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## President's Message

by Teya Rosenberg

The President's Message is meant to be a cheerful report on what's been happening or will happen within ChLA. In a year when we've posted two statements against hatred and social injustice (addressing the ban on Muslim visitors and immigrants in January and speaking against white supremacy and Nazis in July), being cheerful is difficult, but, channeling Natalie Babbitt, perhaps we can turn "toward hope rather than resignation."<sup>1</sup>

To say we live in turbulent times is an understatement, and young people are most vulnerable to harm from such turbulence. Revoking DACA in the USA; Brexit negotiations in the UK; refugee crises in many regions of the world; devastating floods across South Asia; the ravages of unprecedented hurricanes: political situations and the effects of a changing climate are highlighting fault lines in societies globally, making clear the inequities facing children and adults who have little economic power, belong to non-dominant racial, cultural, or religious groups, or whose gender and/or sexuality challenge traditional notions.

ChLA has hope, but more importantly, determination, to extend its original goal of inclusiveness beyond ensuring children's literature is part of larger scholarly discourse. The path towards that goal has had, and undoubtedly will continue to have, turbulence. This summer, after the release of the 2018 ChLA Conference Call for Papers, the Executive Committee received two letters, one calling attention to the problematic ways the CFP presented indigenous and Latinx cultures and committed erasure of other non-dominant groups, the other noting problems and inadequacies at the 2017 Conference that made participation difficult for those with disabilities.

We took very seriously these communications. A number of ChLA committees contributed to revising the Call for Papers, which was then reposted. An acknowledgement of the process and an apology for the problematic nature of the original call is included with that new call. For a view of that process, the new call is here: (<https://chla.memberclicks.net/2018>). Furthermore, the Conference Planning Committee is working on guidelines for future conference planners to help avoid insensitive and/or exclusionary paper calls in the future.

Inclusion means members seeing and feeling they are not outliers or alone within our culture; it also means members being able to participate in our activities. The Conference Planning Committee and the ChLA management team are working to make sure conference sites are as accessible as possible with, ideally, no physical barriers to presenting; sound systems that work and are used; computer displays easily seen by presenters and audience members; informal gathering spaces with seating; and accessible bathrooms with gender neutral options available.

About her writing, Patricia McKissack said: "If young readers don't find themselves in stories, they soon grow restless with reading. 'I don't like to read' soon becomes 'I can't read.' What follows is failure. That's why I write."<sup>2</sup> These words point to our purpose. ChLA as an organization and the individuals who serve on its committees and boards acknowledge the importance of inclusion: in the texts young people encounter; within our scholarship and teaching; in our classrooms; and within the structures of our organization. The slow pace of developing a more inclusive culture, both within ChLA and on a larger global scale, is frustrating but we refuse resignation, we refuse failure, and we work with hope and determination for a future in which turbulence leads to a better, more inclusive world.



Teya Rosenberg

1 Babbitt, Natalie. "Happy Endings? Yes, and Also Joy." The New York Times, 8 Nov. 1970, p. 320. New York Times Archives, <http://www.nytimes.com/1970/11/08/archives/happy-endings-of-course-and-also-joy-happy-endings.html?mcubz=0>.

2 McKissack, Patricia C. "That's Why I Write." Sitting at the Feet of the Past: Retelling the North American Folk Tale for Children, edited by Gary D. Schmidt and Donald R. Hettinga, Greenwood Press, 1992, p.68.

# 2017 CHLA CONFERENCE WRAP-UP

## “IMAGINED FUTURES”

### The University of South Florida



The University of South Florida hosted the 44th annual Children’s Literature Association Conference, June 15-17, 2017, in warm and sunny Tampa. The theme for the conference was “Imagined Futures,” encompassing topics ranging from historical views of the future, transportation, natural resources, and technology.

Over the course of the conference, attendees shared ideas at over 100 panel sessions on subjects such as science fiction, fairy tales, adaptation, dystopian futures, ecocriticism, ebooks and apps, and more.

On Friday, conference attendees celebrated the 2017 Phoenix Award recipients, James Heneghan and Mary McKenna Siddals, at a reception sponsored by the University of South Florida College of Education. James

Heneghan attended, conversed with conference goers about his work, and signed books. Thanks to the Tampa Bay History Center for providing attendees with such a beautiful space for honoring the Phoenix Award winners.



*Dr. Farah Mendlesohn*

Farah Mendlesohn wrapped up the conference with a stellar Francelia Butler Lecture. In her talk, Dr. Mendlesohn explored how children’s and young adult science fiction create peace in the future.

