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## President's Message

by Katharine Capshaw

Indianapolis children's poet Mari Evans, author of *Singing Black: Alternative Nursery Rhymes for Children* (1976) and other books for young people, speaks about the inevitability of delight in Black identity and experience, and the process of forging resistance to oppression through aesthetic expressions of joy: "Who / can be born black / and not / sing / the wonder of it / the joy / the / challenge . . . Who / can be born / black / and not exult!" Come to Indianapolis in June 2019 as the Children's Literature Association brings its annual conference to the longtime home of Evans, and consider the variety of ways that art for young people can propel (and reflect on) empathy, advocacy, activism, and resistance. We are deep into planning the conference, which will take place June 13th to 15th, and we are excited to receive your proposals and to shape the conference in ways that will be productive for your scholarship. Check out the call for papers on our [website](#)! The deadline is October 15, 2018.

I'd like also to draw your attention to some of the great work of the organization's committees. You might have heard at the conference that our Astrid Lindgren Committee's nomination this year, Jacqueline Woodson, received the award in a May ceremony in Stockholm. We offer tremendous gratitude to that committee for its fine nomination and continued efforts. Our International Committee has launched a beautiful blog that you can access through their page on the website. It offers posts as well as terrific resources for developing your syllabi and accessing international archives. I'd also like to offer a few reminders. Please nominate yourself or others for our committees. The shape and activities of the organization depend on our membership, so please consider running for a committee or volunteering a friend! (The [nomination form](#) appears on the member page of the website.) Also, it's never too early to be on the lookout for excellent undergraduate and graduate papers to nominate for our awards.

It is my great pleasure to announce that Roxanne Harde, Professor of English at the University of Alberta, Augustana, will in 2019 assume the role of Series Editor for the University of Mississippi ChLA book line. Prof. Harde brings years of experience as Editor of *Bookbird: A Journal of International Children's Literature* and has co-edited five volumes of scholarly essays. She is an expert editor and will develop and advance the highest quality scholarship in our field. Welcome, Prof. Harde! And profound thanks to those who have participated on the Publications Advisory Board, especially its exceptional chair, Jackie Horne.

To return to my favorite Indianapolis children's writer, Mari Evans speaks in her book of essays, *Clarity as Concept*, about aesthetics: "I try for a poetic language that says, 'This is who we are, where we have been, where we are. This is where we must go. And this is what we must do.'" As we consider our proposals for the conference in Indianapolis in 2019, we can reflect on the vision of children's writers across history in making new imaginative spaces for childhood empathy and activism.

Thank you for your continued membership and involvement in our organization. I look forward to seeing you in Indianapolis in 2019!

With all best wishes,



Katharine Capshaw

## CALL FOR BOARD & COMMITTEE NOMINATIONS

FALL  
2018

Please nominate yourself or another ChLA member to serve on the ChLA Executive Board or on one of our elected committees (see the [Committees page](#) of the ChLA website for a list of elected committees with links to descriptions of each). Also, see the ChLA [Governance page](#) for a link to the Policies and Procedures Manual, which details committee functions.



The following elected committees will need new members in 2019:

- Anne Devereaux Jordan Award Committee (*seeking two new members*)
- Article Award Committee (*seeking two new members*)
- Book Award Committee (*seeking two new members*)
- Diversity Committee (*seeking two new members*)
- Edited Book Award Committee (*seeking two new members*)
- Grants Committee (*seeking two new members*)
- International Committee (*seeking one new member*)
- Judith Plotz Emerging Scholar Award Committee (*seeking two new members*)
- Phoenix Award Committee (*seeking two new members*)
- Phoenix Picture Book Award Committee (*seeking one new member*)

Additionally, the ChLA Board is seeking four new members.

Submit nominations via the link on the [Member Center page](#) of the ChLA website or send to [Karen Chandler](#) by October 15, 2018. ChLA elections will be held over a six-week period beginning in mid-February and ending in March. All current dues-paying members will be sent an invitation to vote via the organization's website.

## 2018 CHLA ANNUAL CONFERENCE WRAP-UP

Texas State University was glad to host the 45th Children's Literature Association conference, Refreshing Waters/ Turbulent Waters, on the Riverwalk in San Antonio, Texas, June 28th-30th, 2018. While the Texas State team can never express its gratitude to Annette Wannamaker and Jamie Reed in vehement enough terms, reflection suggests that many of the thanks for a generally happy and successful event had to do with the open communication and hard work of members. As we noted in the program, in an era in which community can be formed without a physical presence, we must consider the value of two or three days spent together in the same place. The Committee worked to facilitate an event that honored the good things and good people

TEXAS★STATE  
UNIVERSITY

in the ChLA's past and present; we looked for suggestions about the future from those attending and speaking.

You supplied fine papers and carefully wrought special panels – the comment we most often heard had to do with the stimulating,



high quality papers – and a wide range of book suggestions that we were able to put on the table with the help of The Twig Book Shop. Dr. Reese's call, in her Francelia Butler address, to support sessions by minority scholars exploring uniquely diverse topics reiterated the opportunity that a conference, thoughtfully encountered, can bring.

The Sheraton Gunter's quirky space allowed us to accommodate requested workshops, meetings, signings, and ad hoc collaborations. That variety was enormously valuable – and a testament to the hard work of committees and organizers throughout the year. Indeed, "throughout the year" may be a note to stop on. Social media and other online communication, it appears, can bring in the members ready to live the experience fully. Papers to hear, places to see, guests to celebrate, protests to join seemed to be well in hand before everyone arrived. Many thanks to those who helped us communicate; many more to those who listened and responded.



