This year’s conference will be held at Teikyo University, Hachioji campus, Tokyo, Japan. Conference day – May 16, Saturday 2020.

The Liberlit conference is an ongoing forum for literature teachers and academics based in Japan that addresses attitudes and approaches to literary texts in English, and seeks to discuss how and why literature should figure in Japan’s English curriculum. Liberlit also wishes to offer an international yet Japan-based platform for promising young scholars to showcase and present their research.

Liberlit 2020 will therefore continue to feature a postgraduate parallel session in which literature students are encouraged to present 20-minute papers in English summarizing scholastic work from their masters or doctorate study. At the conclusion of the presentation contest a panel of three academic judges will award a prize to the best postgraduate literature paper. Proposals on literary research are invited from postgraduate students studying at universities in Japan. Those seeking to enter the Liberlit postgraduate presentation contest should send a title and an abstract of 200 words as well as the name of their University and student status to Joff P.N. Bradley.

第11回 国際教養・文学研究学会(リバリット)
大学院生セッション 研究発表募集のお知らせ

2020年5月16日(土) 会場：帝京大学八王子キャンパス

国際教養・文学研究学会（リバリット）は、主に日本の大学で英米文学や比較文学、英語学、文化研究（教育を含む）の教育に携わるネイティブ・スピーカーの教員と日本人研究者によって構成される学会です。また、日本を基盤としつつ、研究成果を世界に問いたいという大学院生・若手研究者の英語による研究発表（20分）を支援しています。博士論文や修士論文のテーマに関するものなど、テーマは自由です。日本で開催される良質の国際学会としてぜひご活用ください。下記の表をご覧ください。

き、Proposal（200 words 程度、ご自身の氏名や連絡先のほか、研究発表の予定タイトルと所属先の大学名をお書きください）をお送りください。又は、メールの件名に「卒業コンテスト」を書いてください。みなさまのご応募をお待ちしております。

DEADLINE
The deadline for proposals is midnight on: March 15th, 2020

ACCEPTANCE EMAILS
Acceptance emails will be sent on or before: April 15th, 2020

SEND PROPOSALS TO
Joff P.N. Bradley
liberlit2020@gmail.com

WWW.LIBERLIT.COM
Liberlit Conference theme Literature and 2020

The youth of today, especially millennials and Gen-Z, are in crisis because the world and climate appear near collapse. With climate described by many experts as near to collapse, many young people cry theirs is the last generation as they simply cannot imagine a future. Obscuring the issue are the grief peddlers, the pain relief gurus, the trauma experts who do little other than to bewail the state of the world, to crouch and quail, and to withdraw further into blank pessimism and deep-seated angst. Our calling is to confront an everyday world that, for some, is putrefying, poisonous and overcome with existential doubt, and laden with ecological trauma and grief. Our role is to transform the world for the better, for others dealing with the complexities of power and its abuses, for it is those we guide in earnest. That is why we put literature in the classroom – not to serve the rich and spoil those who polish and protect their privilege – but to call the present to account, to call to account those who deny and blemish the world. In so doing we have a duty to create new patterns of understanding for the sake of students and teachers to come. In the broken middle of our times, our task is to explore literature both ancient and modern to find what will work for a better present and future.

Liberlit seizes the gauntlet of this provocation and proposes the theme – “Literature AND 2020”. For example. Literature AND the Classroom, Literature AND its Outside, Literature AND the Other, Literature AND Ecology, and, importantly, Literature AND Youth. We are tasked with answering the doomongerers and naysayers with clear-sighted 2020 visions of what lies ahead. We are prompted to put our imagination to work. We hope that the presenters at Liberlit will offer ways to counteract the pervasive nihilism of the contemporary moment. With what keenness of sense, clarity of thought, penetration of gaze, and farsightedness can teachers and literature offer in response?

We must search not only traditional, classical, canonical literature but also science fiction, comics/manga and anime, film and poetry, to find utopias and heterotopias, imagined spaces and inaugural sites of voyage, journey and transformation. We educators are tasked with putting ourselves and our approaches in question because we must provide a path for those who only see the world without a future or open horizon. To what will we connect literature with to make it more meaningful and viable a study?