

**FACULTY OF ARTS**  
**DEPARTMENT OF ENGLISH**  
**COURSE OUTLINE W'20**

**ENGL 607.39 Theoretical and Cultural Studies: The Law and Literature:  
Centering the Margins**

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**Instructor:** Rain Prud'homme-Cranford  
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**Sessions:** T: 9:30 – 12:15pm; SS 1015  
**Office Hours:** T: 3:30-4:30pm;  
**R: 12:30-1:30pm and by appointment**

**E-Mail Policy:** The Professor will strive to answer email within 24hrs. However, email is turned off after 8pm. If an emergency should ever arise during finals, a message can be theft with English department. Arrangements will be made. Your health and wellness come first.

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**Course Description:** African American author and activist Ralph Ellison writes, “that even within the mystery of the legal process, the law was colored and rigged against my people.” Moreover, Eel River Mi'kmaw lawyer, Pam Palmater says, “Canada is **killing our people (FNMI), and if Canadians don't stand up and stand beside us and stand in partnership with us, more people are going to die.**” The policies and practices that have been both written and under-written to erase and undermine Indigenous, African, Asian, Latinx, LGBTAIQ2S, and other marginalized peoples are at the crux of our examination of law and literature. This graduate class asks us as a community of scholars to consider how law, policy, treaties, and resistance factor in literary productions by historically marginalized populations (ex: FNMI/Indigenous, Peoples of Color, Gender/LGBAITQ2S, non-Christian religious groups, Refugees, and the economically disadvantaged). The histories of capitalistic white heteronormativity and settler colonialism that have underwritten the legal policymaking practices in Canada and the US continue to disenfranchise, erase, and gate-keep access from peoples based on hierarchical binary constructions of race, religion, culture, sexuality/gender, and economics. Acts of resistance to these policy-making practices have taken forms in literature in Canada and the U.S. As a class, we will examine the connections between art as resistance, law making and marginalized communities, and art’s interrogation of the relationship between equality and equity. Reading across textual mediums (treaty, literature, law, government documents, film, music) we will practice putting text “into council,” so we might come to a better understanding of the conversations and artistic impacts within BIPOC/ALANA/2SQ communities in Canada and the USA as they interrogate law & policy. The reading load is rigorous and discussion is mandatory.<sup>1</sup>

**Objectives and Expectations:** Students will be responsible for course readings, expanding vocabulary, homework, presentations, writing and research assignments, group work, and a

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<sup>1</sup> The reading load is approximately book length (200-300pgs) per week.

final seminar paper. As a class we will use a variety of texts to develop writing, cultural, and historic knowledge, and research skills. This will cumulate in a final seminar paper project.

- Students will learn to read for and consider how literature as a cultural practice responds to and reflects the epistemological structures of BIPOC/ALANA/2SQ storytelling and theory, while showcasing BIPOC/ALANA/2SQ persistence/resistance/endurance within the social and political context.
- Students will engage with theory/texts as a response to law & policy, social constructs, as social commentary, and as a reflection of specific epistemologies, rhetorical practices, and hermeneutics.
- Students will reflect on connections between art and literature as resistance and endurance to constructs of the settler nation-state, and theory-making to story-making.
- Students will learn to read political, legal, and policy tensions, conversations, subversion, and resistance within literatures and arts created by BIPOC/ALANA/2SQ storytelling and theory, while showcasing BIPOC/ALANA/2SQ
- Students will connect readings with historic events, ideologies and “isms,” (i.e. colonialism, racism, imperialism, idealism, modernism, feminism, etc).
- Students will learn to read for specific themes prevalent in particular constructs of landbase, culture, history, gender, sovereignty, class, race, and power.
- All assignments are due when specified. No exceptions.
- All written essays and formal papers must be in MLA style explicitly.
- All students are required to fully participate in class discussions and are to be graded according to their vocal and intellectual participation. Those who choose not to participate will not be given participation credit.

### **Required Texts<sup>2</sup>**

#### **Practice:**

Cooper, Afua. *The Hanging of Angélique: the Untold Story of Canadian Slavery and the Burning of Old Montréal*. University of Georgia Press, 2007. (Text)

Cruse, Howard. *Stuck Rubber Baby*. Titan, 2011. (Comic)

Ward, Jesmyn. *Sing, Unburied, Sing: a Novel*. Scribner, 2018. (Novel)

Hernandez, Catherine. *Scarborough*. CELA, 2018. (Novel.)

