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SOCIETY FOR EDUCATIONAL STUDIES

WRITERS AND THEIR EDUCATION
ANNUAL COLLOQUIUM

Oriel College
20–21 SEPTEMBER 2018
UNIVERSITY OF OXFORD

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Introduction from the Colloquium Conveners

Writers and their Education brings together scholarly and literary-professional examination of conceptions, perceptions and representations of education in the lives and works of writers across all genres of literary fiction (biography, criticism, drama, fiction, poetry, including children's literature), and writing in the arts, humanities and social sciences. The colloquium is designed to take a fresh look at the influences of education, on the lives and works of authors. It also provides a platform for contemporary and historical reflections on the professional practice of writing. Our keynote lectures and rich array of parallel presentations open new avenues for thinking at the intersection of education, literature, and the literary-professional industries.

Dr. Liam Gearon
University of Oxford

Dr. Emma Williams
University of Warwick

Colloquium Conveners
Society for Educational Studies





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Programme

Thursday 20 September 2018		
Arrival and Registration	11.30am–12.40pm	Porter's Lodge
Lunch	12.00noon–12.40pm	Hall
Welcome: Professor James Arthur OBE Chair, Society for Educational Studies	12.40–12.45pm	Harris Lecture Theatre
Framing 'Writers and their Education' Liam Gearon & Emma Williams	12.45–1.00pm	Harris Lecture Theatre
Keynote 1: Anthony J.Cascardi	1.00–2.00pm	Harris Lecture Theatre
Seminar Session 1	2.00–3.30pm	
Tea	3.30–3.45pm	Harris Seminar Room
Seminar Session 2	3.45–5.15pm	
Keynote 2: Homi Bhabha	5.15–6.15pm	Harris Lecture Theatre
Check into bedrooms	6.15–7.00pm	
Drinks Reception: Dame Edna O'Brien	7.00–7.45pm	Blackwells, 48-51 Broad St
Dinner	7.45pm	Hall

Friday 21 September 2018		
Breakfast	8.00–9.00am	Hall
Seminar Session 3	9.00–10.30am	
Keynote 3: Ivor Goodson	10.30–11.30am	Harris Lecture Theatre
Coffee	11.30–11.45am	Harris Seminar Room
Keynote 4: Eileen John	11.45am–12.45pm	Harris Lecture Theatre
Lunch	12.45–1.30pm	Hall
Seminar Session 4	1.30–3.00pm	
Keynote 5: Zachary Leader	3.00–4.00pm	Harris Lecture Theatre
Tea	4.00–4.15pm	Harris Seminar Room
Keynote 6: Noël Carroll	4.15–5.15pm	Harris Lecture Theatre
Future Research Agendas: Liam Gearon & Emma Williams	5.15–5.30pm	Harris Lecture Theatre
Close	5.30pm	

Keynote Speakers

Professor Anthony J. Cascardi
University of California, Berkeley, USA
Chair: Dr Emma Williams

On Reading as Figure and Writing as Practice

In spite of many recent defenses of the humanities, we are still lacking anything like an articulation of a “logic of the humanities” comparable to what has been produced for the social sciences in various forms and at various points over the past 100 years. To articulate such a logic requires us to link practices and values—the practices being what we do in research and teaching and the values constituting the underlying beliefs and assumptions about why and how we do them. Foremost among these practices are reading and writing. Though the two are often spoken and thought together, they diverge across two fronts. For convenience sake, and without ascribing any priority to one over the other, these can be dubbed “literal” and “metaphorical.” Whereas the practice of reading is broadly understood as one of interpretation, the corresponding figural sense of writing (perhaps best encapsulated as *écriture*) has become far less often invoked, much less deployed, in teaching. This lecture explores the roots and consequences of that divergence, and suggests ways in which the teaching of writing can better respond to some of the same assumptions that guide our practice of reading.

Professor Homi Bhabha
Harvard University, USA
Chair: Dr Liam Gearon

Migrations, Rights, and Survival: The Importance of the Humanities Today.

In this paper, Homi Bhabha provides an original and distinctive perspective on the conference theme of 'Writers and their Education' by discussing the wider contemporary importance of the humanities in a globalised world.

Professor Ivor Goodson
University of Brighton, UK
Chair: Professor Gary McCulloch

Exploring Narrativity: Patterns of Differentiation

The talk will focus on research into people's life stories and personal narratives. A particular focus will be on the four year longitudinal study Learning Lives. This research analysed people's life storytelling and their narrative capacities in relation to their ongoing learning. As a result a differentiated vision of "narrative" emerges and one which delineates a spectrum of different narrative characteristics. These different narrative modes are then linked to different educational trajectories and creative zones.