The USF Conference Planning Committee extends their thanks to Kenneth Kidd, Jamie Reed, and Ashley Uhl for their work in making ChLA 2017 a success. Special thanks to Roberta Seelinger Trites who rescued us on more than one occasion. And last but not least, Melanie



and Jenifer would like to thank our USF student volunteers for their enthusiastic dedication and support of the conference.

Thanks to everyone for braving Tampa during hurricane season. It was a pleasure to host you!

# 2018 CHLA CONFERENCE REFRESHING WATERS/TURBULENT WATERS

June 28–30, 2018 / Texas State University

Texas State University welcomes the 45th annual Children's Literature Association Conference, June 28–30, 2018, at the Sheraton Gunter Hotel in downtown San Antonio.

## CONFERENCE THEME

"Refreshing Waters/Turbulent Waters" is inspired by the many water sources of Texas: rivers such as the San Marcos, San Antonio, and of course the border-defining Rio Grande; the multitude of creeks and lakes; and the Edwards Aquifer that underpins central Texas. Water holds a special position in a state commonly visited by flash flood and drought.



While proposals to present research on a wide variety of topics, genres, and periods related to children's and young adult literature, texts, and culture are always welcome and encouraged at our annual conference, a common theme can be a useful tool for thinking through texts and approaches in innovative ways. Our topic, "**Refreshing Waters/Turbulent Waters**," is explicated with many suggestions about its application in children's literature as symbol, allegory, setting, and metaphor at this link <https://chla.memberclicks.net/2018>. Proposals to present current, original scholarship can include but are not limited to these wide-ranging applications.



Meeting at the River Walk, we hope to consider this variety and find innovative ways to open and sustain meaningful discussion on children's literature, the topics of most importance to our membership, the shared values of our scholarly field, and our future.

## FRANCELIA BUTLER LECTURE

Dr. Debbie Reese will deliver the 2018 Francelia Butler Lecture. She is a tribally enrolled member (citizen) of Nambe Pueblo, a federally recognized tribal nation in northern New Mexico. She holds a PhD in Education from the University of Illinois, and an MLIS from San Jose State. A former school teacher and assistant professor in American Indian Studies, she publishes *American Indians in Children's Literature*, a resource and review site focused on depictions of Native peoples in children's and young adult literature. Her articles and chapters in journals and books are used in Education, Library Science, and English courses in the US and Canada.



Dr. Debbie Reese

## PHOENIX AWARDS

We will celebrate the Phoenix Award winners: Elizabeth Partridge for *Restless Spirit: The Life and Work of Dorothea Lange* and Robert D. San Souci and Brian Pinkney for the Phoenix picture book *Cendrillon: A Caribbean Cinderella*. Picture Book honor winners are Jacqueline Preiss Weltzman and Robin Preiss Glasser for *You Can't Take a Balloon into the Metropolitan Museum*.

## LOCATION

The Sheraton Gunter Hotel is located in the heart of the San Antonio's Downtown district. It is ideally placed within easy walking distance of the famous River Walk and its many restaurants, cafes, shops, and walking/biking trails. The River Walk offers more accommodations for impaired mobility than many less central locations, and conference planners are working with the hotel to make meeting spaces as accessible as possible.

**Submit conference abstracts or panel proposals (300–350 words) via link on the ChLA 2018 webpage <http://www.childlitassn.org/2018>. The submission deadline is October 15.**



## 2018 CHLA DIVERSITY COMMITTEE ACTIVITIES

### Annual Sponsored Panel at 2018 ChLA Conference: *Barriers, Borders, and Bridges*

Borders can be set to separate and demarcate; or, borders can demonstrate a limited boundary that distinguishes one thing or place from another; the margins of a particular location. Within these spaces, individuals and communities define and complicate notions of identity as they relate to these borders, often challenging real and assumed barriers. Bridges are structures designed to connect, typically over obstacles such as bodies of water that would otherwise hinder extending beyond. Water is symbolic in many ways related to breaking barriers, extending borders, and building bridges. The 2018 Diversity Committee has selected four papers that explore barriers, borders, bridges, and the theme of water, which relates to the general ChLA conference theme of "Refreshing Waters/Turbulent Waters." Elizabeth Wheeler will explore the social construction of flooded

black communities in *Sosu's Call* (1997) by Meshack Asare of Ghana and *Orleans* (2013) by Sherri L. Smith of the United States. Nathaniel Fuller will discuss the borderlands of important identity forming spaces for queer multiethnic youth whose identities are borderlands unto to themselves, wherein they must traverse the complicated webs of multiplicative, intersecting identities. Neslihan Kansu-Yetkiner will consider water as a dividing metaphor constructing physical and psychological borders between nations, people and children in Erdal Kaya's *Aylan Bebek: Kıyıya Vuran Öyküler* (*Toddler Aylan: Stories Washed Ashore*). Amy Sonheim will examine Samancı's use of blue and water imagery in *Dare to Disappoint* as both Samancı's confidence to dive into life and her geographical barrier, as with the Bosphorus Straits, cutting her off in Turkey from Europe and the Western world.