Halfe, Louise. *Burning in This Midnight Dream*. Coteau Books, 2016. (Selections from: Poetry)

Washburn, Frances. *Elsie's Business*. University of Nebraska Press, 2006. (Novella)

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<sup>2</sup> All texts may be purchased the UC Bookstore. **However, as your professor, I encourage you to select a method of purchase/borrow that is most economically reasonable for you including but not limited to: amazon; kindle e-books; used books from online vendors.**

Wong, David H. T. *Escape to Gold Mountain: a Graphic History of the Chinese in North America*. Arsenal Pulp Press, 2012. (Comic)

Knowles, Beyonce. "Lemonade Film." *Vimeo*, Apr. 2016, [vimeo.com/260674272](https://vimeo.com/260674272). (Visual Album)

[Lightening, Georgina, director. \*Older than America\*. IFC, 2008.](#) (Film)

McTair, Roger, director. *Journey to Justice*. National Film Board of Canada, 2000, [www.nfb.ca/playlists/nfb\\_celebrates\\_black\\_history\\_month/playback/#7](http://www.nfb.ca/playlists/nfb_celebrates_black_history_month/playback/#7) (Film Short)

Waln, Frank. "Treaties." *Frank Waln*, 9 Feb. 2017, [frankwaln47.bandcamp.com/track/treaties](http://frankwaln47.bandcamp.com/track/treaties) (Song)

Faizullah, Tarfia. *Registers of Illuminated Villages: Poems*. Graywolf Press, 2018. (Poetry)

Campbell, Maria. *The Red Dress*. National Film Board of Canada, 1 Jan. 1978, [www.nfb.ca/film/red\\_dress/](http://www.nfb.ca/film/red_dress/) (Film Short)

Chartrand, Martine, director. *Black Soul*. National Film Board of Canada, 2000, [www.nfb.ca/playlists/nfb\\_celebrates\\_black\\_history\\_month/playback/#13](http://www.nfb.ca/playlists/nfb_celebrates_black_history_month/playback/#13) (Film Short)

### Law, Policy, & Theory:<sup>3</sup>

Maynard, Robyn. *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Fernwood, 2017. (Selections from).

Ellison, Ralph. *Going to the Territory*. Vintage Books, a Division of Random House, 1995. Essays (Selections from).

Northern Affairs Canada. "Treaty Research Report - Treaty Seven (1877)." *Government of Canada; Indigenous and Northern Affairs Canada; Communications Branch*, 15 Sept. 2010, [www.aadnc-aandc.gc.ca/eng/1100100028789/1100100028791](http://www.aadnc-aandc.gc.ca/eng/1100100028789/1100100028791). (Treaty)

[Hildebrandt, Walter, et al. \*The True Spirit and Original Intent of Treaty 7\*. McGill-Queen's University Press, 1996.](#) (selected from)

"MMIWG Calls for Justice.": *The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls*, 2019, [www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Calls\\_for\\_Justice.pdf](http://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Calls_for_Justice.pdf). (Gov. Doc.)

TRC Canada. "Truth and Reconciliation Commission of Canada: Calls to Action." *Truth and Reconciliation Commission of Canada*, 2015, [trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf). (Gov. Doc)

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<sup>3</sup> These are a list of *selected OR possible readings* (hyperlinked in the online version of your syllabus OR uploaded as PDFs.)

Deer, Sarah. *Beginning and End of Rape Confronting Sexual Violence in Native America*. University of Minnesota Press, 2016. (Selection From)

Byrd, Jodi. "Loving Unbecoming: The Queer Politics of the Transitive Native." *Critically Sovereign: Indigenous Gender, Sexuality, and Feminist Studies*, Duke University Press, 2017, pp. 207–228. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4832129> (chapter)

Bhuyan, Rupaleem, et al. "Branding 'Canadian Experience' in Immigration Policy: Nation Building in a Neoliberal Era." *Int. Migration & Integration*, vol. 18, no. 1, pp. 47–62. (article)

"Canada's Slavery Secret: The Whitewashing of 200 Years of Enslavement | CBC Radio." *CBCnews*, CBC/Radio Canada, 28 June 2018, [www.cbc.ca/radio/ideas/canada-s-slavery-secret-the-whitewashing-of-200-years-of-enslavement-1.4726313](http://www.cbc.ca/radio/ideas/canada-s-slavery-secret-the-whitewashing-of-200-years-of-enslavement-1.4726313) (audio interview)

Canadian Museum of Immigration. "Chinese Immigration Act 1923." *Chinese Immigration Act, 1923 | Pier 21*, [pier21.ca/research/immigration-history/chinese-immigration-act-1923](http://pier21.ca/research/immigration-history/chinese-immigration-act-1923) (legal summary)