## 2019 CHLA CONFERENCE: “ACTIVISM AND EMPATHY”

June 13–15, 2019 / The Westin / Indianapolis, Indiana  
Hosted by IUPUI and Indiana University East

In 1960, Ruby Bridges broke the color line in a segregated Louisiana school system. In Indiana in the 1980s, Ryan White challenged cultural stigmas against individuals living with AIDS. In 2012, Malala Yusefzai survived an assassination attempt in Pakistan to become a global voice for young women's access to education. In 2018, American high school students are active contributors to Black Lives Matter and other movements for social change, and are organizing nationwide protests against gun violence in their schools and communities. Children around the world today live at the front lines of battles created by adults. In a world divided by war, political tensions and environmental crises, ChLA invites you to reflect on the role of children and children's literature in engaging with political concerns, promoting activism and/or cultivating empathy. How can we as scholars of children's literature and culture listen to and amplify voices that have historically been silenced or ignored due to marginalization in its many forms?

We are delighted to host the 2019 conference in Indianapolis, where you can explore exhibits on the child-activists mentioned above at the world-renowned Indianapolis Children's Museum. We are especially proud to announce that our Francelia Butler Lecture will be delivered by Dr. Michelle H. Martin, a leader in promoting children's literacy, activism, and political power throughout her career as a teacher and scholar of children's literature.

We open this call for papers to an expansive array of topics covering the cultural and political impact of children's literature and culture of the past and present. We encourage interdisciplinary approaches, including the visual and performing arts. We welcome a variety of formats, including individual papers, composed panels, or roundtables. Presentations might address questions like the following:

- How are activism and empathy represented in or created by children's literature and culture?
- How are political, social, or environmental struggles portrayed in children's literature from classics to twenty-first century books?



- How does children's literature and culture raise awareness and promote advocacy for people who have been silenced or ignored? How does it encourage readers to empathize with those who have been marginalized due to their race, ethnicity, nationality, class, culture, religion, gender, sexuality, age, and/or ability?
- How is activism presented as protest, disruption, and resistance? Conversely, how does activism create community?
- What literary figures emerge from the past and present to serve as models of activism and empathy for readers today?
- How do reading and writing function as forms of activism or empathy? What is the role of empathy in cultivating discourse and communication?
- What literary genres have been successful, or less successful, in raising global awareness—picture books, graphic texts, historical fiction, realistic fiction, dystopian or speculative fiction, or other?
- What other media have allowed children to address world problems, both in fiction and in real life — music? graphic art? film? journalism? performance? social media?
- What is the role of digital culture in promoting or disrupting activism and empathy-building?
- How have children made an impact as participants or leaders in social, political, or environmental movements of the past or present?
- How are children and children's literature and culture used across the historical and political spectrum for a variety of political purposes?

Come to Indianapolis, the Crossroads of America, to consider where our ideas might meet at the crossroads of open conversation and common goals. We hope to see you in 2019.

### FRANCELIA BUTLER LECTURE

The Francelia Butler Lecture will be delivered by Dr. Michelle H. Martin, Beverly Cleary Professor for Children and Youth Services at the University of Washington. Martin's work on social justice as a librarian, educator, and scholar is changing our perceptions of the role of children's literature in our field and in the world.



*Dr. Michelle H. Martin*



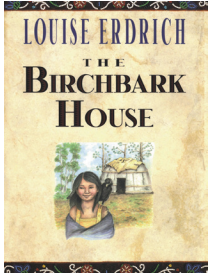
# 2019 PHOENIX AWARD AND PHOENIX PICTURE BOOK AWARD RECIPIENTS

**THE CHILDREN'S LITERATURE ASSOCIATION PROUDLY ANNOUNCES  
THE 2019 PHOENIX AWARD AND THE 2019 PHOENIX PICTURE BOOK  
AWARD RECIPIENTS AND HONOREES:**

## 2019 PHOENIX AWARD RECIPIENT:

### ***The Birchbark House***

by Louise Erdrich. Hyperion, 1999



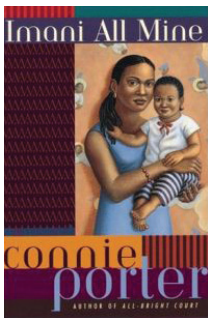
Taking young Omakayas through one year of shifting seasons, Louise Erdrich's beautifully written *The Birchbark House* offers memorable characters; rich, vivid settings and experiences; and authentic historical detail. The rhythm of Omakayas's daily life—the chores she hates, her relationships with her siblings, her friendship with Andeg the crow—provides insight into the Ojibwa experience in the mid-

nineteenth century. The author populates her novel with complex, larger-than-life figures like Old Tallow, a powerful and isolated old woman who plays an important role in Omakayas's life. Erdrich's illustrations heighten the sense of place and reinforce the book's gentle humor. By offering young readers an opportunity to explore how Native Americans viewed the white man's tyranny, the novel serves as a counterpoint to prevailing narratives of the "frontier." Combining realism and mysticism to create a layered but cohesive story, *The Birchbark House* captures the importance of storytelling as a means to preserve cultural memory.

## 2019 PHOENIX HONOR BOOK:

### ***Imani All Mine***

by Connie Porter. Houghton Mifflin/Mariner, 1999



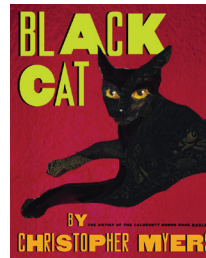
The emotional intensity of *Imani All Mine* comes from the pitch-perfect voice of teen mother Tasha from inner-city Buffalo. This fifteen-year-old's African-American vernacular never flags in its raw power to shock and compel belief. Her baby girl Imani, or faith, becomes the abiding source of Tasha's will to surmount rape, racism, and drug-dealing violence. Tasha's love for her daughter and her anguished attempts to be a good mother,

despite her youth and ignorance, endure without support from her own single mother and many teachers. Her terror that she might have harmed Imani by shaking her in a moment of frustration is as palpable as her horror of contact with the boy who preyed upon her. The book is heart-rending and hilarious, hurtful and healing in its surprising turns of phrase and truthfulness to Tasha's lived experience. Connie Porter's rendering of sexuality, maternity, and spirituality reveals Tasha's inimitable being with daring originality.

