



CALL FOR PROPOSALS

HOW WE TEACH INDIGENOUS LITERATURES CFP FOR EDITED COLLECTION

CO-EDITORS: Michelle Coupal and Deanna Reder

PUBLISHER: University of Regina Press

We welcome proposals for an edited volume of essays on the design and teaching of Indigenous literatures courses. The Indigenous Literary Studies Association (ILSA) advocates for ethical approaches grounded in Indigenous knowledges and methodologies when it comes to the study and teaching of Indigenous literatures. ILSA also suggests that scholars/teachers find ways to be accountable to the Indigenous writers and communities whose literary arts fuel their practices. Yet there exists little in the way of practical guidance to help teachers respond to these foundational principles of ILSA and to navigate the challenges and rewards that come with the teaching of Indigenous-authored texts.

We are interested in gathering syllabi and self-reflective analyses on the development and teaching of Indigenous literatures courses. To foster the readability and accessibility of the collection, we are asking contributors to focus on one course and to structure their papers using the headings below.

QUESTIONS TO CONSIDER INCLUDE:

1. INTRODUCTORY POSITION

- How do you position yourself in relation to the study and teaching of Indigenous literatures?

2. COURSE CREATION

- What inspired the development of your course?
- Which texts did you choose and what guided your choices?
- How did you organize the course?
- What were the assignments? What motivations undergird their creation?
- Did you engage in consultation with Indigenous community members (including literary community members) when constructing the course?

... continued on reverse



University of Regina Press

uofrpress.ca



QUESTIONS TO CONSIDER (CONTINUED):

3. THE COURSE AND THE CLASS

- How did it go?
- Were your students Indigenous? Non-Indigenous? A mix of both?
- Did the composition of the class affect your approach to teaching? How?
- Did you have to address gaps in understanding Indigenous histories, settler-colonialism, and neo-colonialism?
- Were you confronted with and how did you respond to unconscious biases/racism in students?
- What were your pedagogical approaches? What worked well? What didn't work well?
- Were there texts that were challenging for you and/or your students? How did you respond to these challenges?
- Were there texts that were transformational for students? In what ways?

4. POST-COURSE REFLECTION

- Would you teach the course again?
- For those courses that you have taught several times over the years, did you notice that the uptake by students changed? How did you respond?
- Would you change anything?
- Are there texts that you would not teach again?
- Are there texts that you find particularly amenable to teaching?
- Can you offer any guidance to teachers who are new to Indigenous literatures?

SUBMISSION DETAIL:

- We ask you to send a paper proposal of 350 words and your course syllabus by **15 SEPTEMBER 2020**.
- Final papers of 5,000 words are due on **15 JANUARY 2021**.

ABOUT THE EDITORS:

Michelle Coupal (Algonquin) is the Canada Research Chair in Truth, Reconciliation, and Indigenous Literatures and Associate Professor in the Department of English at University of Regina. She is currently the Past President of the Indigenous Literary Studies Association.

Deanna Reder (Cree-Métis) is the Chair of the Department of First Nations Studies/Indigenous Studies and an Associate Professor in the Department of English at Simon Fraser University. She is a founding member of the Indigenous Literary Studies Association.

PROPOSALS AND ANY QUESTIONS SHOULD BE SENT TO THE EDITORS:

Michelle Coupal: Michelle.Coupal@uregina.ca

Deanna Reder: Deanna_reder@sfu.ca

