American and English diasporic children’s literature plays a fundamental role in unconsciously reproducing the category of Self as white and male, and the rest of humankind as “Other.” Recent attempts to shift consciousness away from this include the hashtag #ownvoices coined on Twitter in 2015 by Corinne Duyvis, to use, she explains, “for whatever marginalized/diverse identity you want…and for whatever genre, category or form of art you want. As long as the protagonist and the author share a marginalized identity.” Of course, one marginalized identity no adult can share is that of a child. Still, we speak for children from their narrative viewpoints.

This interdisciplinary symposium invites papers that theorize and seek solutions to marginalization and the paradox of adult “others” producing literature and culture for children. We seek submissions from publishing practitioners and scholars in any discipline and from any ethnic, gender, or abled identity. The organizers expect that an edited collection of essays will emerge from the symposium. Some (but not all) possible questions for exploration include:

- How can interdisciplinary critical and creative approaches help us understand diverse representations in children’s literature and culture?
- How can we address and correct whiteness as the default reality in children’s literature and culture?
- How can scholars, publishers, writing programs, publishers, and practitioners respond in productive ways to the call-out culture of social media?
- What do we do with texts and cultural productions by own-voice creators who are both acclaimed and called-out?
- What are some alternative pedagogies for teaching creative writing in children’s literature programs?
- In what ways can we apply Kimberlé Crenshaw’s concept of intersectionality to strengthen the equity and social justice values of children’s literature and culture?
- How can authors and illustrators best handle cross-cultural casts of characters in children’s books?
- What can be done to address the dominance of American and U.K. children’s literature internationally and lack of translation of diverse texts into English?
- What is the role of animal others and anthropomorphism in perpetuating bias, and how can we handle animal representation more responsibly?
- What is the impact of genre conventions on representation in various media, e.g., visual narrative in picture books?
- How can we recognize and understand hidden patterns of bias or poorly understood representation of particular marginalized groups in canonical or critically acclaimed texts?
- What are some exemplary models and how can they teach us all to do better?

Proposals of 500 words are due by February 14, 2020. Submission guidelines when available will be posted at www.hollins.edu/kidlit.

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