San Antonio Riverwalk

# CHLA 2018 CONFERENCE CALL FOR PAPERS

Water is central to children's and young adult literature as motif and metaphor: In Pam Muñoz Ryan's *Esperanza Rising*, two characters are in a relationship described as being separated by a wide, difficult-to-cross river; in *The Lorax* Dr. Seuss warns us to protect our environment by planting a truffula tree seed and enjoins us to "Give it clean water. And feed it clean air"; and the poetry of Langston Hughes uses water in its various forms to compare the complexities of race to a deep river, to characterize a lost dream as a "barren field frozen with snow," and to call on us all to re-imagine and reclaim the American dream, saying that "We, the people, must redeem/ The land, the mines, the plants, the rivers."

While proposals to present research on a wide variety of topics, genres, and periods related to children's and young adult literature, texts, and culture are always welcome and encouraged at our annual conference, a common theme can be a useful tool for thinking through texts and approaches in innovative ways. Proposals to present your current, original scholarship can include but are not limited to some of the meanings and forms water can take in literature and culture for younger readers:

- Water as symbol, allegory, setting, and metaphor in works of children's literature; Water as healing, flowing, still, eroding, dividing, connecting, drowning, saving, violent, shallow, transparent, muddy, calm, or turbulent
- Rivers, lakes, streams, oceans, ponds, clouds, rain, snow, mud, slush, fog, and ice in fiction and non-fiction, prose and poetry, cartoons and comics, historical fiction and science fiction, plays and films, toys and television programs, picture books and textbooks, etc.
- The significance of water in specific cultures, communities, families, traditions
- Water and race; segregated drinking fountains and swimming pools; rivers as sites of travel, settlement, or colonization, of collaboration and contestation, of freedom and enslavement
- Water in indigenous cultures and literatures
- Oceans crossed, migrations, colonizations, the Middle Passage
- Access or lack of access to clean drinking water, water shortages, contested waters, water rights, water protectors, water and poverty, water as commodity, water as power
- Water and the environment, water pollution, environmental activism, climate change, rising waters, Standing Rock, Flint
- Water, spirituality, and religion; sacraments, blessings, and baptisms; water as sacred
- Animated, illustrated, photographed, filmed, or virtual waters
- Regional literature, the San Antonio and San Marcos Rivers, state and local cultures and histories, local indigenous literatures, San Antonio's contested histories, Texas and/in children's books
- Water spaces and their social functions; waterways as hubs, connectors, or dividers
- Water symbols and metaphors in discussions about identities, sexualities, genders, ethnicities, races, abilities, sizes, and ages
- Water as a life source and/or potential destroyer
- Water and play; water guns and water balloons; water's role in

childhood or its construction; sprinklers, waterparks, fire hydrants, and baths before bedtime

- Water as a weapon, water cannons and fire hoses
- Water creatures, real and/or mythic, animals anthropomorphized, water personified
- Water as poetic inspiration; books as oases for readers; renewal and rebirth: personal, cultural, spiritual, and/or literary, including reboots in media and literature
- Water as social and political symbol, the tides of change, the rising flood
- Water and immigration, dislocation, refugees
- Interpreting real and fictional waters through various critical lenses: literary criticisms, queer theories, ecocriticism, critical race theories, materialism, feminist theories, disability studies, etc.
- Given that Texas State is the home of the Tomás Rivera Mexican-American Children's Book Award, discussions of Tomás Rivera Book Award winners and honor books would also be welcomed (<http://www.education.txstate.edu/ci/riverabookaward/>); book awards generally; monolingual and bilingual works for children; translation of children's literature

## PROPOSAL GUIDELINES:

Proposals are due October 15, 2017 and should be submitted via the ChLA web portal (<https://chla.memberclicks.net/2018>)

We invite scholars to propose individual papers we will assemble into 3- or 4-person panels or pre-organized panels, roundtables, workshops, or discussions.

