

# **Literary Pedagogy: Confronting Colonization**

## **A Colloquium**

hosted by the Centre for Humanities Research (UWC) and the Jackman Institute  
(University of Toronto)

**VENUE** The CHR Seminar Room

**DATE** Thursday 20<sup>th</sup> and Friday 21<sup>st</sup> February

**All Welcome**

You are cordially invited to participate in a colloquium on “Literary Pedagogies: Confronting Colonization” to be held at the Centre for Humanities Research on the 20<sup>th</sup> and 21<sup>st</sup> February 2020. This is the final event of a three-year collaboration between the Jackman Institute at the University of Toronto and the Centre for Humanities Research at the University of the Western Cape about classroom experiences in courses about, or involving, narrative and literature. This event will have a particular, but not exclusive, focus on foundation and first year courses.

The intention behind the colloquium is to invite open discussion about the daily and urgent concerns that arise in the classroom, and to consider ways in which our understanding of, and approaches to, learning in literature and humanities classrooms can be urgently and radically transformed. Discussion will address such questions as how to draw local and indigenous knowledge and experience into the classroom, how classroom experiences for staff and students may be inflected by colonial and apartheid histories, as well as broader issues of power dynamics, student experiences, and affect in the classrooms.

To foster the spirit of deep enquiry, the first session of the colloquium will be conducted as a “Circle” rather than a traditional academic panel. Presentations will be informal, and are intended to generate discussion in which participants develop and refine the ideas presented, rather than the more familiar conventions of scholarly “argument”. All welcome to attend.

**Please RSVP to Karin ([kgroenewald@uwc.ac.za](mailto:kgroenewald@uwc.ac.za)) by**

**Wednesday 12 February for catering purposes**

# Programme

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## THURSDAY 20 FEBRUARY

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12.30

Lunch

14.00

Registration and Welcome

14.30 – 16.30

Panel 1: The Situated Classroom

Panelists:

Sindiwe Magona (UWC)  
Smaro Kamboureli (U Toronto)  
Lee Maracle (U Toronto)  
Miki Flockemann (UWC)

Circle Discussion

Respondents

Bradley Rink (UWC)  
Neil Kortenaar (U Toronto)  
Julie Nxadi (UWC)  
Lochin Brouillard (U Toronto)

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## FRIDAY 21 FEBRUARY

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Panel 2: Ways of Reading

9.00 – 10.30

Chair: Lannie Birch

- Nondwe Mpuma (UWC) - "Exploring other ways of approaching literary studies"
- Uzoma Esonwanne (U Toronto) - "As If"
- Christina Turner (U Toronto) - "Reading land acknowledgments in the Canadian literature classroom"
- Sasha Welsh (UWC) - "Reading the 'madness' of decolonization in the English literature classroom"

10.30 Tea

Panel 3: Urgency in the Classroom

10.45 – 12.15

Chair: Neil Kortenaar

- Delphi Carstens (UWC) – "Addressing the Anthropocene Crisis in H.E. Classrooms"
- H Steve Ndinga-Koumba-Binza (UWC) – "Human Rights, Client's Rights, Diversity and Conflict Resolution in the Classroom"
- Bradley Rink (UWC) – "Mobilising theory through practice: Authentic learning in teaching mobilities"
- Blanche Assam (UWC) – "Flipping Literature in the Classroom"

12.30 – 13.30 Lunch

Panel 4: Identity, Authority, Vulnerability in the Classroom

13.30 – 15.00

Chair: Uzoma Esonwanne

- Jacolien Volschenk and Martina van Heerden (UWC) – "Such sweet sorrow: Educators and students' emotional labour in teaching for, and learning about, social justice"
- Lochin Brouillard (U Toronto) – "The 'Chinese' medievalist: Being a scholar of colour in a diverse classroom and a homogenous field"
- Karin Groenewald (UWC) – "Contextualising German Foreign Language teaching"
- Kate Highman (UWC) – tbc

15.00

Tea and Wrap-Up

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