## 2019 PHOENIX PICTURE BOOK AWARD RECIPIENT:

### ***Black Cat***

by Christopher Myers. New York: Scholastic, 1999



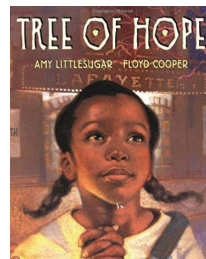
A rough, gritty beauty permeates Myers's celebration of the city and the cat that confidently roams its streets. Nothing in this book fits seamlessly together: not the mixture of photographs, collage, ink, and gouache that create the cityscapes nor the combination of jarring sounds and images interspersed with a rhythmic refrain in the description of the cat's adventures. Nevertheless, this lack of

complete harmony conveys a raw beauty and deep feelings, particularly through the independence of both the cat and the city. The words and photographs highlight both the beauties and the haunting tensions. The city is both. Sometimes it is both at once, as in the beautiful silhouette of the black cat "slam-dunking" itself through a basketball hoop with no net. The story operates on a metaphoric as well as a literal level. The book is innovative and edgy, symbolic and provocative, its connotations lingering in the mind well after the story is over.

## 2019 PHOENIX PICTURE BOOK HONOR BOOK:

### ***Tree of Hope***

by Amy Littlesugar and Floyd Cooper. New York: Philomel, 1999



Individually strong and moving, Littlesugar's narrative voice and Cooper's oilwash paintings unite to deliver a powerful story of hard-won dreams, family, and community. The story's comparisons between "the old days, the golden days" of the Harlem Renaissance and the present day in 1930s Harlem create compelling scenes about the effects of the Great Depression on the community and impact

of Orson Welles's *Macbeth*, with its all-black cast. But the narrative shines brightest when conveying the interactions among Florrie's family. Similarly, while Cooper's softened color palette and slightly hazy texture convey the historical nature of the story and provide the effects of stage lighting on each page, his portraits of Florrie and her parents create the strongest impressions. Told from young Florrie's point of view, the story really is about her father who is able to renew his acting dreams when the Lafayette Theatre in Harlem opens back up, and her mother's eventual embrace of this non-utilitarian career. Based on true events, we learn about Orson Welles's Caribbean version of *Macbeth* in Harlem. *The Tree of Hope* is only one image of this richly told and illustrated book showing urban poverty, colorful theatre stages, and a single rose: the gift from mother to father. It tells a new story of African-American vitality, hope, and artistry in the midst of a bleak chapter in American history.

## CALL FOR ROUNDTABLE PARTICIPANTS PHOENIX AWARD SESSION

Deadline: October 1, 2018



### 46TH CHILDREN'S LITERATURE ASSOCIATION CONFERENCE

Hosted by IUPUI and IU East  
June 13-15, 2019

The Phoenix Award Committee and the Phoenix Picture Book Award Committee of the Children's Literature Association are planning a joint session at the 46th Children's Literature Association Conference, held in Indianapolis from June 13 to 15, 2019, and hosted by Indiana University-

Purdue University Indianapolis and Indiana University East. The Phoenix Awards recognize exceptional books published twenty years previously that did not win a major award at the time, but that the committees have determined to be of lasting value.

The 1999/2019 Phoenix Award goes to Louise Erdrich for *The Birchbark House* (Hyperion 1999). The Phoenix Honor goes to Connie Porter for *Imani All Mine* (Houghton Mifflin/Mariner 1999). The 1999/2019 Phoenix Picture Book Award goes to Christopher Myers for *Black Cat* (Scholastic 1999). The Picture Book Honor goes to Amy Littlesugar (author) and Floyd Cooper (illustrator) for *Tree Of Hope* (Philomel 1999).

For 2019, this session will take the form of a roundtable rather than a traditional panel to encourage more discussion and interaction among presenters and attendees. Roundtable organizers seek 250-word proposals for eight to ten minutes' worth of remarks that focus scholarly attention on the winning and honor books, particularly as they relate to the conference theme of Activism and Empathy, issues of representation, and/or intersection of texts. We will invite our 2019 Phoenix authors and illustrators to attend and hope that they will join in the roundtable discussion.

Proposals are due by October 1, 2018, to the two chairs: Phoenix Committee Chair Gabrielle Halko ([ghalko@wcupa.edu](mailto:ghalko@wcupa.edu)) and Phoenix Picture Book Committee Chair Ramona Caponegro ([rcaponegro@emich.edu](mailto:rcaponegro@emich.edu)).

Authors will be notified by October 10, 2018, if their proposals have been selected as part of the roundtable. Please note that participation in the roundtable does not preclude submitting a proposal for an additional full-length paper. Authors whose roundtable proposals are not selected are encouraged to submit proposals on these works as individual, 20-minute papers to the general conference. The call deadline for the 2019 ChLA conference is October 15, 2018.

## 2019 CHLA DIVERSITY COMMITTEE'S ANNUAL SPONSORED PANEL

ChLA Conference

### INTERSECTIONAL APPROACHES TO ACTIVISM AND SOCIAL EQUITY IN CHILDREN'S AND YOUNG ADULT LITERATURE

46TH CHILDREN'S LITERATURE ASSOCIATION CONFERENCE  
June 13-15, 2019

Indianapolis, Indiana

To what extent can children's and young adult literature push readers to acknowledge and advocate more democratic and egalitarian ways of existing in the world? Do these literatures reflect various, overlapping forms of oppression, and do they consider intersecting domains of identity including (but not limited to) gender, sexuality, race, ethnicity, ability, and class? What voices are included or excluded in this call for advocacy and acknowledgement?