While most of the program is typically panels consisting of three or four 15- or 20-minute presentations, we are also open to alternative formats and new ideas. Because we have limited space in the conference program, scholars may only propose one paper and may only appear once on the program as a presenter (with the exception of a few standing panels like the editors' roundtable and syllabus exchange).

Individual paper proposals should include a 300-350-word abstract, a 140-character bio, and a list of up to five keywords. To facilitate creating the conference program, please include keywords, putting them in order of their importance to you – Possibilities include: time period, form, genre, issue, topic, theoretical approach.

Proposals for pre-organized discussions must include a chair, who is organizing the panel, and contact information and a 140-character bio for each participant. The panel organizer needs to explain, in precise terms, the form the panel will take (eg. three scholars will each read a 20-minute paper; six scholars will each present for 5 minutes and the chair will then moderate a discussion, etc.), and a list of up to five keywords. To facilitate creating the conference program, please include keywords, putting them in order of their importance to you – Possibilities include: time period, form, genre, issue, topic, theoretical approach.

Proposals are blinded before being submitted to the paper selection committee for evaluation.

# 2018 MLA ANNUAL CONVENTION NEW YORK CITY JANUARY 4-7, 2018

## ChLA Sponsored Sessions

### THE RISE OF LATINX LITERATURE FOR YOUTH

(Date, time, and session number TBA)

**President:** Marilisa Jiménez García, Lehigh University

1. "Navigating the Borderlands: Childhood and the Power of the Mestiza Consciousness in Gloria Anzaldúa's Bilingual Picture Books," Cristina Rhodes, Texas A&M University, Commerce
2. "Learning Unbounded: Emancipatory Education in Latinx Young Adult Fiction," Ashley Hope Pérez, The Ohio State University
3. "Conocimiento Narratives: (Re)Imagining the Künstlerroman for Latina Girls," Sonia Alejandra Rodríguez, LaGuardia Community College

### FROM GOTHAM TO CAMAZOTZ: MADELEINE L'ENGLE AT 100 AND NEW YORK CITY

(Date, time, and session number TBA)

**President:** Michelle Ann Abate, The Ohio State University

1. "Actualizing Camazotz in New York City," Heidi A. Lawrence, The University of Glasgow
2. "When You Wrinkle Time: The 'Expanding Universe' of Madeleine L'Engle in Rebecca Stead's *When You Reach Me*," Susan M. Strayer, The Ohio State University
3. "A Butterfly in the City: Interrelational Musical Identity in *The Young Unicorns* and *A Severed Wasp*," Mary Jeanette Moran, Illinois State University



## MLA Children's and Young Adult Literature Forum Sponsored Sessions

### 18: CALLING DUMBLEDORE'S ARMY: ACTIVIST CHILDREN'S LITERATURE

Thursday, 4 January, 12:00 PM – 1:15 PM

**President:** Philip Nel, Kansas State University

1. "Agents of change: Pupils, parents, and publishers moving towards enlightenment in Denmark 1780-1850." Charlotte Appel & Nina Christensen, Aarhus University, Denmark
2. "Guiding White Tears: Looking to Abolitionist Children's Literature." Brigitte Fielder, University of Wisconsin at Madison, USA
3. "*Brujas*, Revolutionaries, and Warriors: The Emergence of Radical Queerness in Contemporary Youth Literature." Angel Daniel Matos, San Diego State University, USA
4. "*Harry Potter* and the Nazis: Myth, Text, Social Change." Ika Willis, University of Wollongong, Australia

### 298: 4H: HISTORY, HAMILTON, & HIP HOP IN SCHOOL

Friday, 5 January, 12:00 PM – 1:15 PM

**President:** Jan Christopher Susina, Illinois State University

1. "History in Three Minutes: Uses of Billy Joel's List Song." Jennifer Low, Florida Atlantic University
2. "21: *The Story of Roberto Clemente*: Teaching History through Graphic Biography." Joshua Adams, DePaul University
3. "'Freedom' in History: Teaching Beyoncé and Kendrick Lamar's BET Performance." Bethany Jacobs, Georgia Institute of Technology
4. "Re-Signifying the Body of History: *Hamilton* and Hybrid, Subaltern Forms." Sandra K. Stanley, California State University, Northridge

