre les usages établis par la MLA et doivent réunir une lettre de présentation avec les coordonnées de l'auteur. Afin d'assurer l'évaluation objective du travail par les pairs, les copies de l'article demeureront anonymes. La décision à propos des articles soumis sera rendue dans un délai de trois mois.

**Performing Childhood:  
Children's Literature Association Conference 2005**

Conference Chair: Mavis Reimer  
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Winnipeg, Manitoba R3B 2E9  
E-mail: [m.reimer@uwinnipeg.ca](mailto:m.reimer@uwinnipeg.ca)  
Fax: (204) 774-4134  
Phone: (204) 786-9185

<http://chla.uwinnipeg.ca>  
Conference Dates: June 9-12, 2005

In June 2005, the Children's Literature Association will meet at the Manitoba Theatre for Young People in Winnipeg, Canada. The theme for the conference is Performing Childhood. We particularly invite proposals for papers and panels exploring the conference theme, although all scholarly papers on texts for young people will be given careful consideration.

The theme, Performing Childhood, invites the exploration of the interrelationships of performance and children's literature, including such topics as

- the ways in which theories of performativity like the one developed by Judith Butler might throw light on childhood and on texts for children. As well as explorations of the constructions of gender and sexuality in children's literature, we encourage considerations of what theories of performativity might suggest about the depictions and construction of childhood itself. Does children's literature teach its readers how to perform childhood?

- representations of performance(s) in children's literature, performers in children's literature, children as performers (actors, dancers, musicians, etc.), and children as audiences for performances.

- children's literature in performance. We're interested in the ways in which texts of children's literature have been performed in various media, such as theatre, film, TV, storytelling, and audiobooks. In addition, we invite papers focused on adults and children reading literature to one another.

- the relations among children's culture, consumer culture, and performance.
- the place of dramatic texts as literature for children.

Presenters are encouraged to file proposals for papers and panels online at the conference website <<http://chla.uwinnipeg.ca>>. Forms will be available by July 2004. The deadline for filing proposals is November 30, 2004. For further information on the paper selection process, please contact:

Professor Perry Nodelman  
Chair, Paper Selection Committee  
Department of English  
University of Winnipeg  
515 Portage Avenue  
Winnipeg, Manitoba R3B 2E9  
E-mail: [perry.nodelman@uwinnipeg.ca](mailto:perry.nodelman@uwinnipeg.ca)  
FAX: (204) 774-4134

Proposals for papers should be approximately two pages in length, should clearly indicate the primary texts being considered and the argument being developed or the questions being posed, and should demonstrate that the paper is suitable for presentation within a 25-minute slot. Proposals for panels should include a list of presenters, proposals for all of the papers to be presented and/or a detailed explanation of the format the panel will take. Completed papers based on accepted proposals must be submitted to the Paper Selection Committee by May 1, 2005. At the time of presentation, all presenters must be members of ChLA.

Each paper session will include a paper reflecting on and contextualizing the papers in the session by an established scholar in the field. At the end of conference proceedings each day, these scholars will participate in a plenary panel discussion in which they consider connections and contradictions among conference papers.

The paper call committee for the conference consists of editors of children's literature journals: Clare Bradford of *Papers*, Valerie Coghlan of *Inis* and *Bookbird*, Richard Flynn of *Children's Literature Association Quarterly*, Rosemary Johnston of *CREArTA*, Margaret Mackey of *Children's Literature in Education*, Jan Susina of *The Lion and the Unicorn*, and Perry Nodelman of *CCL*, the Canadian Children's Literature journal.

Au mois de juin 2005, la Children's Literature Association se réunira à la maison des jeunes du Manitoba, dans la ville de Winnipeg, au Canada. Nous sollicitons des propositions de communications et de panels de discussion en rapport avec le thème du colloque. Néanmoins, toutes les communications sur la littérature pour la jeunesse seront examinées avec le plus grand soin.

Nous sollicitons des communications qui traitent des corrélations entre la mise en scène et la littérature pour la jeunesse, y compris des sujets tels que :

- les mesures dans lesquelles les théories de mise en scène comme celle défendue par Judith Butler pourraient mettre en lumière l'enfance et les textes littéraires pour la jeunesse. De même, nous encourageons les études sur la formatoin de l'identité masculine ou féminine et de la sexualité dans la littérature pour la jeunesse, ainsi que sur ce que suggèrent les théories de mise en scène à propos des représentations et de la construction de l'enfance dans son processus intrinsèque. La littérature pour la jeunesse initie-t-elle ses lecteurs à l'art de l'enfance ?

