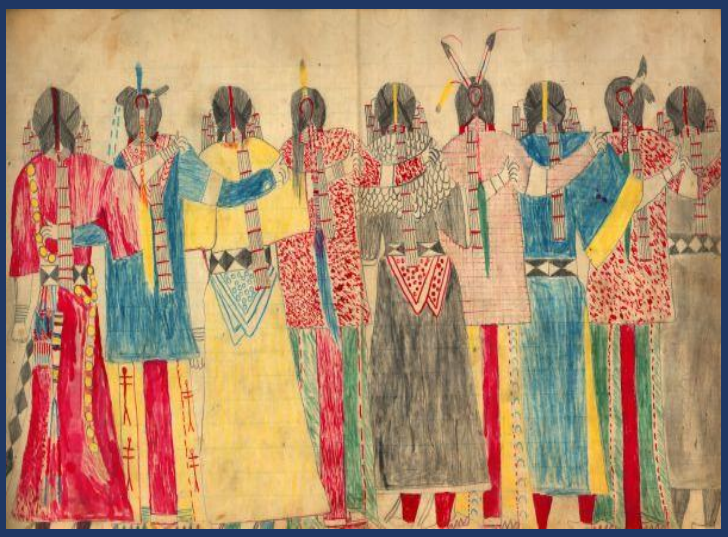
CALL FOR PAPERS

Teaching and Theorizing Native American Literature as World Literature:

An International Symposium

Universitat de València, Spain - October 1st-2nd 2018



In the past four decades Native American Literature has consolidated itself as a literary and academic field and it is now read, taught, and theorized in a variety of educational settings. Native American texts have also broadened their themes and readership by exploring transnational contexts and foreign realities, and through translation into major and minor languages, thus establishing creative networks with other literary communities around the world. Today, Native American histories, cultural practices, epistemologies, and narratives are frequently engaged in local, national, and global contexts, yet their presence in world literature debates is still a marginal one. Moreover, the perpetuation of Indian stereotypes, mystifications, and misconceptions is still a major issue that non-Native readers, students, and teachers continue to struggle with. This is even more the case in non-U.S. settings, where direct contact with contemporary tribal cultures and practices is non-existent and where constant exposure to cliché representations of Indians in popular culture (through mainstream films, books, cartoons, advertisements, toys, sports mascots, etc.) may lead students to believe that Indigenous cultures in 21st-Century North America have either vanished or are circumscribed to dystopic, alcohol-filled reservations.

This symposium aims to be a space of exchange for strategies, methodologies, resources, and reflections regarding the teaching and theorizing of Native American Literature as World Literature. We hope to examine theories, teaching practices, and

pedagogical methods that are deployed when Native American literature is engaged in today's classroom. The challenging role of teachers and theorists as potential intermediaries and responsible disseminators of "transnational literacy" (Spivak 1992) as well as the reception of Native American works by international readers will be a primary focus of attention: How can non-Native readers effectively understand Native American texts in a context of global relations and diverse literary paradigms that attend to and respect local specificities? We also welcome contributions that engage specific Native American texts in a world context from a theoretical and/or comparative perspective.

Suggested topics may include the following:

Teaching and theorizing Native American literature as world literature

Understanding Native American tribal contexts abroad

Native-centered theories and pedagogies

Dealing with stereotypes and literary tourism

Strategies, resources, stories, syllabi

Storytelling and performative contexts in the classroom

Native American classics and the (world) literary canon

Re/presenting memory, trauma, and resistance: comparative histories

Circulation, markets, and readers

Cross-cultural, cross-ethnic alliances

Indigenous writing and linguistic praxis: Native vs. imperial language use

Reading Native American Literature in translation

Our keynote speakers will be Annishinabe writer and scholar **Gordon Henry** (Michigan State University) and professor **A. Robert Lee** (Nihon University, Japan).

20 minute papers can be delivered in English, Spanish or Catalan and, following the conference, we will invite participants to submit full articles to be considered for publication.

The deadline for abstracts is **June 1st 2018**. Submissions should include a title, a 300-word summary, a short biographical note, your academic affiliation, and contact information.

Please send proposals to Anna M. Brígido-Corachán (Anna.M.Brigido@uv.es) and Carme Manuel Cuenca (Carmen.Manuel@uv.es).