

Call for Papers

ALICE: Adventures in Wonderland - A Companion

This volume aims to offer a cross-disciplinary re-exploration and re-appreciation of Lewis Carroll's *Alice's Adventures in Wonderland* (1865) to capture the most recent, and most recently diversified approaches in literary and affiliated fields of study. It is designed as a complementary volume to [*ALICE: Through the Looking-Glass, A Companion* \(Oxford: Peter Lang, 2024\)](#).

Similarly to the previous endeavour, this volume will adopt a multi-pronged approach, combining approaches from literary theory, literary history and interdisciplinary humanities studies, such as environmental and medical humanities to historicist readings of *Alice*, with cognate approaches in fields pertinent to *Alice's* author, such as medical history, theology, logic and mathematics, including theatre studies. The resulting book thus aims to be an exploration that allows us to see the different facets of the author, and how these come to play in *Wonderland*, and its manifold afterlives.

It encourages authors to think internationally and intersectionally, to include approaches that challenge canonical readings of the text. As such, it particularly invites creative re-thinkings of *Wonderland*, as well as professional and/or practice-based reflections on completed or ongoing projects, such as curating *Wonderland* in museums, media settings, or education.

As a counterpart to its sister volume on *Through the Looking-Glass*, any potential contributions to the present *Companion* should focus primarily on *Alice's Adventures in Wonderland*, and/or its afterlives. We specifically encourage authors to address the conflation of "Alice's Adventures" and "Wonderland" – as *AAIW* meaning "Alice in Wonderland" (rather than its sequel *Through the Looking-Glass* or other works by Lewis Carroll).

Suggested topics and approaches might include, but are certainly not limited to:

LITERARY APPROACHES:

- ***Wonderland* and its Literary Histories**
Reflections on the shifting histories of the critical approaches applied in interpreting *Wonderland* – especially as separate from the works of Carroll, and the impact this had on the work's understanding, and situatedness in literary studies and its sub-fields.
- ***Alice's Adventures Under-Ground***
New understandings that might be facilitated by re-considerations of *Wonderland's* manuscript.
- ***Wonderland* and its protagonists**
From the Cheshire Cat to the iconic Hatter and Tea-Party, this book invites explorations of individual scenes and characters and their iconic nature in the immediate reception of *Alice* and its afterlife.
- ***Wonderland* and its poetry**
Poetry in Victorian education, musical and childhood culture; parodies and re-writings of well-known poems, and their trans-/re-creations in other cultures and languages.
- ***Wonderland* as/ not as children's literature**
Engagements with assessments of *Wonderland's* uniqueness in this setting, shifting target audiences in translation, illustration, annotated editions and other transformative approaches of the text.
- ***Wonderland's* Intertextualities**
Examinations of literary interactions of *Wonderland* with the work of other contemporary authors, for instance Charles Dickens, Charles Kingsley, Margaret Gatty, Phillip Henry Gosse.

HISTORICAL APPROACHES:

- ***Wonderland* and Pedagogic Cultures and Histories**
Wonderland's relationship with Victorian education, Lewis Carroll's own understanding of *Alice* as education, the theme of education, and educational verse in Wonderland, as well as uses of the text in pedagogical settings from the Victorian age onwards, particularly with attention to its use in the context of the British Empire.
- **Logic and Linguistics**
Comparative readings of Carroll's work on logic, especially for children, such as *Game of Logic* and *Wonderland*; the significance of language, sense and nonsense in *Wonderland*.
- **Theology and Religion**
Fresh perspectives on *Wonderland* in the context of Religion, in children's education, religious literature for children, Carroll's own shifting religious views and their significance for his works.
- **Mathematics, Science, Medicine, and Environment**
Dimensions of *Wonderland* with regard to Carroll's preoccupation with Mathematics and Logic, in the context of contemporary psychology, and recent ecocritical approaches to Victorian literature.
- **Music and Theatre Studies**
Alice as a product of, and/or in correspondence with contemporary cultures of theatre and music.
- **Sir John Tenniel and his work**
New perspectives on Tenniel's illustrations of *Alice's Adventures in Wonderland* and their legacy.

AFTERLIVES:

- **Myths of *Wonderland***
From erroneous and misattributed quotations online, to "that" Queen Victoria episode, the ever-present "Carroll myth", or the genre of fictionalised imaginings of the relationship between Alice and Carroll, this volume seeks critically rigorous engagements with their impact on the public's understanding of *Alice* over the past century-and-a-half.
- **Art & History of Photography**
Wonderland in fine arts, Surrealism, pictorial representations, *Alice* and Victorian photography.
- **"Works of the *Alice* type" and "Alice in ____-land" type works**
Explorations of pastiches of *Wonderland* in the many forms they have taken.
- **Politics and Caricature**
Uses and recycling of *Wonderland* images, text, and symbols in politics, caricature and the press.
- ***Alice* abroad**
From contemporary translations, re-illustration, to specific adaptations and afterlives in specific national and cultural settings, *Alice* in the former British Empire and internationally with an emphasis on rare or unique approaches to the text.
- ***Alice* and Digital Wonderlands**
Games, game books, theme parks, video games, and online fandom as shaping new *Wonderlands*.
- **Popular Culture**
Fresh and recent explorations of Wonderland's enormous afterlife in any other form of 'popular culture', including music, fashion, film, etc.

- ***Alice* further adventures in Education**
Origins and afterlives of *Alice* in and as educational literature (for instance in language learning, and adaptation/ translation), teaching editions, etc.
- ***Alice* and Language**
The post-publication evolution of “Alice in Wonderland,” “down the rabbit role” as a figures of speech.
- **Social Science & Cultural Studies:**
Wonderland as sociological agent, as both high culture (Wonderland and nation-building, in Tourism), and as counter-cultural, protest cultures or subcultures (from Woodstock, Brexit-critical movements, Punk and Goth sub-cultures).

...any other, and especially interdisciplinary explorations of the intersections of any of these fields.

Abstracts

Abstracts of 200-300 words should be submitted using [the submission form](#) by **15 May 2025**, with completed pieces around 3000 words for submission in the first quarter/half of 2026, for publication in a peer-reviewed volume in the Peter Lang Companions to Genre Fiction and Film series. Any question about the publication should be directed to wonderlandbook2025@gmail.com, cc'ing the editors Franziska Kohlt (f.e.kohlt@leeds.ac.uk) and Justine Houyaux (jhouyaux@uliege.be).

Link to the abstract upload form:
<https://forms.gle/XUsmPfBsXju2XpcR9>

AI statement

Authors who submit an abstract in reply to this CFP agree to refrain from using generative AI technologies in the writing process of their chapter. Should they use said generative AI technologies in their work for any other purpose (illustrations, composition of graphs and tables, etc.), they agree to disclose it by adding a statement at the end of their manuscript, and the editors reserve the right to disqualify any submission containing AI generated text.

Important note on deadlines

Because we want this volume to promote diverse voices and original approaches to the text, we feel it is important for all prospective authors to know that as editors, we can work around your own schedule (within reason). We encourage interested authors who foresee difficulties in meeting these deadlines to contact the editors with their ideas, to discuss possible alternatives, as we are well aware of the various life and work circumstances of those pursuing the study of *Alice*.

More info on the series: <https://www.peterlang.com/series/gffc>