ChLA's Diversity Committee welcomes paper proposals that focus on intersectional approaches to activism and social equity in children's and young adult literature. Pioneering scholars such as Kimberlé Williams Crenshaw have argued that people and bodies suffer multiple and simultaneous forms of discrimination-these forms of discrimination converge, leading to different, visceral expressions and experiences of oppression. An intersectional approach to oppression and identity therefore takes into consideration the "combined effects of practices which discriminate on the basis of race, and on the basis of sex" and other domains of identity.<sup>[1]</sup> We are interested in papers that rigorously examine texts that: a) promote and foster different forms of empathy, collectivity, and political engagement; and b) that provide a rich, complex, intersectional approach towards identity and oppression that considers multiple forms of experience and being. We expect papers in this panel to highlight the groundbreaking work that is being accomplished by both traditional/cutting-edge texts and expose areas where this literature needs improvement. Furthermore, we hope that panelists will explore the aesthetic, narrative, visual, poetic, and/or literary techniques that texts implement when representing activism and social equity through an intersectional lens.

For questions or queries, please contact Angel Daniel Matos ([amatos@sdsu.edu](mailto:amatos@sdsu.edu)) or Lara Saguisag ([Lara.Saguisag@csi.cuny.edu](mailto:Lara.Saguisag@csi.cuny.edu)). Email a 350-500-word abstract and a two-page abbreviated CV to Angel by September 15, 2018. Notification of the selected proposals will take place by October 1, 2018. Scholars whose proposals are not selected will be able to resubmit their abstracts to ChLA's general Call for Papers (deadline is October 15, 2018).

[1] Kimberlé Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," *University of Chicago Legal Forum*: Vol. 1989: Iss. 1, Article 8: 149.

## CALL FOR PAPERS: CHLA 2019 INTERNATIONAL FOCUS PANEL:

### British BAME (Black, Asian, and Minority Ethnic) Literatures

UK children's literature has a diversity problem. That was the conclusion of a recent report, [Reflecting Realities](#) by the Centre for Literary in Primary Education (CLPE), which found that only 4% of 9,115 children's books published in the UK in 2017 featured a Black, Asian and Minority Ethnic (BAME) character, and only 1% a BAME main character (against 32% of children in English schools from minority ethnic origins). A report on the percentage of creators of colour by the charity [Booktrust](#) is pending; meanwhile, a study focusing on YA literature by Dr. Melanie Ramdarshan Bold showed that only 8% of YA literature published in the UK between 2006 and 2016 was by authors of colour, and that this percentage is in decline.

The need for books featuring characters of colour has often been met by importing stories from the USA; however, there is a strong need for 'own voices' books by and about the UK's BAME communities. BAME Britons have often found common cause with movements in the USA, but while the struggle for civil rights has relevance on both sides of the Atlantic, BAME history in the UK is very different from that of the US.

To initiate a wider understanding of BAME literature, the ChLA's International Committee is presenting a special focus panel on British BAME literature, to be presented at the 46th Children's Literature Association Conference. The committee invites paper proposals that focus on children's literature from the UK by Black, Asian and Ethnic Minority authors, illustrators, and publishers. Please see the full [Call for Papers](#).

## 2019 MLA CONVENTION– CHLA SPONSORED SESSIONS

Modern  
Language  
Association

# MLA

### MATERIAL CULTURE, LABOR, AND CHILDHOOD IDENTITIES (GUARANTEED SESSION)

**Presiders:** Elissa Myers, CUNY Graduate Center;  
Chloe Flower, Bryn Mawr College

**Sunday, 6 January, 1:45pm - 3:00pm**

1. "Making News: A Twelve-Year-Old Girl, a Printing Press, and the Civil War," Sara Running Danger, Valparaiso University
2. "Mapping Juvenile Socioeconomic Mobility in the Fiction of Maria Edgeworth," Heather Zuber, CUNY Graduate Center
3. "Youth to Machine: Jaime Barrios' *Film Club* (1968)," Jessica Gordon-Burroughs, Miami University
4. "'Little Upholsterers': Child Labor in London's Ragged Schools," Chloe Flower, New York University

### CLIMATE CHANGE AND CONTEMPORARY YOUNG ADULT FICTION (NON-GUARANTEED SESSION)

**Presider:** Clare Echterling, University of Kansas

**Friday, 4 January, 3:30pm - 4:45pm**

1. "Imagining a Post-Post-Apocalyptic World: Eco-Utopian Visions in Thea Beckman's *Kinderen van Moeder Aarde*," Mahlu Mertens, Ghent University
2. "Solarpunk: A Growing Trend in YA Speculative Fiction," Jennifer Harrison, East Stroudsburg University
3. "Growing Down: Coming of Age in a Time of Climate Crisis," Lauren Rizzuto, Simmons University

## GOT NEWS OR UPDATES?

If you would like to share any announcements, CFPs, or publication information in the next issue of the ChLA Newsletter (to be published in May, 2019), please send text and images to ChLA Newsletter editors:

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We look forward to promoting your activities  
and accomplishments!





# 2019 MLA CONVENTION – CHILDREN'S AND YOUNG ADULT LITERATURE FORUMS

## "FANDOM SPACES"

Saturday, January 5, 2019, 8:30am - 9:45am, Columbian  
(Hyatt Regency)

From the fan creators who rise to stardom in fanfiction, to the liminal spaces of Wattpad and Amazon Kindle Worlds, this panel session examines the multitude of spaces created by fandom within literature for children and young adults. Panel papers explore the affective, educational, and commercial implications of fanfiction on the fandom community.

