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Sixth Galway Conference on Colonialism
EDUCATION and EMPIRE
24-26 June 2010

The aim of this interdisciplinary conference is to explore the role of education in shaping, promoting, and challenging imperial and colonial ideologies, institutions and processes throughout the modern world.

We invite papers that address the following themes:

- the role of educational institutions, ranging from primary schools to institutions of higher education such as universities, missionary colleges, engineering and medical schools, and so on, in shaping imperial, colonial and global processes
- the relationship between imperialism, colonialism and the development of modern knowledge systems, including new disciplines and new techniques of rule, particularly in areas such as science
- the development of curriculum innovation to meet the needs of empire
- education about imperial history (during and after empire)
- education and imperial and (post-)colonial models of childhood
- education and the creation of professional diasporas
- types and patterns of knowledge transfer within the framework of empire, including publications and broadcasting relating to education, science, technology, health and government, both between metropolises and colonies and within and between colonies
- the insecurities or failures of imperial and colonial educational and knowledge practices, as well as of resistances to these practices
- transitions in educational practice, either from pre-colonial to colonial or colonial to post-colonial eras

Since this conference is being in part funded through a grant provided by the Irish Research Council for the Humanities and Social Sciences to an inter-university group to explore the relationship between empire and higher education in Ireland, papers are especially invited for a strand exploring the particularity of Irish institutions of higher education in shaping the above processes, and of the role of higher education in shaping Ireland's ambiguous coloniality.

For further information, please contact Fiona Bateman and
Muireann O' Cinneide at <www.conference.ie/>

Africa: Cultural Translations

Organised by Lancaster University African Studies Group
In association with the
Centre for Transcultural Writing and Research
Lancaster University, 21-22 May 2010

Call for Papers

Scholars working on Africa-related topics are often faced with social, cultural or linguistic gaps that open up in the translation from one form of cultural representation to another. This conference seeks to explore translation, not only on a linguistic level, but in relation to the spaces and tensions between one cultural form or practice and another, one medium and another, or between reality and representation.

Suggested topics include, but are not limited to:

- Tensions between form, structure and sense
- The translation of theoretical approaches
- Interdisciplinarity and the translation of disciplinary languages
- The role of digital technologies
- Non-verbal expression and representations of Africa
- Performance-based approaches (dance, drama, music) as a means of researching Africa
- The oral and the written
- What gets lost in translation
- The position of the Western and/or African researcher
- Tensions between and subversions of forms of cultural representation
- Fiction as a form of writing over reality
- Discourse and gender
- Translating feminisms
- The translation of rights issues between different contexts
- Data and the written form
- English as the language of the global academy

For information, please contact <c.baker@lancaster.ac.uk>

CALL FOR PAPERS – Deadline: 30 April 2010
Adolescence in Canadian Literature /
L'adolescence dans la littérature canadienne

Studies in Canadian Literature / Études en littérature canadienne, published at the University of New Brunswick since 1975, invites submissions to a special issue focusing on depictions of adolescence in Canadian literature, to be edited by Jennifer Andrews, John Clement Ball, Heidi Butler, and Benjamin Lefebvre.

As a transitional stage between childhood and adulthood, adolescence has been deployed as a complex metaphor in the literature of numerous countries, including Canada, which has often been depicted as an adolescent (or emerging) nation. The editors welcome original submissions on Canadian texts from pre-Confederation to the contemporary moment for and/or about adolescents, including literatures from all regions, time periods, and types, including depictions of adolescence that extend the range of thirteen to nineteen in either direction. Interdisciplinary approaches are also welcomed.

Possible topics include:

- Generic and ideological distinctions between literature *for* adolescents (the "YA novel") and literature *about* adolescents
- Adolescent perspectives and family dynamics, including narration/focalization
- Adolescent voices and the shaping of cultural memory
- Adolescent rebellion and cultural citizenship
- Adolescence and war, crisis, risk, politics/activism, nationhood/nation-building
- Peer groups' effects on adolescent maturity
- Colonial and postcolonial discourses of adolescence
- The contemporary *bildungsroman* and *künstlerroman*
- Global vs. local, rural vs. urban adolescences
- Adolescence and/as performance
- First Nations, racialized, gendered, queer, and trans adolescences

Submissions should not be longer than 7,000 words and should conform to the *MLA Handbook*, 6th edition. Please submit electronically via Word attachment to <scl@unb.ca>. Deadline for submissions is 30 April 2010, with publication scheduled for late 2010 or early 2011. We welcome submissions in English and in French. For more information, visit the journal's website at <<http://journals.hil.unb.ca/index.php/SCL/>> or contact Heidi Butler at <Heidi.Butler@unb.ca>.

EACLALS TRIENNIAL CONFERENCE 2011

**Bogazici (Bosphorus) University, Istanbul, Turkey
26 to 30 April 2011**

Theme: 'Under Construction: Gateways and Walls'

This conference proposes to examine the state of postcolonial studies using the concepts of (re)building, transition and change, process and construction, in order to discuss the social and political crises and dilemmas of the contemporary moment which urgently need addressing.

The Gateway, the Wall: these conceptual figures suggest the practical and piecemeal yet also provisional nature of our discipline and scholarly explorations, and the way that knowledge may be constructed to function as both barrier and pathway to further modes of enquiry. Delegates might like to reflect on the current state of postcolonial theory, which is increasingly used alongside new models taken from migration studies or globalisation theory. This expansion offers a 'gateway' to new discourses and disciplines, but correspondingly traditional postcolonial frameworks are also inevitably in danger of losing their critical purchase. Questions to be posed might include: Can postcolonial studies act as 'gateways' to the understanding of the contemporary world by intersecting with other theoretical models? Or do postcolonial models act as 'walls' that block perspectives currently only available if used in conjunction with other discourses and disciplines? Can earlier postcolonial discourses still be confidently applied to current economic and political conditions (e.g. the rise of the BRIC countries, especially China and India)? What new challenges do postcolonial modes of thought face today (the Middle East, for instance, is one amongst other complex areas of inquiry)? Such questions can be explored either from a theoretical angle or through particular case studies in the fields of literature, language, cinema and visual arts.

Abstracts: Deadline for abstracts is 31 March 2010.

Please submit abstracts of about 200 words for individual presentations (20 minutes) or panel proposals for three speakers (90 minutes) to <EACLALS2011@googlemail.com>. Include your name, affiliation, email address and a brief biography (for attachments include your name as part of the file name). Add 5-6 key words and an indication of the most appropriate subtheme for your paper. Delegates must be EACLALS members. Check the EACLALS website at <<http://www.eaclals.org>> for subscription rates and for further information.