### 625: QUEER FUTURITIES IN CHILDREN'S AND YOUNG ADULT LITERATURE

Saturday, 6 January, 3:30 PM – 4:45 PM

**President:** Angel Matos, San Diego State University

1. "The Ethics of Queer Futurity." Gabrielle Owen, University of Nebraska-Lincoln
2. "'Read up on your future's history': Futurity through Bisexuality in Young Adult Novels." Christine N. Stamper, Ohio State University, Columbus
3. "'We'll always come here for the summer, right?': The Queer Geographies of *This One Summer*." Katharine Slater, Rowan University
4. "Out of History: *Aristotle and Dante Discover the Secrets of the Universe*, the Reclamation of a Lost Past, and Queer Retrosity." Michelle Ann Abate, Ohio State University, Columbus

# MLA 2019 CALLS FOR PAPERS

## GUARANTEED CHLA SPONSORED SESSION:

### Material Culture, Labor, and Childhood Identities

**Presiders:** Elissa Myers, CUNY Graduate Center; Chloe Flower, New York University

While one founding narrative of children's literature relates to children consuming the books, toys and other objects that are marketed to them (think of John Newbery's original pin-cushion and ball tie-ins); it is now well-established in children's literature that children made and continue to make objects themselves as part of play (as in the phenomenon of amateur press printing, or needlework objects made as gifts), work (through jobs in textile factories, apprenticeships, or even enslavement) or as part of their education (as in samplers and diaries). While scholars such as Robin Bernstein and Karen Sánchez-Eppler have begun to foreground objects made by children as primary sites for investigating their agency, however, this agency is still often thought of in terms of resistance. This session will explore how objects not only help children resist or collaborate with adult desires, but also how children might use objects or their labor in making them to affiliate themselves with different communities of adults or children, or different cultural, ethnic, racial, gendered, or religious identities.

In contributing to the ongoing conversation about theorizing children's agency exemplified by Marah Gubar's theory of collaboration, this session aims to move beyond focusing just on middle-class children's contributions and Anglo-European children's contributions. We encourage abstract submissions that foreground the experiences of children of color and working-class children--many of whose stories feature identification with the adults closest to them, and collective resistance alongside adults to systems of injustice that attempt to oppress them based on their identities (i.e. when children do paid labor to help their families, engage in protests with their families, or become educated in order to help more marginalized adults in their communities).

**500-word abstracts due to Elissa Myers, [emyers2@gradcenter.cuny.edu](mailto:emyers2@gradcenter.cuny.edu) and Chloe Flower [cf1016@nyu.edu](mailto:cf1016@nyu.edu), by March 1, 2018.**

Modern  
Language  
Association

MLA

## PROPOSED CHLA SPONSORED SESSION:

### Visuality, Race, and Childhood in the Golden Age of American Print Culture

**President:** Shawna McDermott, University of Pittsburgh

As the nineteenth century turned to the twentieth, rapid changes in print technology provided American readers with a surge in the number of visuals that came into their home. Suddenly a wealth of wood cuts, engravings, etchings, lithographs, and photographs were readily available from the news, book, and periodical presses. Included in these images, but understudied as a genre, were thousands of visual portrayals of American children. Inspired by the recent turn to visual and object culture in childhood and literary studies by such authors as Robin Bernstein in *Racial Innocence* and Patricia Crain in *Reading Children*, this panel explores images of children or images created for a child audience produced during the Golden Age of American Print Culture from approximately 1880-1920.

This non-guaranteed session will not suggest that text was unimportant in this era, but rather that during this era print images had new priority in reading practices and required Americans to become literate in imagery as well as text. In this new visual literacy, images became a primary method of experiencing and knowing the world. This session considers how this new epistemology of the visual asked readers and viewers, both adults and children of a variety of races, to understand the complicated social, racial, and political landscape of the late nineteenth and early twentieth centuries. We further seek papers that take race and childhood as their focus in order to better understand the connections between them. Understanding that both race and childhood are cultural constructions that mediate certain populations' access to political and social rights, this session explores how visual portrayals of racialized persons, children, and especially racialized children uniquely portray and negotiate systems of power and resistance.

Responding to Anna Mae Duane's call in *The Children's Table* for children's literature and childhood studies to "assume its place as an epistemological game changer," this session seeks to be cross-disciplinary. Engaging with fields such as art history, film, literature, photography, and pop culture (among others), this session works to transform our understandings of these cross-disciplines as well as cultural understandings of childhood itself. In placing the child at the heart of this study, we especially hope to understand how race and childhood co-construct each other in visual terms during this era and beyond. The session seeks papers from a variety of perspectives that engage with visual portrayals of children or visual portrayals created for children during the Golden Age of American Print Culture.