Associate Professor Eileen John
University of Warwick, UK
Chair: Professor Rebecca Braun

Escaping, Copying, and Courage: Learning to be a Writer from Early Reading

There are happy accidents in childhood reading, when the right book is read at the right time, and routine experiences that come with reading, whatever the story and form of words. New Zealand writer Janet Frame, in *An Autobiography*, evokes remarkable and relatively routine experiences in her early reading in a working-class family. She remembers stories, comics and poems still with a sense of the magic they held. Her reading seems to have been a vital thread to cling to in a long struggle for power in her own life. Drawing on Frame and other writers' reflections, I consider processes, habits and seemingly out-of-proportion feelings initiated by reading. Reading opens a potential writer to at least these stimulating possibilities: enjoying words, trying out cognitive processes, copying others' expressive examples, enjoying good and bad writing, forming tastes, and assimilating works that are indifferent to one's social class and apparent aspirations.

Professor Zachary Leader
University of Roehampton, UK
Chair: Professor Helen Small

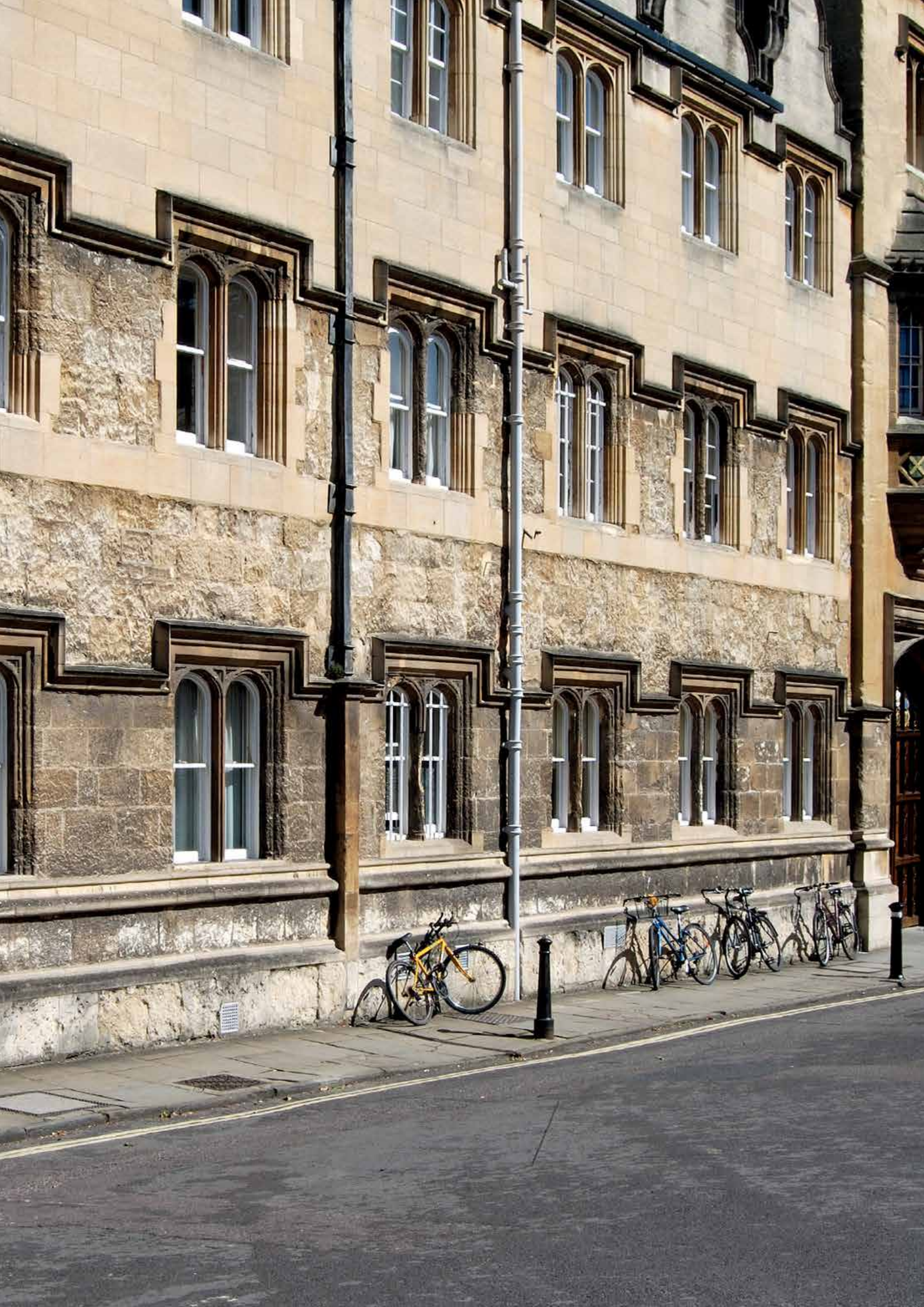
William Blake's Education and Theory of Education

