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Unsettled Enquiry of Self-identity under Two-way Exclusions: A Cultural Analysis of the Educated Youth Literature

To name is to give as well as to deprive. Deviation grows even wider when naming involves in construction, transition and reconstruction of discourse power. The “Educated Youth” issue is just a typical case of this common principle.

This paper aims to provide a cultural analysis on the Educated Youth by probing into their own narrations, the Educated Youth Literature. For this group of people who have been undergoing two way exclusions from both urban and rural sides, the enquiry of “self-identity” is a commonly chosen and long lasting theme. Centering on this theme, the paper will discuss these questions: (1) is there a group of the Educated Youth Writers or are they writers who used to be the Educated Youth; (2) how did they get involved in the process of discourse power (re)construction through their writings; (3) why this vigorous literary trend ended suddenly in silence during 1990s; what are the answers or results of their enquiries.