### *Presentations:*

1. "The Leather Pants Phenomenon: Fan Affect and the Rise of Fandom Stars," Sarah Olutola (McMaster University, Ontario)
2. "The Curriculum of Fandom: What are Writers Learning on Wattpad?" Jen McConnel (Queen's University, Ontario)
3. "Professional Spaces for Fan Fiction: Prolonging the YA Series," Carrie Sickmann Han (Indiana University - Purdue University Indianapolis)

**Presiding:** Susan Strayer (The Ohio State University)

## "EDITING AND ENGINEERING CHILDREN'S LITERATURE"

Saturday, January 5, 2019, 1:45pm - 3:00pm, Michigan 1C  
(Hyatt Regency)

This session will spark conversation about the increasing professionalization within the field of children's and young adult literature and the connections among this professionalization, shifting ideas about childhood and adolescence, and literary and commercial trends. As the children's publishing industry is increasingly called to account for its reliance on outdated ideas and hiring practices, its promotion of certain authors and illustrators, and its focus on corporate interests, we need to examine its history more closely. Each of the papers in this panel highlights a different pivotal moment within the evolution of the children's publishing industry, connecting that moment with an ongoing trend or issue in the field.

### *Presentations:*

1. "'When Shall I Wake?': Uncanny Repetition and Female Alienation in Episodic Depictions of Childhood," Alice Martin (New York University)
2. "Becoming Young Adult: American Culture, Teenagers, and YA Literature in the Twentieth Century," Paige Gray (Fort Lewis College)
3. "Committed to Representation: How Lee and Low Books Tackle the Diversity Gap in Children's Literature," DeAnza Williams (University of Illinois, Urbana-Champaign)
4. "Katharine White, Anne Carroll Moore, and the 'Good' Children's Book: The Correlation of Early-Twentieth-Century Book Reviews to Newbery (and Market) Trends," Abbie Ventura (U of Tennessee, Chattanooga)

**Presiding:** Ramona Caponegro (Eastern Michigan U)



## "SELLING CHILDHOOD"

Thursday, January 3, 2019, 12:00pm -1:15pm, Atlanta  
(Hyatt Regency)

This panel session examines the long, rich, and complicated history of selling childhood in the West. In so doing, it brings together past and present notions of this concept as an ideological, cultural, and, of course, capitalist commodity. How have Western concepts of childhood been regarded as transactional, from an intellectual, economic, historic, and/or socio-political standpoint? How has childhood been packaged, marketed, and sold over the centuries? Just as importantly, who has been buying it? Finally, how have technological developments—from photography and television to computers and smart phones—both helped to facilitate and provided sites of resistance to this phenomenon?

In considering responses to these and other questions, this panel invites examinations from a wide array of disciplines, including literature, popular culture, education, philosophy, childhood studies, economics, comics studies, media studies, age studies, sociology, cultural studies, political science, and history.

### *Presentations:*

1. "Pricing Black Girl Pain: The Cost of Black Girlhood in Street Lit," Jacinta Saffold (Assn. of American Colleges and Universities)
2. "Selling the Ferocious Child: Riot Grrrl's Radicalization of Consumption," Katherine Kruger (University of Sussex)
3. "Teenage Writers, Marketplace Consciousness, and the Deregulation of Childhood in the Age of Neoliberalism," David Aitchison (North Central College)

**Presiding:** Michelle Ann Abate (Ohio State University, Columbus)

# 2020 MLA CONVENTION– CHLA SPONSORED AND PROPOSED SESSIONS CALL FOR PAPERS

## January 9–12, 2020 / Seattle, Washington

### GUARANTEED CHLA SPONSORED SESSION:

**Bodies, Borders, and Boundaries: Embodiments of Multicultural and Transnational Children**

**Presiders:** Tharini Viswanath, Illinois State University; Nithya Sivashankar, The Ohio State University

Scholars such as Emer O’Sullivan and Adrian Bailey have written about the need to look past the universal model of childhood, and to consider children as being part of a complex, intercultural and globalized world. O’Sullivan denies the existence of the “universal republic of childhood” by noting that “the concept of the universal child is a Romantic abstraction which ignores the real conditions of children’s communications across borders” (18). Indeed, the cultural constructions of children are diverse, and perceptions of childhood are further complicated in the globalized world. Michael Hames-García’s term “multiplicity” is one way of explaining the embodiment of the transnational and/or multicultural child. “Multiplicity,” according to Hames-García, is “the mutual constitution and overlapping of simultaneously experienced and politically significant categories such as ability, citizenship, class, ethnicity, gender, race, religion, and sexuality. Rather than existing as essentially separate axes that sometimes intersect, social identities blend, constantly and differently, expanding one another and mutually constituting one another’s meanings” (13). The body of the transnational, multicultural child is also one that occupies several matrices at once. This raises a significant question about one’s seemingly inherent composition: what makes one Nigerian, or Mexican, or Indian? Is it one’s citizenship

status? Language? Race? Ancestry? Or is it a combination of these? Further, how are intangible aspects of one’s identity embodied and enacted? And how do they affect a body’s navigation through geographical and/or cultural borders? This panel examines how intersecting identities affect children who navigate our hyper-globalized world.

It is especially important to inquire into the relationship between the body of the child and the boundaries they straddle. With events such as the child refugee crisis in Syria, the recruitment of child soldiers in Uganda, and the state-approved incarceration of children on our very borders, there is an urgent need to examine the representation of the embodiment of transnational, multicultural children in literature and media. Borrowing from the work of Kevin Dunn who draws attention to the fact that “[m]igration research has always been about bodies,” and to the idea of “embodied transnationalism,” we seek papers that examine how the body of the child/adolescent negotiates borders and boundaries (1). Moreover, keeping in mind that cultural identities are not always social constructions, we invite scholarship that considers the heterogeneity and plurality of the body. Relevant topics include but are not restricted to the following: visible and invisible borders, migration and migrant literature, and the navigation of spaces such as the geographical, political, socio-cultural, and digital.