**500-word abstracts due to Shawna McDermott, [SMM222@pitt.edu](mailto:SMM222@pitt.edu), by March 1, 2018.**



# MLA 2019 CALLS FOR PAPERS

## (continued from p.7)

### PROPOSED CHLA SPONSORED SESSION:

#### Climate Change in Children's and Young Adult Fiction

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

In the last several years, many environmental literary scholars have turned their attention to climate fiction, or "cli-fi," a new genre of Anglophone literature which has emerged in full force since the turn of the century. Climate change fiction, in short, addresses what some call "global weirding" and thus compels its readers to think about anthropogenic climate change.

The genre has taken the world by storm. the *New York Times*, the *Atlantic*, and other publications have produced numerous articles about it, while the online forum Reddit has several discussion boards dedicated to it. Climate novels, especially, are appearing with increasing frequency. A great many of these are children's and young adult novels.

In fact, some of the texts cited most often by environmental literary critics working on cli-fi are YA novels: Suzanne Collins' *The Hunger Games* trilogy (2008-2010), Paolo Bacigalupi's *Ship Breaker* (2010). However, literary critics have yet to fully consider the significance of these and other texts as climate change fictions for young readers. Thus, this non-guaranteed session will focus specifically on the growing subgenre of children's and YA cli-fi to address questions such as:

- What do we make of the subgenre's rise?
- How do cli-fi narratives depict climate change for younger audiences?
- What role does cli-fi play in promoting climate change awareness and activism?
- What formal, stylistic, and thematic qualities do we see across the genre?

*Possible topics include, but are not limited to:*

- Climate justice
- Gender & climate change
- Climate change denial
- Climate refugees
- Technology & climate change
- Animals & climate change
- Reproduction & climate change
- Dystopia/Utopia
- Climate Violence and War
- Fantasy & Climate Change

**500-word abstracts due to Clare Echterling, [cechterling@ku.edu](mailto:cechterling@ku.edu), by March 1, 2018.**

## ANNE DEVEREAUX JORDAN AWARD: Call for nominations

### CALL FOR BOARD & COMMITTEE NOMINATIONS

FALL  
2017



Please nominate yourself or another ChLA member to serve on the ChLA Executive Board or on one of our elected committees (see the ChLA website, Committees page for the list of elected committees). Send nominations to Katharine Capshaw ([capshaw@uconn.edu](mailto:capshaw@uconn.edu)) or submit nominations via

the link on the Member Center page of the ChLA website by October 15, 2017. 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.

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, 2017. 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*



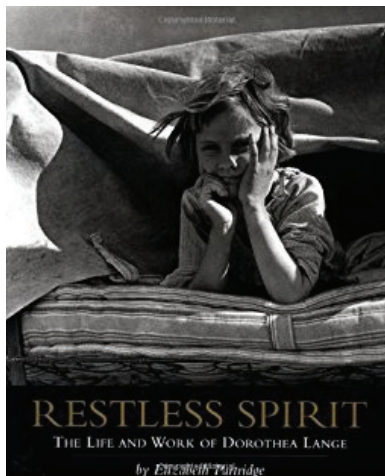
## 2018 PHOENIX AWARD RECIPIENT AND THE 2018 PHOENIX PICTURE BOOK AWARD RECIPIENTS

**THE CHILDREN'S LITERATURE ASSOCIATION PROUDLY ANNOUNCES  
THE 2018 PHOENIX AWARD RECIPIENT AND THE 2018 PHOENIX  
PICTURE BOOK AWARD RECIPIENTS:**

### 2018 PHOENIX AWARD RECIPIENT:

***Restless Spirit: The Life and Work of Dorothea Lange***

by Elizabeth Partridge. Viking, 1998



Elizabeth Partridge's *Restless Spirit: The Life and Work of Dorothea Lange* offers a stunning portrait of the pioneering photographer who made visible the wrenching dislocations of families and children in mid-twentieth-century America. Though sympathetic to Lange, whom she knew, Partridge does not idealize this complex woman. She unflinchingly portrays Lange's determination to become a photographer, her conflicts between her roles as

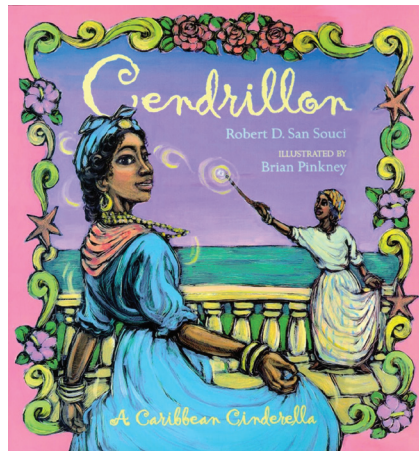
mother and artist, her sometimes difficult temperament, and her social activism. Meticulously researched, elegantly designed, and expertly curated to display Lange's art, this biography creates an interplay of word and image that enriches our understanding of the moving photographs of sharecroppers, migrants, Japanese internees, and others whose lives Lange brilliantly illuminated.