- les représentations de spectacle(s) dans le domaine de la littérature pour la jeunesse, les artistes dans cette littérature, les enfants-artistes (acteurs, danseurs, musiciens, etc.), et les enfants en tant que public;

- la littérature pour enfants lorsqu'elle est mise en scène. Nous nous intéressons aux moyens par lesquels les textes de littérature pour la jeunesse ont été mis en scène par le biais de plusieurs outils médiatiques comme le théâtre, la cinématographie, le télévision, le conte et les livres-cassettes. De plus, nous sollicitons toute communication ayant pour thème central les groupes de lectures enfants-adultes;

- les relations entre la culture des enfants, la culture de masse et leur mise en spectacle;

- la place des textes dramatiques en littérature de jeunesse.

Afin d'être retenues pour une présentation, les propositions d'intervention devront être détaillées, tant pour les communications que pour les panels de discussion, et soumises avant le 30 novembre 2004 aux personnes suivantes :

Monsieur Perry Nodelman  
Président du Comité de Sélection des Communications en anglais  
Département d'anglais  
Université de Winnipeg  
515, avenue Portage  
Winnipeg MB R3B 2E9  
Courriel : perry.nodelman@uwinnipeg.ca

Madame Anne Rusnak  
Présidente du Comité de Sélection des Communications en français  
Département d'études françaises et d'études allemandes  
Université de Winnipeg  
515, avenue Portage  
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Télécopieur : (204) 774-4134  
Courriel : a.rusnak@uwinnipeg.ca

Les propositions de communications ne devront pas excéder deux pages, devront indiquer clairement les textes de supports exploités ainsi que l'argumentation développée ou les problématiques posées. Ces propositions devront démontrer que la communication équivaldra à une présentation de vingt-cinq minutes.

Les propositions de panels de discussion devront inclure : la liste des personnes qui y ont collaboré, les propositions de toutes les communications qui seront présentées et/ou une explication détaillée du format choisi. Il est impératif qu'à l'heure des présentations, tous les intervenants soient membres de la Children's Literature Association.

Pour chaque communication, un spécialiste reconnu fournira la réponse officielle à la problématique posée. Chaque jour, à l'issue des conférences, les intervenants débattront, dans le cadre d'un panel de discussion, des points communs ou des contradictions ayant apparu au cours des différentes communications.

**Studies in Childhood: 1700 to the Present (Book series from Ashgate Publishing; Series Editor: Claudia Nelson, Texas A&M University)**

This series recognize and supports innovative work on the child and on literature for children and adolescents that informs teaching and engages with current and emerging debates in the field. Proposals are welcome for interdisciplinary and comparative studies by humanities scholars working in a variety of fields, including literature; book history; periodicals history, print culture, and the sociology of texts; theater, film, musicology, and performance studies; history, including the history of education; gender studies; art history and visual culture; cultural studies; and religion.

Topics might include, among other possibilities, how concepts and representations of the child have changed in response to adult concerns; postcolonial and transnational perspectives; "domestic imperialism" and the acculturation of the young within and across class and ethnic lines; the commercialization of childhood and children's bodies; views of young people as consumers and/or originators of culture; the child and religious discourse; children's and adolescents' self-repre-

sentations; and adults' recollections of childhood.

Proposals should take the form of either

1. a preliminary letter of inquiry, briefly describing the project; or
2. a formal prospectus including abstract, table of contents, sample chapter, estimate of length, estimate of the number and type of illustrations to be included, and c.v.

Please send a copy of either type of proposal to the series editor and to the publisher at the following addresses:

Professor Claudia Nelson  
Department of English, TAMU 4277  
Texas A&M University  
College Station, TX 77843-4227

Ann Donahue, Editor  
Ashgate Publishing  
101 Cherry St., Suite 420  
Burlington, VT 05401-4405  
E-mail: adonahue@ashgate.com

Over its 33-year history, Ashgate has become a leading publisher of academic research in the humanities and social sciences. An independent, privately-owned press, Ashgate has marketing, distribution, and editorial facilities in Europe, the United States, East Asia, and Australia. For more information, visit the website at <http://www.ashgate.com/>.

### **Children's Lit and the Left: Special issue of *Children's Literature Association Quarterly***

Wanda Gag, Syd Hoff, and Crockett Johnson are famous for their children's books, but each also contributed regularly to the *New Masses* (a left-wing journal published in the 1920s, 1930s, and 1940s). They are but a few of the children's writers who were involved with the Left. Dr. Seuss published political cartoons in *PM* (popular front newspaper, New York, 1940-1948); looking back on the experience, he remarked, "I had no great causes or interest in social issues until [opposing] Hitler." More recently, Martin Waddell's *Farmer Duck* (1991, illus. Helen Oxenbury), Michael Bedard's *Sitting Ducks* (1998), Toby Speed's *Brave Potatoes* (2000, illus. Barry Root), and Doreen Cronin's *Click Clack Moo* (2000, illus. Betsy Lewin) demonstrate the power to be gained by organizing and agitating for one's rights.

