

## The Child and the Book 2012 Conference programme

### Parallel session strands:

A: How do we know? – epistemological and metacritical approaches

B: What is there? – Ontological and metaphysical approaches, including philosophy of mind and the nature of the self

C: Values and ethics, including moral philosophy, political philosophy, aesthetics

D: Philosophical problems in subject areas

| <b>FRIDAY</b>  |   |
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| 12.00–2.00   | Arrivals and registration   |
| 2–2.30   | Welcome and announcements   |
| 2.30–3.30  | Keynote lecture: Nigel Warburton  |
| 3.30–4.15  | Tea and cake<br>With bookshop (also to run throughout conference) and book signing  |
| 4.15–5.45<br><b>Parallel session One</b><br><br>Three papers x 4 | <p><b>[A] Epistemological perspectives: the reader and the text</b></p> <p>Melody Briggs: Imagination and Epistemology in Children’s Reading: The Imagination as the “Organ of Meaning”</p> <p>Anna Caughey: Circumlegation: The Development of Countertextual Reading Strategies Among Child Readers of Fantasy Literature</p> <p>Clare Freeman: The Child <i>and</i> The Book</p> <p><b>[B] The nature of the child (1)</b></p> <p>Giorgia Grilli: How Charles Darwin Changed (or rather Generated) Children's Literature</p> <p>Margarida Morgado: Changing notions of the child’s humanity: perspectives from cognitive science</p> <p>Ashley Wilson: The Damned, Our Only Hope: The Puritan and Romantic Concepts of Childhood in Children's Literature in the Past and the Present</p> <p><b>[C] Ethics: evil and violence in historical contexts</b></p> <p>B.J Epstein: Shoah Business: The Ethics of Featuring the Holocaust in Children’s Literature</p> <p>Kjersti Lersbryggen Mørk: ‘The Fury came for dinner’: Terror and trauma in <i>The Boy in the Striped Pyjamas</i></p> <p>Åse Marie Ommundsen: Norwegian children’s literature in the aftermath of 22/7</p> <p><b>[D] Education and children’s literature</b></p> <p>Luis S. Villacañas de Castro: What is Children’s Literature a Metaphor of? Setting Grounds for Interdisciplinary Learning at School</p> <p>Elena Massi: The Storyteller’s Pedagogical Instance, for a cognitive aesthetics</p> <p>Irina Shishkova: The impact of Sarah Trimmer’s (1741 –1810) and Margaret S.Gatty’s (1809–1873) writings on children upbringing</p> |
| 6.00–7.00  | Wine reception  |
| <b>SATURDAY</b>  |   |
| 9.00–11.00<br><b>Parallel session Two</b><br><br>Four papers x 4 | <p><b>[A] Children’s literature and philosophy: what sort of relationship?</b></p> <p>Clémentine Beauvais: Applying the principles of philosophy of literature to children’s literature</p> <p>Will Buckingham: What the Snorgh Taught Me About Emmanuel Levinas</p> <p>Nina Goga: <i>The Ant and the Grasshopper</i> between egoism and altruism</p> <p>Debbie Pullinger: The philosopher and the children’s poet</p>  |