### 2018 PHOENIX PICTURE BOOK AWARD RECIPIENT:

***Cendrillon: A Caribbean Cinderella***

by Robert D. San Souci & Brian Pinkney. Simon & Schuster, 1998

Told from the perspective of Cendrillon's doting godmother, the colorful text of this French Creole "Cinderella" story is matched by the vibrant illustrations.



The use of warm colors enlivens the story and contributes, along with the French and Creole words, phrases, and delicacies, to its distinctly Caribbean atmosphere. The warm color palette also reflects the warm, loving tone of the godmother, even as the thick lines and heavy textures of the

mixed media illustrations capture some of the weightier elements of the story, such as the idea that "magic must be used to help someone you love" and Cendrillon's feminist choice to be reunited with her beloved in her everyday shift and shawl rather than her ball gown. Beyond these gentle messages befitting a story with roots in Charles Perrault's version of "Cinderella," energy pours forth in the active scenes of scrubbing, dancing, and scurrying through the marketplace, as well as in the spirited narration of a godmother with her own personality eager to help her goddaughter and to share the story of her success. The Caribbean setting, the innovative pictorial points of view, and the inset pictures in borders made of plants and flowers are very impressive. It is a fanciful version of Perrault's "Cinderella" that works well in another setting and, with its absorbing scratchboard illustrations, is much deserving of this year's award.

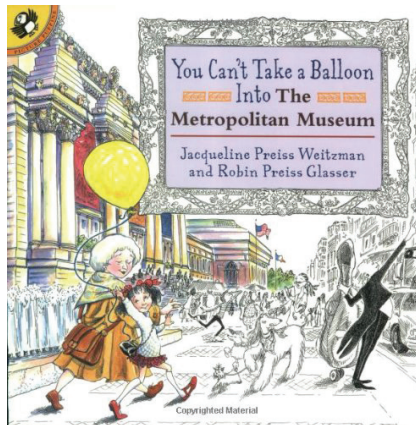
### 2018 PHOENIX PICTURE BOOK HONOR BOOK:

***You Can't Take A Balloon Into the Metropolitan Museum***

by Jacqueline Preiss Weitzman & Robin Preiss Glasser. Dial, 1998

This wonderful wordless book depicts an engrossing day at the Metropolitan Museum between grandmother and granddaughter who enjoy famous works of art while, unbeknownst to them, a mad

romp through the city ensues to retrieve the granddaughter's balloon. This graceful, funny story strikes a fascinating balance of visual forms, juxtaposing seminal moments in "high" art with similar moments done as expressive comics, and does all this using a delicate switching between black and white and color images. Along with the tour of New York



City and the Metropolitan Museum, the book also offers a seamless story that builds to a delightful crescendo at the opera house. Wordless, like the mime who ultimately saves the day, this book is a silent masterpiece. Perry Nodelman has stated, in *Words about Pictures*, that if picture books should have any purposes at all, one of the main purposes should be to teach something about visual literacy. This book achieves that goal on many levels.

# CALL FOR PAPERS

## PHOENIX AWARD SESSION

### Deadline: October 1, 2017

#### 45TH ANNUAL CHILDREN'S LITERATURE ASSOCIATION CONFERENCE

Hosted by Texas State University in San Antonio  
June 28-30, 2018

The Phoenix Award Committee and the Phoenix Picture Book Award Committee of the Children's Literature Association are planning a joint session at the 45th Children's Literature Association Conference, held in San Antonio from June 28 to 30, 2018, and hosted by Texas State University. 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 1998/2018 Phoenix Award goes to Elizabeth Partridge for *Restless Spirit: The Life and Work of Dorothea Lange* (Viking, 1998).
- The 1998/2018 Phoenix Picture Book Award goes to Robert D. San Souci (author), posthumously, and Brian Pinkney (illustrator) for *Centrillon: A Caribbean Cinderella* (Simon and Schuster, 1998).
- The Picture Book Honor goes to Jacqueline Preiss Weitzman (author) and Robin Preiss Glasser (illustrator) for *You Can't Take a Balloon into the Metropolitan Museum* (Dial, 1998).