This special issue of the *Children's Literature Association Quarterly* invites submissions related to any aspect of children's literature (or children's culture more generally) and left-leaning political movements (that is, movements concerned with social justice). Topics may include but are not limited to: the Bank Street School (students included Margaret Wise Brown and Ruth Krauss), activist children's books, theorizing relationships between literature and politics, and individual authors with related affiliations or interests. Please send essays to: Julia Mickenberg (Department of American Studies, 1 University Station, B7100, Austin, TX 78712;

mickenberg@mail.utexas.edu) and Philip Nel (Department of English, 108 E/CS Bldg., Kansas State University, Manhattan, KS 66506-6501; philnel@ksu.edu). Essays must be received by 1 May 2005. The issue will appear in February 2006.

**International Research Society for Children's Literature (IRSL),  
17th biennial conference: Expectations and Experiences: Children, Childhood  
and Children's Literature, Trinity College, Dublin, 13-17 August 2005**

Keynote speakers: Anne Higonnet, Declan Kiberd,  
Paul Muldoon, Michael Rosen

Proposals are invited for papers and panels exploring the IRSL 2005 conference theme, "Expectations and Experiences: Children, Childhood and Children's Literature." Aspects of the theme which the conference will focus on include the topics of childhood and families, childhood and morality, childhood on display and childhood and theory.

**Strand A: Childhood and families**

1. Generations: definition of generations by age, experience, responsibility, interaction. Models and representation of parents, grandparents, extended families. Relations between the age groups as markers of social change.
2. Alternative families: adoption, fostering, same-sex parents, growing up in care, children caring for children, children alone, substitute parents/families.
3. Nation as family: switching/regaining cultures, immigrants/emigrants, choosing between competing cultures. Competing notions of family among different cultures. "Belonging" in terms of family and in terms of nation.
4. Families of writers: comparing the work of writers who are related to each other.

**Strand B: Childhood and morality: message and medium**

1. Discovering responsibility: visual, oral, written and multimedia texts for children as a means of exploring issues of right and wrong.
2. Protecting children: censorship. Changing notions and areas of censorship.
3. Innocence and experience: religion(s) in visual, oral, written and multimedia texts for children.
4. Celebrating adolescence: texts reflecting the specific concerns of adolescents.

**Strand C: Childhood on display**

1. The representation of childhood in picture books/illustrated books/comics for children.
2. The representation of childhood in film/TV for children.
3. The representation of childhood in stage productions for children.
4. The representaton of childhood in non-fiction, history, science books, information leaflets for children. How does non-fiction construct images of childhood?

**Strand D: Childhood and theory**

1. Theories of childhood; development, gender, class, race, and how these relate to models in fiction.

2. Theories of literature and childhood as they relate to children's literature.
3. Theories of play and playfulness in relation to children's literature.
4. Theories of oral culture: folklore and storytelling as they relate to visual, oral, written and multimedia texts for children.

Proposals should be approximately 300 words in length. They should indicate the *title of the proposal*, the *primary texts under consideration*, a description of the paper content and the arguments to be developed.

Proposals for panels should include a list of presenters, proposals for all the papers to be presented and an outline of the form the panel will take.

Proposals must adhere to the theme of the congress and should indicate under which strand of the theme they should be considered. Work presented must be new, which means it should not previously have been presented in public in any form.

Twenty minutes will be allocated for each paper, and up to two hours for each panel presentation. In the case of panels, no presenter should speak for more than 20 minutes and time must be allocated for discussion.

For poster presentations of work in progress, authors will have 10 minutes to present their topic based on a poster. Contributions for these sessions may be less fully developed pieces of research than the papers presented in the 20-minute formal papers and those who attend the poster presentations will be invited to respond to them to help improve the work in progress by, for example, making bibliographical recommendations or offering ideas about methodology.

Proposals should indicate if the modes of presentation should involve the use of DVD, video, or other non-print media.

The closing date for proposals is January 31, 2005.

All proposals will be reviewed before acceptance and notification of acceptance or otherwise will be given by April 30, 2005.

Criteria for acceptance includes adherence to congress theme, originality of research, and clarity of description. Proposals should be submitted electronically in Word format. The name and contact details of the person submitting the proposal or the leader of the proposed panel should be indicated clearly at the top of the proposal.

Please send proposals to:

Valerie Coghlan  
The Church of Ireland College of Education  
96 Upper Rathmines Road  
Dublin 6  
Ireland  
E-mail: [vcoghlan@icice.ie](mailto:vcoghlan@icice.ie)