**500-word abstracts due to Tharini Viswanath ([tvswan@ilstu.edu](mailto:tvswan@ilstu.edu)) and Nithya Sivashankar ([sivashankar.2@buckeyemail.osu.edu](mailto:sivashankar.2@buckeyemail.osu.edu)) by March 1, 2019.**





## 2020 MLA CONVENTION–CHLA SPONSORED AND PROPOSED SESSIONS CALL FOR PAPERS (cont. from page 8)

### PROPOSED CHLA SPONSORED SESSIONS:

#### Rethinking Disability and Mental Health in Young Adult Literature

**Presiders:** Alyssa Chrisman and Patricia Vocal, The Ohio State University

The 2017 Netflix adaptation of Jay Asher's *13 Reasons Why* startled many viewers due to its widely acknowledged irresponsible depiction of mental illness in the lives of young adults. This adaptation's depiction of serious topics like suicide have left many concerned about young adults' exposure to issues of mental illness. As one anonymous high school's counseling center noticed, there was an increase in referrals for self-harm after the show's premiere.

While some might assume that this increase in referrals is due to the show's negative portrayals (i.e. it is "inspiring" teenagers to harm themselves), others could argue that the show is actually lessening the stigma that surrounds mental illness and helping youth feel comfortable reaching out for help. According to the National Alliance on Mental Illness, 20 percent of youth ages thirteen to eighteen live with a mental health condition. Furthermore, 50 percent of all lifetime cases of mental illness begin by age fourteen and 75 percent begin by age twenty-four ("Children and Teens"). Mental illness clearly impacts teenagers, and its media representation may help reduce existing stigma.

Indeed, the prevalence of mental health themes in recent young adult literature provides a significant avenue for bringing awareness of these topics. However, minoritized populations are often omitted from these books and conversations, resulting in a lack of representation of the mental illness concerns of these communities. For example, LGBTQ youth are two to three times more likely to attempt suicide than their straight peers and Black and Latinx children made, respectively, 37 percent and 49 percent fewer visits to psychiatrists from 2006-2012 than white children even though all three populations have similar rates of mental illness (NAMI "Multicultural"; Physicians for a National Health Program). While critical race theory and disability studies have been growing in popularity, an intersection between the two is often overlooked, despite the intertwined histories of both racism and ableism. DisCrit, a dual analysis of race and ability, works to bring these conversations together. While DisCrit does not explicitly acknowledge LGBTQ+ populations, we argue that this minoritized group should also be included in the discourse as they are just as likely to experience mental illness but are also not adequately represented in media about and conversations on mental health.

This panel session would draw on DisCrit theory, as well as other relevant lenses, to examine the representation of diverse populations' relationship with mental health in young adult literature and other media for children and young adults. Possible topics we imagine on this panel include:

- the intersections between mental health and minoritized populations as depicted in young adult literature
- how systemic inequities affect access to mental healthcare in

minoritized populations

- the ways culture influences a population's perspectives on mental illness and insights about the normative this reveals
- how diagnosing characters is complicated when considering minoritized protagonists
- implicit versus explicit references to mental health in YA literature featuring minoritized populations
- the impact #ownvoices has in literary storytelling

**500-word abstracts due to Alyssa Chrisman ([chrisman.61@buckeyemail.osu.edu](mailto:chrisman.61@buckeyemail.osu.edu)) and Patricia Vocal ([vocal.4@buckeyemail.osu.edu](mailto:vocal.4@buckeyemail.osu.edu)) by March 1, 2019.**

#### Diverse Destinies/Dystopias

**Presider:** Kaylee Jangula Mootz, University of Connecticut

For many years, the sub-genres of dystopian and futuristic children's and young adult fiction has held sustained readerly and scholarly interest, with some of the most popular novels becoming massively successful film series. However, these texts have been overwhelmingly written by white authors and feature white protagonists and mostly white supplementary characters. Notably, characters of color still only account for 22% of characters in children's and YA literature generally, not accounting for differences in genre. This panel seeks to draw scholarly attention to dystopian or futuristic children's and YA texts written by authors of color, featuring primarily characters of color.

Papers in this panel will be intersectional in its focus, considering race, gender, class, sexuality, ability, and their places in the imagined future. By focusing on this specific set of texts and questions, this panel will bring together discussions occurring in the fields of children's literature, multi-ethnic literature, childhood and girlhood studies, critical ethnic studies, science fiction and fantasy, queer studies, and others. At a time that feels apocalyptic for many children and teens of color, including those affected by deportation, mass incarceration, police violence, gendered violence, and environmental degradation, imagining a future through literature where characters like them can be the heroes is not only relevant, but potentially life-changing.

Métis writer Cherie Dimaline has said in interviews, when thinking about how to make a difference for Indigenous teens during difficult times—"I was so excited by the idea of showing [Native] kids other kids, [actually] themselves, in a future and not just surviving but being the absolute answer, being the heroes. I was driven by that idea." Beyond Rudine Sims Bishop's famous call to offer young readers mirrors, windows, and doors into the lives of children of color, we need to consider the importance of offering literature about these children's futures. It is not enough to recognize that children of color exist, literature for young readers needs to depict children of color thriving in the future when, as many race critics have pointed out, they aren't meant to survive the present.