Foremost, the panel organizers seek paper proposals that focus scholarly attention on the winning and honor books. Papers on other books by the awarded authors and illustrators are also welcome.

Proposals are due by October 1, 2017 to one of the two chairs: Phoenix Committee Chair Lois Rauch Gibson ([loisgibson@aol.com](mailto:loisgibson@aol.com)) or Phoenix Picture Book Committee Chair Alisa Clapp-Itnyre ([aclappit@indiana.edu](mailto:aclappit@indiana.edu)).

Authors will be notified by October 10, 2017, if their papers have been selected as part of the panel. If not selected for the panel, the authors may elect to submit their papers to the general conference. The call deadline for the 2018 ChLA conference is October 15, 2017.



## 2018 CHLA MENTORING AWARD NOMINATIONS



The Children's Literature Association has recently begun presenting an 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 3-5 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, 2018.**

## 2018 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. Up to \$5,000 per category is available to be awarded this year.

*Applications will be accepted from January 1, 2018, through February 1, 2018. 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 2018 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. 2018 ChLA Research Grant Applications Grant Deadline: February 1, 2018. Submit applications to [info@childlitassn.org](mailto:info@childlitassn.org)*

## 2018 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, 2018. Submit nominations to [info@childlitassn.org](mailto:info@childlitassn.org).*

## 2018 GRADUATE STUDENT ESSAY AWARD NOMINATIONS

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, 2018. Submit nominations to [info@childlitassn.org](mailto:info@childlitassn.org).*



## CHLAQ CALL FOR PAPERS:

### “Migration, Refugees, and Diaspora in Children’s Literature,” A Children’s Literature Association Quarterly Special Issue Edited by Philip Nel | Deadline: November 1, 2017

In September 2015, photos of three-year-old Alan Kurdi—his corpse washed ashore on a Turkish beach—came to symbolize the urgency of the Syrian refugee crisis. World leaders promised to do more, people debated whether printing the pictures was appropriate, and charities experienced a surge in donations. In children’s literature, the figure of the child as refugee, migrant, or displaced citizen has long been a powerful trope, disrupting the assumed connection between personal identity and national identity, exposing virulent xenophobia, but also awakening compassion and kindness. As Europe faces its largest refugee crisis since World War II (and demagogues stoke nativist/ racist anger in Europe and North America), this special issue will examine children’s literature’s response—both contemporary and historical—to refugees, migrants, and members of diasporic communities. Subjects papers might consider include (but are not limited to) how texts for children represent: the ways in which the term “migrant” can dehumanize people, whether

persecuted minorities qualify for refugee status in their own countries, the many reasons for displacement (such as race, religion, nationality, ethnicity, sexuality, war, and economics), questions concerning human rights, and how the vulnerable figure of the child brings these questions into sharper focus. Papers should conform to the usual style of *ChLAQ* and be between 6,000 and 9,000 words in length. Please send queries and completed essays to Philip Nel ([philnel@ksu.edu](mailto:philnel@ksu.edu), with “ChLAQ Essay” in the subject line) by November 1, 2017. The essays chosen will appear in the *Children’s Literature Association Quarterly* 43.4 (Winter 2018) issue.

*In addition to submissions for special issues, the Quarterly always welcomes submissions for general issues. Please send essays of approximately 25 pages to Claudia Nelson at [chlaquarterly@tamu.edu](mailto:chlaquarterly@tamu.edu)*

## 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. Children’s books with a 100th anniversary in the near future:

- *The Brownies’ Book* (1919-21)
- *The Velveteen Rabbit* (1922)
- *Dr. Doolittle* (1920)
- *The Boxcar Children* (1924)
- *Just William* (1922)
- *Winnie-the-Pooh* (1926)

### NEW AND FORTHCOMING BOOKS FROM CHLA/ UNIVERSITY PRESS OF MISSISSIPPI

- *Graphic Novels for Children and Young Adults: A Collection of Essays* edited by Michelle Ann Abate and Gwen Athene Tarbox (April 2017)
- *Between Generations: The Collaborative Child and Nineteenth-Century Authorship* by Victoria Ford Smith (September 2017)
- *Oz Behind the Iron Curtain: Aleksander Volkov and his Magic Land Series* by Erika Haber (December 2017)
- *Growing Up Asian American in Young Adult Fiction* edited by Ymitri Mathison (December 2017)
- *Twenty-First Century Feminisms in Children’s and Adolescent Literature* by Roberta Seelinger Trites (December 2017)

