

## **Rethinking Indigeneity: A Special Issue of *Litcrit* on Indigenous Studies**

**December 2017**

Indigenous studies today has been gaining much emphasis world-wide since it promotes and initiates cross-disciplinary research and teaching in a wide range of areas of relevance to Indigenous peoples. It is therefore imperative to have an understanding of Indigenous cultures and histories and ensure that Indigenous knowledge, perspectives and experiences are respected, valued, accessed and incorporated into all learning environments in the context of an increasing globalized world. Recognized as “Aborigines” in Australia, as Maori in New Zealand, as “First Nations” in Canada, as “Indigenous” in the United States, as “Janajatis” in India or as “Tribes” in anthropology, as “Notified Communities” in the administrative parlance of many countries, as “Indigenous People” in the discourse of Human Rights, and as “Adivasis” in the terminology of Asian activists, these variously described communities are far too numerous and dispersed in geographical locations to admit of a single inclusive description. (Ganesh Devy, 2009)

Today, the concerns of Indigenous performers and scholars are directly related to the destructive presumptuousness, distortion and ignorance to which many of their traditions have been subjected. It has often been predicated on mythical notions of superiority on the basis of race and gender. It is, therefore, only possible to forge connections by being sensitive to specific historical and discursive practices which in turn, would involve a different construction in reading/ learning/ understanding practices. The special issue on Indigenous Studies would explore issues related to questions on Indigeneity and the Indigenous as agents rather than as objects of change. The Issue invites papers from across the Humanities and Social Sciences focussing on these conceptual frameworks, thereby renegotiating the dynamics of identity, margins, territorialisation, ethnicities, race and gender in terms of socio-political realities and aesthetics of culture. Further, the volume would encourage new conversations and new models of critical thought related to Indigenous Studies as a discipline and as a pedagogic practice. Topics might include but are not limited to:

- Boundaries and transgressions
- Sexualities and race
- Languages and discourse
- Sovereignty and de-territorialisation
- Journeys, Mapping, Explorations
- Memory and remembrance
- Indigenous rights and migration studies
- Reclamation and healing
- The Oral in the Written
- Literary history and generic configurations
- Forgotten histories and re-enactments
- Peripheral modernity's and shifting identities
- Cosmopolitanism and multiculturalism
- Archival repository vs. contemporary existence

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Papers addressing a particular Indigenous topic or theme (within 4000 – 5000 words, MLA Style sheet – 7<sup>th</sup> Edition) must be submitted to [litcrit@gmail.com](mailto:litcrit@gmail.com) by June 1, 2017. All papers would be peer-reviewed.