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| <p><b>Parallel session Two, cont.</b></p>                                     | <p><b>[B] Death and mortality</b></p> <p>Berit W Bjørlo: A children’s art book: Unfolding the big questions of love, life and death</p> <p>Francesca Luise: Good mourning! A philosophical interpretation of death in picturebooks</p> <p>Eva Soderberg: Death in Nordic picture books 1990–2011</p> <p>Elise Seip Tønnessen: Death in modern Norwegian picture books: How to deal with the unbearable</p>   |
|   | <p><b>[C] Identity and politics in children’s literature</b></p> <p>Anastasia Gremm: Suppressor and Suppressed – Concepts of the Child in Contemporary Literature for Young Readers</p> <p>Ewa Kleczaj-Siara: Celebration of African-American identity in Bell Hooks’s picture book <i>Happy to be Nappy</i></p> <p>Jaana Pesonen: Anti-racist moral in children’s literature – Comparing presentations of non-explicit multiculturalism in selected Finnish and Swedish children’s picture books</p> <p>Angela Sparks: Neither Black nor White: Constructing Identity in the Margins</p>  |
|   | <p><b>[D] Children’s literature and philosophy for children</b></p> <p>Gilles Abel: Philosophy for children and playwriting for young audiences : between theory and practice</p> <p>Janet Evans: Who am I? Why am I here? and Where do I come from? Consult picturebooks, they can offer solutions to some of the big questions in life</p> <p>Karin Murriss: Exploring the construction of child and anger when using <i>Angry Arthur</i> philosophically in class</p> <p>Katie Posey: Defining Infinity: How Children’s Fantasy Provides Space for Philosophical Discourse from Young Readers</p>   |
| <p>11.00–11.30</p>  | <p>Coffee</p>  |
| <p>11.30–12.30</p> <p><b>Parallel session Three</b></p> <p>Two papers x 4</p> | <p><b>[A] Epistemological perspectives: how texts work on the reader: picturebooks (1)</b></p> <p>Sandra Beckett: Common Ground for Children and Adults: Picturebooks for Philosophers of All Ages</p> <p>André Moura: The pencil and the star: dialogues among fantasy and philosophy</p> <hr/> <p><b>[B] The nature of the child (2)</b></p> <p>Annika Ullman: Meaning Denied – Philosophy of Meaning as a Concept with no Age in Janne Teller’s <i>Nothing</i></p> <p>Chen-Wei Yu: Reframing the Adult-child Binary Logic through the <i>Artemis Fowl</i> Series: A Schizoanalysis</p> <hr/> <p><b>[B] Identity (1)</b></p> <p>Rachel Johnson: The Wise Woman as an agent of identity in <i>The Wise Woman</i> by George MacDonald</p> <p>Hadassah Stichnothe: Children’s Novels of Initiation and Ideology</p> <hr/> <p><b>[C] Social relations and adult power</b></p> <p>Claudia Mendes: The naked and the dressed: children’s bodies in contemporary picturebooks</p> <p>Karen Williams: ‘The Laughing Philosopher’: Thomas Hood’s Comic imagination and its Place in Children’s Literature of the Nineteenth Century</p> |
| <p>12.30–1.30</p>   | <p>Lunch</p>   |

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| <p>1.30–3.00<br/><b>Parallel session Four</b></p> <p>Three papers x 3</p> | <p><b>[A] Epistemological perspectives: how texts work on the reader: picturebooks (2)</b></p> <p>Debra Dudek: Blood Memory and Embodied Environments: The Simultaneity of Time, Place, and Identity in David Alexander Robertson’s <i>7 Generations</i></p> <p>Andrea Schwenke Wyile: Wonder Full Thinking: Metaphor, Fable, and the Picturebook</p> <p>Astrid Surmatz: Polar expeditions in picture-books as existentialist confrontations</p> <hr/> <p><b>[A] Metacritical issues: fresh approaches to criticism</b></p> <p>Cara Bartels-Bland: <i>The Four Branches of the Mabinogi</i> in Children’s Literature: an Ecocritical Approach</p> <p>Alice Curry: Ecofeminism: the role of environmental philosophy in children’s literature</p> <p>Kati Voigt: A Question of Space: The Fourth Spatial Dimension in Children’s Literature</p> <hr/> <p><b>[B] The nature of humanity</b></p> <p>Marnie Campagnaro: Looking for one’s own humanity: Philosophical themes on Italo Calvino’s Trilogy</p> <p>Zoe Jaques: &lt;tbs&gt;</p> <p>Richard Shakeshaft: Looking for the human in the post/human</p>   |
| <p>3.00–4.00</p>  | <p>Panel discussion: Developing a career in children’s literature</p> <p>Panel to include members of the Child and the Book Steering Committee</p>  |
| <p>4.00</p>   | <p>Tea</p>  |
| <p>4.30–5.30<br/><b>Parallel session five</b></p> <p>Two papers x 4</p>   | <p><b>[A] Epistemological perspectives on the field</b></p> <p>Hannah Field: The History of a Book: Ernest Nister’s Movable Books for Children and Book History</p> <p>Patricia Santos Hansen: Writing for children, is this really an anti-intellectual occupation</p> <hr/> <p><b>[A] Metacritical issues: language and concepts</b></p> <p>Renata Nakano: Illustrated book, álbun or picturebook? Naming, interpreting and cultural influences on conceptual comprehension</p> <p>Faye Dorcas Yung: The relationship between reality and authenticity of cultural representations in literature</p> <hr/> <p><b>[B] Identity (2)</b></p> <p>Caterina Balistreri: G. Oster’s <i>Bad Advice</i> in 1990s Russia: a Bakhtinian reading of the adult narrative agency</p> <p>Kim Szymanski: Identity and subjectivity in an age of neoliberal political agendas: Who belongs?</p> <hr/> <p><b>[C] Ethics: evil and violence</b></p> <p>Hanne Kiil: ‘The final battle is here. Now. In our midst.’ Fantasy as ‘defamiliarization’ of cultural and religious values in a multicultural society.</p> <p>Susan Tan: A Necessary Evil? : Children as Experiment in <i>The Maze Runner</i> Trilogy</p> |
| <p>5.45–6.45</p>  | <p>EITHER free time OR optional practical workshops:</p> <p>1) Karen Murriss: Using Oram and Kitamura’s <i>Angry Arthur</i> for philosophical enquiry with children</p> <p>2) Will Buckingham: Using storywriting to explore and deepen philosophical questions</p>   |
| <p>7.30</p>   | <p>Conference dinner: Homerton Great Hall</p>   |

