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Learn, Teach, Challenge: Approaching Indigenous Literatures (Indigenous Studies)

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This is a collection of classic and newly commissioned essays about the study of Indigenous literatures in North America. The contributing scholars include some of the most venerable Indigenous theorists, among them Gerald Vizenor (Anishinaabe), Jeannette Armstrong (Okanagan), Craig Womack (Creek), Kimberley Blaeser (Anishinaabe), Emma LaRocque (Métis), Daniel Heath Justice (Cherokee), Janice Acoose (Saulteaux), and Jo-Ann Episkenew (Métis). Also included are settler scholars foundational to the field, including Helen Hoy, Margery Fee, and Renate Eigenbrod. Among the newer voices are both settler and Indigenous theorists such as Sam McKegney, Keavy Martin, and Niigaanwewidam Sinclair.

The volume is organized into five subject areas: Position, the necessity of considering where you come from and who you are; Imagining Beyond Images and Myths, a history and critique of circulating images of Indigenousness; Debating Indigenous Literary Approaches; Contemporary Concerns, a consideration of relevant issues; and finally Classroom Considerations, pedagogical concerns particular to the field. Each section is introduced by an essay that orients the reader and provides ideological context. While anthologies of literary criticism have focused on specific issues related to this burgeoning field, this volume is the first to offer comprehensive perspectives on the subject.

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