



ARLE
INTERNATIONAL ASSOCIATION FOR
RESEARCH IN L1 EDUCATION
Languages, Literatures and Literacies

Special Interest Group
Research on Literature Education

SIG SEMINAR

Time: September 20–22, 2023

Location: Freie Universität Berlin, Germany

Literary development reconsidered: Perceiving literary education in an ethical frame

We are pleased to announce a SIG ROLE seminar on the theme **Literary development reconsidered: Perceiving literary education in an ethical frame** at Freie Universität Berlin in Berlin, Germany. The seminar will take place September 20–22, 2023. The aim is to explore the theme of literary development from different angles. An overarching perspective concerns the reflective notion of ethics: Taking an ethical perspective draws our attention to questions of good life and its presuppositions. This may include reflections on what we consider as morally appropriate and why, but the perspective is far wider. Questions of sustainability, of life not only as an exclusive point of reference for human beings, but also of the so-called natural environment are to be included. Also, our diversified social environments as well as an awareness of global aspects of (in)justice challenge reflections on what to expect and what to aim at. Ethical notions are often central for children and adolescents as they relate more and more to their social environments. The Fridays-for-Future-movement may serve as a strong example for the far-reaching urgency of their concerns.

Literature education has traditionally been framed by concepts of identity formation: Encounters with literature are expected to contribute to personal growth and social awareness. Also, literature education is expected to strengthen participation and democratic citizenship through dealing with literature. Such expectations call for explorations of literature education in the light of an ethical frame. Research on literary development has since its early beginnings linked the engagement of learners with literary texts to the formation of identity and personal growth and, in more recent approaches, to the way they become members of society. Conceptions of literary development and literary socialization have since further elaborated on the complex interplay between the themes and structures of literary texts, individual development and the social practices and norms that shape and motivate reading processes. When it comes to the question of literary development in the light of social

participation and responsibility, it is especially the question of the readers' interaction with literary characters and perspectives that has been discussed.

While the literariness and specific structure of literature in existing models rather comes into play in later stages of development, it would be promising to explore the potential of contemporary literature especially as works of fiction with own modes of communication to negotiate current pressing topics such as sustainability, democratic citizenships and intercultural relationships with student readers. Also, more canonical works can be reconsidered with the aim of tracing their potential for reflecting on the complex relationships we find ourselves in. The same holds true for those literary texts and genres that have traditionally given form to perceptions of our natural environments, such as large parts of poetry. A particularly strong offer of literature seems to be its reflective potential. At the same time critical approaches have helped us trace manipulative forces of literary texts. One aim thus would be to enable students not only to engage in but also to critically assess the offer of the arts and works of literature with respect to how we relate to the worlds around us and beyond and how our perceptions might be shaped by encounters with literature. What are presuppositions of such developments with learners? These explorations also call for reconsidering the notion of literary development as culturally shaped development.

KEYNOTE SPEAKERS

Associate Professor **Sofia Ahlberg**, Uppsala University, Sweden

“Confronting the Curse: Teaching Literary Magic in the Face of Ecological Crisis”

This talk takes inspiration in the fascination children and young adults have for the power of magic to overcome great adversity and to redress injustice. A question I ask is, how does literature endow young readers with their own power to understand their world, to communicate their insights, as well as to collaboratively imagine and create other worlds generally held to be impossible?

Dr. **Julia Dietrich**, Freie Universität Berlin, Germany

“Exploring literature from ethical perspectives”

The lecture attempts to systematize how, from a philosophical-ethical point of view, ethical questions and literature, literary studies and their didactics are connected or can be interrelated respectively. A focus will be on the question of how ethical questions can be specifically searched for, explicated, and dealt with in a theory-based manner in research and teaching, and how the various disciplinary approaches can benefit from each other.

PROPOSAL DETAILS

We welcome proposals that address, for example, the following themes or questions:

- How do we perceive the term literary development now?
- What interplay between literature and development do we take into account or presuppose when addressing the notion of literary development in an ethical frame?
- What are theoretical perspectives that may be helpful to reconsider literary development in an ethical frame?
- What could be promising perspectives to literature so as to stimulate ethical reflections and what are presuppositions with learners?
- How do contemporary works of fiction deal with questions of high ethical and moral relevance?
- How do student readers respond to and negotiate the perspectives and stances presented by contemporary and other literature?

Proposals can be of either theoretical or conceptual nature, present empirical insights on the outlined questions, or examine current literary works and their strategies of exploring ethical questions.

Paper presentations

We welcome proposals for paper presentations of 20 minutes (plus 10 minutes discussion). Abstracts for paper presentations should contain a description of aim/research questions, theory, and if relevant, method, and (preliminary) results. The abstract should be no more than 250 words, plus references. Submit your abstract no later than April 1, 2023 at <https://www.conftool.net/ldr2023/>. Notification of accepted abstract will be announced by May 1, 2023. Please be sure to note that your proposal is for a paper presentation.

Poster presentation

We also welcome proposals that are not specifically related to the seminar theme (for example PhD or postdoctoral projects). These proposals will be presented as poster presentations during a gallery walk. Please note that the poster should be printed (not digital). Abstracts for poster presentations should contain a description of aim/research questions, theory, method, and (preliminary) results. The abstract should be no more than 250 words, plus references. Submit your abstract no later than April 1, 2023 at <https://www.conftool.net/ldr2023/>. Notification of accepted abstract will be announced by May 1, 2023. Please be sure to note that your proposal is for a poster presentation.

PRACTICAL DETAILS

Location

The seminar will be held at Freie Universität Berlin in Berlin, Germany. Address: Habelschwerdter Allee 45, D – 14195 Berlin, Institut für Deutsche und Niederländische Philologie/Didaktik der deutschen Sprache und Literatur: <https://www.fu-berlin.de/en/einrichtungen/fachbereiche/fb/phil-geist/dnph/index.html>

Date

The seminar begins at midday Wednesday 20 September, 2 pm and ends at midday Friday 22 September, 2pm.

Events (self-pay)

Conference Dinner Wednesday 20 September

Museum Tour & Get together Thursday 21 September @ Humboldtforum

Please let us know if you would like to participate in the events when registering for the seminar.

Registration & Costs

Registration for the seminar opens May 1, 2023 at <https://www.conftool.net/ldr2023/>

Early bird registration until **June 15, 2023**

- Regular participants: 200 euros
- PhD students: 150 euros

Late bird registration until **August 15, 2023**

- Regular participants: 250 euros
- PhD students: 200 euros

Recap of important dates

Deadline for submission of abstract	April 1, 2023
Notification of accepted abstract	May 1, 2023
Early bird registration closes	June 15, 2023
Late bird registration closes	August 15, 2023
SIG ROLE seminar	September 20-22, 2023

Information about the seminar is also available at the seminar webpage:
<https://www.geisteswissenschaften.fu-berlin.de/we04/didaktik/termine/sig-seminar.html>

If you have any questions, please contact us at sigrole2023@germanistik.fu-berlin.de

Welcome to Berlin in September!

Kind regards,

the SIG coordinators

Professor, Dr. Irene Pieper, Freie Universität Berlin, Germany

Dr. Heidi Höglund, Åbo Akademi University, Finland

In cooperation with

Dr. Helen Lehndorf, Freie Universität Berlin, Germany