**SUNDAY**

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| <p>9.00–10.30</p> <p><b>Parallel session six</b></p> <p>Three papers x 4</p> | <p><b>[A] Epistemological perspectives: how texts work on the reader – novels</b></p> <p>Sophia Katsifaraki: A cognitive approach to Sophie’s World</p> <p>Melanie Keene: The Child and the Book of Nature: Familiar Analogies in Victorian Britain</p> <p>Anne-Kari Skarðhamar: Wondering, thinking and asking questions about the mysteries of life and death, time and space</p>  |
|  | <p><b>[B] Time and ontology</b></p> <p>Guri Fjeldberg &amp; Knut Johannessen Ims: Children’s Literature and the Fundamental Conditions of Existence</p> <p>Kay Waddilove: ‘Time past and time to come, and time that is continuous...’ Heidegger and the existential search for meaning in the children’s novels of Penelope Lively</p> <p>Katarzyna Wasylak: The Immanent Turn in Nancy Farmer’s the Saxon Saga, Ursula Le Guin’s Earthsea and Philip Pullman’s His Dark Materials</p>                        |
|  | <p><b>[B] Identity and physical spaces</b></p> <p>Jenny Bavidge: Gliding Inbetween: Thinking Children’s Cities</p> <p>Yiyin Laurie Lee: A Prophecy of a Global City: The Dystopian London in Philip Reeve’s <i>Mortal Engines</i></p> <p>Erin Spring: ‘Your Toronto is different than mine’: five adolescent readers reflect on urban and rural spaces in two contemporary Canadian young adult texts</p>  |
|  | <p><b>[C] Morality, ethics and childhood</b></p> <p>Alicia Mascall: A Proposal: Re Ethics and Morality Category Christmas and Childhood: Can lying to children ever be justified?</p> <p>Tamara Moellenberg: Prosecuting Pan: The ‘evil’ child figure and narrative theories of moral action</p> <p>Caleb Woodbridge: ‘Books that Grow Up’: Ethics and constructions of childhood in T H White’s <i>The Once and Future King</i> and J. R. R. Tolkien’s <i>The Hobbit</i> and <i>The Lord of the Rings</i></p> |
| 10.30–11.00  | Coffee   |
| 11.00–12.30  | Keynote lecture: Lisa Sainsbury, with questions and discussion   |
| 12.30–12.45  | Conclusion and final remarks   |
| 1.00   | Lunch, followed by departure   |