

Second call for papers

Unlaagering: The pedagogy of Afrikaans literature and citizenship

In light of progressively contested discourse on the role of Afrikaans in tertiary education, platforms need to be created to address the continuing teaching of Afrikaans, and especially Afrikaans literature. In *The wretched of the earth* (1963), Fanon writes that every language is worth studying well. Research on the pedagogy of Afrikaans literature at university level, however, at times comes across as islanded, with fewer non-centralised platforms existing that allow for a discussion of said pedagogy to be situated outside of, not merely parallel to, identity politics-as-subject positioning.

In increasingly interrelated times, and with a changing classroom demography, Afrikaans departments may benefit from taking stock, re-situating our politics of pedagogy and looking across disciplines to pedagogical approaches employed and embraced in other fields, such as sociology. How, for example, has the productive tension between 'Afrikaans' and 'South African' changed in the decades since 1994? In these last two decades, our understanding of the pedagogy of citizenship itself has changed, necessitating a re-realisation that we are all now responsible for what Gert Biesta (2011) calls the 'becoming public' of students. At the same time, we want to acknowledge (and create the space for debates on) i.a. Attridge's (2015) critique of reducing the value accorded to literature to instrumental moral and/or political use. For example, should the pedagogy of Afrikaans literature accord space for the ways literature refines a reader's affective positioning? Or, to what extent has the critical embrace of postcolonialism in Afrikaans literature and pedagogy aided the way in which our departments engage with issues of citizenship?

To address the manner in which the pedagogy of Afrikaans literature overlaps with citizenship, we aim to create a productive platform for dialogue on the way Afrikaans is currently taught at tertiary level, and how this can be re-conceptualised in even more productive, creative and inclusive ways. We invite 300-400 word proposals for papers or panel discussions for a colloquium to be held at the University of Pretoria on 31 October and 01 November 2018.

Possible themes, topics and questions to address include:

- Afrikaans literature in/and the decolonial discourse
- The dialogic encounter - how do Afrikaans texts speak to students in different contexts?
- Who is a 'typical Afrikaans student' today?
- The teaching of Afrikaans literature to first additional language (or foreign language) students
- Structural reconceptualisations: How do we 'teach' the canon, specific genres and subgenres, periodisation?

- How are new(er) theoretical lenses (such as queer theory, decoloniality, critical whiteness studies) incorporated in the teaching of Afrikaans literature?
- What is the role of the hidden curriculum?
- What is the relationship between aesthetics, formal aspects of literature, and citizenship? And between literature and relationality?
- In which ways do the teaching of Afrikaans literature contribute to public intellectual discourse in South Africa, especially with regards to citizenry?

Keynotes for the colloquium include Willie Burger and Nompumelelo Zondi. A special viewing of Dylan Valley's *Afrikaaps* will be followed by a discussion with the director.

Proposals can be sent to unlaagering@gmail.com, to reach the organisers by 15 August.

The colloquium will be accompanied by a Public Intellectuals Forum (held on 31 October at African Beer Emporium in Pretoria CBD) and an institution-specific seminar at NWU's Potchefstroom campus on 02 November. Speakers at the forum include Louise Viljoen, Bettina Wyngaard, Andries Bezuidenhout, Alfred Schaffer, and Thys Human. For more info, please visit <https://unlaagering.wordpress.com/>.

References

- Attridge, Derek. 2015. *The work of literature*. Oxford: Oxford University Press.
- Biesta, Gert. 2012. Becoming public: Public pedagogy, citizenship and the public sphere. *Social & Cultural Geography* 13(7): 683-697.
- Fanon, Frantz. 1963. *The wretched of the earth*. Grove Press.