William Blake lived in a creative and controversial period in the history of children's literature, one in which books written for the use of children outside of school became, in the words of their foremost historian, F.J. Harvey Darton, 'a clear but subordinate branch of English literature.' His was an age in which artists, intellectuals, social reformers, teachers, and parents sharply and passionately debated theories of childhood and education. *The Songs of Innocence and of Experience* (1789-1794), Blake's best-known work, enters into this debate, focusing on reading in particular. A children's book for adults, it both apes and overturns the forms and themes of juvenile books in the service of 'visionary' as opposed to 'moral' instruction. It also reproduces the special relation children's books of the period sought to establish between precept and practice.

Professor Noël Carroll
City University of New York, USA
Chair: Professor Anthony J. Cascardi

Growing up Catholic: Its Impact on my Philosophy of Art and Education

I grew up in the nineteen fifties when Latin was still the language of the Catholic Church. My first experiences of art were in the local church where I was surrounded to artworks designed to reinforce our grasp of the tenets of our religion. Given that background, I have always been suspicious of the claims made for the autonomy of art, since my earliest encounters with art was in terms of works with very explicit social functions. I reckon that it was that that has shaped my philosophy of art and art education. In this essay, I will expand on the way in which my initial intercourse with art led to the development of a philosophy of art dedicated on heteronomy rather than autonomy. Moreover, I will also argue that a conception of art as enmeshed in the broader society provides also a more natural and effective approach to art education than does an art-for-art's sake approach.



Seminar Session List

Seminar Session 1

2.00–3.30pm

Thursday 20 September 2018

Researching the Process of Reading and Writing

Owen Walker Room

Chair: Professor Andrew Peterson

- **Teresa Limpo**
Research Evidence on the Benefits of Handwriting Training
- **Peter Falmann**
The Effects of Handwriting on the Academic Achievement of Children
- **Helen Hanna**
'But how we will be understood the story if there are no words?' Using picturebooks as an inclusive research tool among EAL migrant workers.

The Literary Political

MacGregor Room

Chair: Dr. Liam Gearon

- **Paddy Hayes**
John Gordon Coates: Intelligent Officer, Commando, Saboteur, Spy ... Academic
- **Svetlana Likhova**
Stalin's Education
- **Marion Wynne-Davis**
The School of Morals or how Philip Pullman Refashioned Cold War Politics

Literary Classrooms

Music Room

Chair: Professor Paul Standish

- **Len Platt**
Joyce's Classrooms
- **Graham Nutbrown**
The Long Schoolroom: Disrupted Readings of W.B. Yeats' Among School Children
- **Matthew Grenby**
Only the Odyssey Stuck: James Joyce, Charles Lamb and William Godwin's Adventures in Education

Seminar Session 2

3.45–5.15pm

Thursday 20 September 2018

Reading, Writing, Race

Harris Lecture Theatre

Chair: Dr. Ramsey McGlazer

- **Julia Hope and Beverly Naidoo**
On Crossing Boundaries through Reading and Writing
- **Sabrina J. Elliott**
The Afrofuturist Narrative of a Black British Children's Writer
- **Michael Rosen**
Becoming a Writer of Children's Books

Writing Politics

MacGregor Room

Chair: Professor Marion Wynne-Davies

- **Simon James**
HG Wells as a Writer on Education
- **Liam Gearon**
HG Wells: A Very Political Philosophy of Education
- **Barbara Cooke**
Evelyn Waugh, George Orwell and the problem of inalienable meaning

The Intertextuality of Influence

Music Room

Chair: Associate Professor Eileen John

- **Paul Standish**
RWE: Writing, Race and the Anxiety of Influence
- **Kevin Williams**
Soundings in the Sources of his Power: The Education of Seamus Heaney
- **Emma Williams**
Language's Grace: Possibilities of Education in J.M. Coetzee's Disgrace





Seminar Session 3

9.00–10.30am

Friday 21 September 2018

The Autobiographical Aesthetic

Harris Lecture Theatre

Chair: Dr. Julia Hope

- **Alison Brady**
*Fictionalisation in Autobiography:
On Sartre's Les Mots*
- **Elisa Russian**
*Self-Portrait of the Social Critic as
Bourgeois Child: On Jean Paul Sartre's
Les Mots*
- **Viktor Johansson**
*Becoming a Philosopher:
A Mythological Essay*

Authors and the World

MacGregor Room

Chair: Dr Helen Hanna

- **Clare Morgan**
Setting up Creative Writing Programmes
- **Rebecca Braun**
*Authors and the World:
Making Celebrity Matter*
- **Suman Gupta**
*Direct and Mediated Contact in
Literary Pedagogy*