**500-word abstracts due to Kaylee Jangula Mootz ([kaylee.mootz@uconn.edu](mailto:kaylee.mootz@uconn.edu)) by March 1, 2019.**

## 2019 CHLA RESEARCH AND GRANT APPLICATIONS

### FACULTY RESEARCH GRANTS

These grants are awarded for proposals dealing with criticism or original scholarship in children's literature with the expectation that the undertaking will lead to publication and make a significant contribution to the field. Applications will be evaluated based upon the quality of the proposal and the potential of the project to enhance or advance Children's Literature studies. Funds may be used for but are not restricted to research-related expenses, such as travel to special collections or purchasing materials and supplies. The awards may not be used for obtaining advanced degrees, for researching or writing a thesis or dissertation, for textbook writing, or for pedagogical projects.

### HANNAH BEITER GRADUATE STUDENT RESEARCH GRANTS

These grants are intended as support for research that may be related to the dissertation or master's thesis and are not to be used for tuition. The funding may be used to purchase supplies and materials (e.g., books, videos, photocopies, equipment) or to underwrite travel to special collections or libraries. Individual awards in each category typically range from \$500 to \$1,500 based on the number and needs of the winning applicants.

*Applications will be accepted from January 1, 2019, through February 1, 2019. Proposals must be sent by email and dated within the stated time frame. Application guidelines are posted online at [www.childlitassn.org](http://www.childlitassn.org) (under "Grants"); if clarification is needed, you may contact the ChLA office at [info@childlitassn.org](mailto:info@childlitassn.org) or Chris McGee, chair of the 2019 Grants Committee, at [mcgeecw@longwood.edu](mailto:mcgeecw@longwood.edu). Winners must either be members of ChLA or join the association before they receive any funds. 2019 ChLA Research Grant Applications Grant Deadline: February 1, 2019. Submit applications to [info@childlitassn.org](mailto:info@childlitassn.org)*

## 2019 CAROL GAY AWARD SUBMISSIONS

ChLA is now accepting submissions for the Carol Gay Award for outstanding undergraduate essays on children's literature. Faculty members should submit nominations and papers electronically on behalf of the undergraduate student author. In order to enable blind review, please submit papers to [info@childlitassn.org](mailto:info@childlitassn.org) as two PDF files or Word documents: (1) a cover letter providing the paper's title, contact information (street and email addresses) for faculty member and student, an endorsement of the paper, and an explanation of the faculty member's familiarity with the student's work, and (2) the paper with title but without identifying information as to its author or nominator. Submissions will be forwarded to the members of the Carol Gay Award Committee for blind review.

Papers must be original, show evidence of scholarly research, and include a bibliography listing more than the primary works cited. They should conform to MLA style and should be no fewer than 2,500 words and no more than 4,000 words including notes and works cited. Senior theses are not eligible. Award winners will receive a \$250 prize, a certificate, and a complimentary year's membership to the Association. With the author's permission, the award winning essay may also be posted on the ChLA web site. The recipient will have the opportunity to present the winning essay during a session at the annual ChLA conference and to receive his/her award during the awards banquet. If the winner attends the conference, a complimentary banquet ticket is also awarded, and conference registration is waived. Only two submissions per ChLA faculty member will be accepted, and previous winners of the award may not reapply.

*Deadline for nominations is February 1, 2019. Submit nominations to [info@childlitassn.org](mailto:info@childlitassn.org).*

## 2019 GRADUATE STUDENT ESSAY AWARDS

Graduate Student Essay Awards nominations are now being accepted. Submissions should demonstrate familiarity with previous scholarship, contain original, distinctive ideas, and conform to MLA style. They should be at least 3,000 words in length and should not exceed 7,500 words, including notes and works cited. The awards are comprised of both a Ph.D. level award and a separate Master's level award. Award winners receive a \$250 prize, a certificate, and a complimentary year's membership to the Association. Recipients are also offered the opportunity to present their winning essays during a session at the annual ChLA conference and to receive their awards during the awards banquet. If the winner attends the conference, a complimentary banquet ticket is also awarded, and conference registration is waived.

Nominations should be submitted by a faculty member on behalf of the graduate student author. Graduate students may not nominate themselves or other graduate students. A cover letter must accompany the submission and provide an endorsement of the paper and explain the faculty member's familiarity with the student's work. Please include both the member's and the student's email and street addresses and indicate if the student is a Ph.D. or Master's level student in the cover letter only. Submissions will be forwarded from the ChLA office to the members of the ChLA Graduate Student Essay Awards Committee and read blind (without cover letter). Only two, whether M.A. or Ph.D. student, submissions per ChLA member will be accepted. Students are eligible to win only once at each level (M.A., Ph.D.).

*Deadline for nominations is February 1, 2019. Submit nominations to [info@childlitassn.org](mailto:info@childlitassn.org).*

## CHLA QUARTERLY SPECIAL ISSUE CALL FOR PAPERS:

### Cognitive Approaches to Children's Literature and Culture, *edited by Sara Van den Bossche and Lydia Kokkola*

Submissions are invited for articles using cognitive approaches to the study of children's literature and other media for a special issue of *Children's Literature Association Quarterly*. Cognitive approaches are inherently cross-disciplinary as they combine insights from fields such as the cognitive sciences, linguistics, and education with more traditional literary approaches such as narratology and reader response to form new types of knowledge about readers and viewers. Publications such as *Reading for Learning: Cognitive Approaches to Children's Literature* (Nikolajeva 2014) and *Literary Conceptualizations of Growth: Metaphors and Cognition in Adolescent Literature* (Seelinger Trites 2014) have proposed that cognitive approaches are particularly relevant for the study of children's literature and culture since the latter are defined by the reader/viewer rather than the producer. Essay collections, such as *Affect, Emotion, and Children's Literature: Representation and Socialisation in Texts for Children and Young Adults* (Moruzi, Smith & Bullen [eds] 2017), attest to the broad range of topics that cognition-oriented analyses of children's texts and cultural products can address.

