



ARLE SIG Research on Literature Education and SIG Teacher Education

CALL

Memory Culture in Literature Education

We are pleased to announce a SIG-seminar on **Memory Culture in Literature Education** hosted by Ilana Elkad-Lehman at Levinsky College of Education in Tel Aviv/Israel. The seminar will be taking place from May 11 to May 13, 2020. The aim is to explore the theme of memory culture from diverse perspectives. Also, we would like to offer space to discuss ongoing research projects in literature education (no specific focus is predetermined here) on the basis of posters and short presentations.

About the theme:

Literature Education has traditionally been framed by concepts of identity formation: Encounters with literature are expected to contribute to personal growth, thus situating identity formation in the frame of cultural, specifically literary encounters. A specific potential of literature concerns cultural memory: The stories literature may tell, the experiences it may catch or shape are often situated in a past, they are linked to situations in history that seem to call for being maintained and memorised via literature, so collective memory remains possible though witnesses of the time can no longer tell their story. The notion of memory culture gained prominence particularly with regard to Fascism, World War II and the totalitarian and destructive regimes of the Nazi-period. In Germany, Israel and many other regions of the world this theme is still very prominent and new literary contributions that receive considerable attention are frequently published. However, the notion of memory culture may also concern the colonial past of European Empires, the fall of the Berlin Wall and the break down of the Iron Curtain, the Mao Zedong-period in China, the end of the Apartheid Regime in South Africa, the transition from the Franco regime to a democratic system in Spain, Nine Eleven and more.

In education, literary memory culture is particularly important since encounters with the respective media may allow for insights that surpass factual knowledge, reach out to the person and may call for intensive encounters with others. At the same time these encounters may broaden the notion of literature: Where it is a medium of cultural memory it is particularly apparent that literature is not neutral towards its socio-historical, socio-cultural and socio-political frame. However, in an educational context it is challenging to have these potentials develop in such a way that students may engage in the respective encounters and that the rather high expectations of the curriculum are met.



The coordinators of SIG ROLE and SIG Teacher Education would like to explore the field in the engaged environment of the two SIGs, also with regard to potential international research cooperation around the topic in the future.

We propose to address the following issues and questions:

With regard to literature:

Cultural memory is a frequent theme in recent literature, also for children and young readers. Forms vary greatly, picture books, graphic novels, short stories and novels are very prominent and of course other artists prominently deal with cultural memory, too.

What are contributions that are particularly interesting in educational contexts? Why?

What are the rhetorics of cultural or collective memory in these texts (e.g. following Erll 2011)?

Is the relationship between author and text particularly enlightening (e. g. biographical background, second or third generation authors)?

What are presuppositions learners should bring in so that the respective texts/media can be valuable in literature education? What knowledge would they need? What are demands to be met and where would you see restrictions?

...

With regard to teaching:

What do we/can we know about the role teachers assign to memory culture in literature education?

What can we learn from museal education?

What do we know about challenges in teaching literature in the context of cultural memory? What are particular demands to be met on the level of didactics?

How can teachers tackle the identified challenges?

What are students' perspectives on the theme?

What are the implications for teacher education in this context?...

Keynotes from philosophy and children's literature will provide thorough insights into the theme and offer a basis for extensive discussions:

Prof. Ben Pazi, philosophy, Kibutzim College of Education & Bar-Ilan University, Israel

Dr. Yaacoba Sacerdoti, children's literature, Levinsky College of Education

The following authors and artists have confirmed to contribute:

Lizzie Doron, Tel Aviv and Berlin, Author

Rutu Modan ("*the property*"), Bezalel Academy of Art and Design, Jerusalem Comics artist

Tamar Varete-Zehavi, David Yellin College of Education, Jerusalem, writer for children and teacher education



For Wednesday, we have arranged for a conference excursion connected to our theme, also with regard to museal education: Trip to museum and kibbutz Lohamei Hagetaot (<https://www.gfh.org.il/eng>). Afterwards, we will visit Acre (Akko; <http://www.akko.org.il/en/Old-Akko-Home-page>).

About your contribution:

We welcome contributions that explore the seminar theme from different perspectives and will form the basis for discussions in panels. Please, submit an abstract for a short presentation.

Also, we welcome proposals for short presentations based on posters. This format is particularly adequate for Phds and Postdocs who wish to discuss their projects with experts from the SIGs. These proposals are not limited to the theme of the seminar.

Formats of Sessions

Keynotes and discussion

Artist talk and discussion

Panels and discussion based on participants' contributions

Short presentations based on posters.

Participation and submission

Please, submit your abstract via the ARLE conference system (up to 400 words including references; 600 to 1000 words for PhDs and Postdocs who wish to present a poster).

Submission is possible **until January 18, 2020**, via the ARLE conference-system. Notification of acceptance will be provided by February 28, 2020.

The system will open for registration before December 17.

Fees

Participant Euro 200,

PhDs/Postdocs (except full positions) Euro 140.

Seminar Venue: Levinsky College of Education, Tel Aviv

Levinsky College of education is located in the northern outskirts of Tel Aviv.

About The College: <https://www.levinsky.ac.il/about-the-college/>



Preliminary Schedule

Monday

8:30 Coffee and registration

- 9:00-9:30 Welcome and presentation
- 9:30-11:00 Keynote 1 + discussion
- 11:00-12:00 Artist talk + discussion
- Lunch
- 13:00-16:00 Participants' presentations
- 16:00-17:00 Artist talk + discussion

Tuesday

- 9:00-10.30 Keynote 2 + discussion
- 11:00-12.30 Artist talk + discussion
- Lunch
- 13:30-15:00 Participants' presentations
- 15:30-17:00 Participants' presentations

Wednesday

- 8:30 to 16:00 Trip to museum and kibbutz Lohamei Hagetaot
- 16:00 Walk in Acre (Akko) and restaurant (on participants cost)

We are looking forward to receiving your abstract. If you have any further questions please contact Ilana Elkad-Lehman: ilanaelkad@gmail.com.

With kind regards

Ilana Elkad-Lehman, host of the seminar
Yael Poyas and Elizabeth Loh, coordinators ARLE SIG Teacher Education
Heidi Hoglund and Irene Pieper, coordinators ARLE SIG ROLE