Bookshops and the Public

Music Room

Chair: Cortina Butler

- **Zool Verjee**
- **James Daunt**

Seminar Session 4

1.30–3.00pm

Friday 21 September 2018

The Writing School

Harris Lecture Theatre

Chair: Dr. Liam Gearon

- **University of Oxford**
Creative Writing Panel

Aesthetics, Authorship, Alterity

MacGregor Room

Chair: Professor Rebecca Braun

- **Tyra Nilsson**
*Nothing Twice: An Aesthetics of
Improvisation for Addressing Singularity*
- **Sunayani Bhattacharya**
*Dear Reader, Good Sir: Educating
the Novel Reader in Nineteenth
Century Bengal*
- **Anna Kouppanou**
*The Writer's Other: Education,
Illumination and Metamorphosis in Writing
about Writing*

Reading, Writing and the Rebellions

Music Room

Chair: Dr Viktor Johansson

- **Philippa Campbell**
*Changing Narratives, Changing Lives: The
Anxiety of Contemporary Campus Fiction*
- **Ramsey McGlazer**
*After Instruction: Modernism, Pedagogy,
and the Critique of Progress*

Delegate List

Julia Arliis

King's College, Taunton, UK

Professor James Arthur

University of Birmingham, UK
Society for Educational Studies, UK

Professor Gaynor Attwood

University of the West of England, UK

Ryan Bernsten

University of Oxford, UK

Professor Homi Bhabha

Harvard University, USA

Sunayani Bhattacharya

Saint Mary's College of California, USA

Dr Ghazala Bhatti

Bath Spa University, UK

Professor Elleke Boehmer

University of Oxford, UK

Dr Emile Bojesen

University of Winchester, UK

Alison Brady

Institute of Education, University College
London, UK

Professor Rebecca Braun

Lancaster University, UK

Cortina Butler

British Council, UK

Philippa Campbell

Goldsmiths, University of London, UK

Professor Noël Carroll

City University New York, USA

Professor Anthony Cascardi

University of California, Berkeley, USA

Dr Michael Casey

Alyson Colman

University College London, UK

Dr Barbara Cooke

Loughborough University, UK

Rowena Cooper

University of Oxford, UK

James Daunt

Waterstones, UK

Professor Jon Davison

University of Greenwich, UK

Marc Deegan

University of Oxford, UK

Lauren Delapenha

University of Oxford, UK

Dr Tony Eaude

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Sabrina Elliot

Goldsmiths, University of London, UK

Peter Falmann

Universität Koblenz, Landau, Germany

Andrew Fletcher

University of Warwick, UK

Dr Liam Gearon

University of Oxford, UK

Professor Ivor Goodson

University of Brighton, UK

Kristine Gorgen

University of Oxford, UK

Professor Matthew Grenby

Newcastle University, UK

Professor Suman Gupta

Open University, UK

Dr Agata Handley

University of Lodz, Poland

Dr Helen Hanna

Leeds Trinity University, UK

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University of Birmingham, UK

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CST International

Holly Hayward

Tate Britain, UK

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Durham University, UK

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Södertörn University, Sweden

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University of East London, UK

Dr Anna Kouppanou

University of Cyprus, Cyprus

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ARTiculate Education, UK

Professor Zachary Leader

University of Roehampton, UK

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London, UK

Dr Teresa Limpo

University of Porto, Portugal

Svetlana Likhova

Churchill College, Cambridge

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London, UK

Dr John McDonagh

Mary Immaculate College, Ireland

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Goldsmiths, University of London, UK

Jacob Nash

University of Birmingham, UK

Tyra Nilsson

Stockholms Universitet, Sweden

Dr Graham Nutbrown

University of Bath, UK

Dame Edna O'Brien

Writer

Professor Aislinn O'Donnell

Maynooth University, Ireland

Dr Matthew Olson-Roy

University of Oxford, UK

Professor Mark Olssen

University of Surrey, UK

Leila Osman

University College London, UK

Professor Stephen Parker

University of Worcester, UK

Lukas Perikleous

University of Cyprus, Cyprus

Professor Andrew Peterson

Canterbury Christ Church University, UK

Dr Jon Phelan

Hills Road Sixth Form College, Cambridge

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Goldsmiths, University of London, UK

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University of Oxford, UK

Rebecca Reddeclif

Wiley-Blackwell, UK

Charlotte Rennie

University of Birmingham, UK

Professor Michael Rosen

Goldsmiths, University of London, UK

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University of California, Berkeley, USA

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Adrian Skilbeck

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National University of Ireland Maynooth

Zool Verjee

Blackwells

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Ian White

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