The aim of the special issue of *Children's Literature Association Quarterly* is to create a "state of the art" overview of the contribution cognitive approaches have to offer the field. We welcome contributions that highlight the multidisciplinary nature of this approach, and particularly encourage contributors to reflect on marginalization on the grounds of age, race, gender, sexuality, class, and ability etc. in relation to both literature and readers. We also welcome constructive critiques from scholars who remain skeptical towards cognitive approaches to children's literature and culture.

Possible areas of investigation may include, but are not limited to, the following inquiries:

- Are young readers really cognitively different from adult readers?
- How are scripts and schemas deployed in children's cultural products, for instance, to confirm or question national, racial, gendered or other stereotypes?
- How do metaphors shape the way we think about certain topics?
- What is the cognitive impact of the literary techniques such as alienation, focalization, and multiple narrators?
- Do cognitive approaches risk essentializing "the child" or qualities such as ethnic identity?
- How do children's changing bodies and cognition impact on their understanding of literature and other media?
- How are empathy and Theory of Mind (mind-reading) used as narrative strategies in texts for children?
- How are children's cultural products designed to exploit their cognitive development for educational, moral, or political gain?
- In what way are emotions represented in children's cultural products?
- What is the value of empirical studies of young readers?

*Manuscripts of articles (5000-6000 words, conform to MLA style) should be submitted to Sara Van den Bossche ([S.VandenBossche@uvt.nl](mailto:S.VandenBossche@uvt.nl)) and Lydia Kokkola ([lydia.kokkola@ltu.se](mailto:lydia.kokkola@ltu.se)) by October 31, 2018 for peer review. Please send your submission by e-mail attachment in Microsoft Word or Rich Text Format. The journal issue will be published in Volume 44 (2019). Good-quality submissions that are not included in the special issue can be considered for later issues of *Children's Literature Association Quarterly*.*

## 2019 ANNE DEVERAUX JORDAN AWARD: CALL FOR NOMINATIONS

The Anne Devereaux Jordan Award is intended to honor the lifetime achievement of an individual whose scholarship and/or service have had a significant impact on the field of children's literature scholarship. The award is not restricted to ChLA members or to those whose work has benefited the Association specifically. The award may be given posthumously. To nominate someone for the Anne Devereaux Jordan Award, send a letter that explains the person's accomplishments and contributions to children's literature scholarship to [info@childlitassn.org](mailto:info@childlitassn.org). If possible, include the nominee's current vita with the nomination letter. Nominations must be received no later than October 1, 2018. Although nominees are considered annually, there may be years in which no award is given.



*Anne Jordan at Constellation,  
the 1983 Worldcon.*

*Photo by & Copyright ©2013 Andrew Porter*



## 2019 CHLA MENTORING AWARD NOMINATIONS

The Children's Literature Association invites nominations for the annual Mentoring Award. The award recognizes excellence in mentoring taking place within ChLA and extending beyond the boundaries of the mentor's own university. Awardees will have contributed in significant ways to enhancing others' scholarship and/or professional careers within the field of children's literature over a substantial period of time. Such mentorship may take place in a variety of contexts, including but not limited to organizational committee work, journal or other professional editing work, ChLA discussions of teaching and/or career-building, and informal contacts.

Nomination packets will be assembled by a nominator who has decided to spearhead this task and to solicit additional material from others who may be interested in furthering the nomination. Packets should contain three to five letters and a cover sheet with the name and contact information of the nominee and the nominator. Packets should total no more than 10 pages in length, excluding cover sheet. At least two letters must come from people who have never been students or departmental colleagues of the nominee, and all nomination letters must come from current ChLA members. The award will be adjudicated by an appointed committee and will consist of a framed certificate presented at the annual ChLA conference. Winners

will also be presented with a folder containing the letters written on their behalf.

Please submit your packet to [info@childlitassn.org](mailto:info@childlitassn.org) with the subject line "Mentoring Award Nomination" by February 1, 2019.



## INTERESTED IN PUBLISHING WITH CHLA?

### CHLA GENERAL STUDIES BOOKS

We welcome proposals for original book-length critical studies in the field of children's literature and media, including single-author monographs, edited essay collections, and critical editions of classic children's book texts. ChLA does not publish fiction for children, curriculum development materials, or instructional manuals.

### CHLA CENTENNIAL STUDIES

ChLA's Centennial Studies series celebrates classic children's texts, books that have stood the test of time and played a significant role in the development of the field. Devoted to a single work of literature or a series of related titles, the series features original scholarly essays commissioned by each volume's editor. Interested in editing a new volume in our series? Proposals should be submitted at least two years before the 100th anniversary of the text they wish to feature.

- *Raggedy Ann Stories* (1918)
- *The Brownies' Book* (1919-21)
- *Dr. Doolittle* (1920)
- *Just William* (1922)
- *The Velveteen Rabbit* (1922)
- *The Boxcar Children* (1924)

### NEW AND FORTHCOMING TITLES:

- *Posthumanism in Young Adult Fiction: Finding Humanity in a Postmodern World* edited by Anita Tarr and Donna R. White (May 2018)
- *Twenty-First Century Feminisms in Children's and Adolescent Literature* by Roberta Seelinger Trites (December 2017)
- *Growing Up Asian American in Young Adult Fiction* edited by Ymitri Mathison (December 2017)
- *Oz Behind the Iron Curtain: Aleksander Volkov and his Magic Land Series* by Erika Haber (December 2017)

### AND NOW AVAILABLE IN PAPERBACK:

- *Graphic Novels for Children and Young Adults: A Collection of Critical Essays* edited by Michelle Ann Abate and Gwen Athene Tarbox (April 2017)
- *Mothers in Children's and Young Adult Literature: From the Eighteenth Century to Postfeminism* edited by Lisa Rowe Fraustino and Karen Coats (June 2018)