Legislative Services Branch. "Consolidated Federal Laws of Canada, Civil Marriage Act." *Civil Marriage Act*, 2005, [laws-lois.justice.gc.ca/eng/acts/c-31.5/page-1.html](http://laws-lois.justice.gc.ca/eng/acts/c-31.5/page-1.html) (law/legal summary)

History.com Editors. "Jim Crow Laws." *History.com*, A&E Television Networks, 28 Feb. 2018, [www.history.com/topics/early-20th-century-us/jim-crow-laws](http://www.history.com/topics/early-20th-century-us/jim-crow-laws) (legal/historic summary)

## Major Assignments

1. Legal/Literary Archival Records: Students will make use of the many avenues for archival research, be it digitally, at museums, libraries, courthouses, university special collection, etc. Two documents that relate to law, policy, or literature that can be of use to student research projects or elucidation of course group question discussion should be acquired before the midterm of the semester. Copies will be turned in online on d2l. 5%

2. Group Discussion/Presentation: Each student will work in a group to be responsible for leading class discussion of a text ONCE during the semester. Discussion will include distributing four questions to guide class 48 hours before class on d2l, tying class discussion to themes in class, tying class discussion to previous texts, and working with professor to bring major issues (connecting to law and/or policy practices) in text to class discussion. 15%

3. Digital Self-Reflexivity Journal: Starting the *second week* of class, students will be responsible for recording (mp3) or [vlogging](#) a journal response to the readings/texts **every week** over the course of the semester. Students will reflect on themes and observations from the readings and their own personal thoughts/responses/questions/stories etc inspired/in conversation with that week's readings. Each entry should do the following:

- a. engage the full readings for the week;
- b. include a section your understanding of *critical* summary of key points;
- c. connect the reading to theme of course
- d. Self-reflexivity (how you connect or struggle to connect personally to

the reading).

Journal responses should be approximately 15-35 minutes long and are due **by 11pm** on Tuesday before the class discussion Thursday. Responses will be graded as follows: Pass (P)/Fail (F) 10%

4. Resource Portfolio: Students will be responsible for creating an annotated resources portfolio online. This will include articles, books, law and policy studies/court cases, and/or images. Each resource will have an annotated description describing the work. Over the course of the semester, students should accumulate five peer-reviewed articles/books, five creative works (fiction, poetry, visual art and/or music) and five law and policy studies/court cases. 20%
5. Research Paper 17-25 page double-spaced 12 pt. Times New Roman font, MLA-formatted final research paper. This paper is to be a researched paper exploring literature/art and or pedagogical conversations around current historical/conversational/critical approaches around law and literature or interpretations of literature/art. Proposals written in the form of an abstract of between 1-2 pages are due to me by **March 25th** via online. This paper is due **April 9<sup>th</sup>** via online with a hard copy the last day of class. Students will schedule meetings with instructor to review paper comments and grade during finals week. 40%
6. Class Discussion/Participation is 10% of your grade.

There is no registrar-scheduled exam in this course.

### Grading system:

Grades are calculated according to the 4 point scale used in the *Graduate Calendar*: <https://www.ucalgary.ca/pubs/calendar/grad/current/gs-g-1.html>

Grade	Grade Point Value	Graduate Description
A+	4.00	Outstanding
A	4.00	Excellent-superior performance showing comprehensive understanding of the subject matter
A-	3.70	Very good performance
B+	3.30	Good performance
B	3.00	Satisfactory performance
B-	2.70	Minimum pass for students in Faculty of Graduate Studies
C+	2.30	All grades below B- are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.
C	2.00	
C-	1.70	
D+	1.30	

D	1.00	
F	0.00	

Please note: A B- is considered a minimum pass for students in the Faculty of Graduate Studies.

Although the A+ is solely an honorific that entails no additional points in the four-point system, the course instructor will employ this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

In the case of Instructors using numerical marks in the grading of term work, the departmental conversion chart applies.

90 + %	A+	4.0
85 – 89 %	A	4.0
80 – 84 %	A–	3.7
77 – 79 %	B+	3.3
74 – 76 %	B	3.0
70 – 73 %	B–	2.7
67 – 69 %	C+	2.3
64 – 66 %	C	2.0
60 – 63 %	C–	1.7
55 – 59 %	D+	1.3
50 – 54 %	D	1.0
0 – 49 %	F	0

### Participation

Participation as university scholars working together to better our understanding of the writing and critical literary criticism process, historic and contemporary Indigenous issues, cultural sustainability, and critical engagement with and by Indigenous Peoples is imperative to learning and mastering the process of interdisciplinary studies within Indigenous Studies and Literary Criticism. Participation consists of clarifying content questions or questions that require students to apply what they have learned and/or read for class. Students will be graded on their participation in the discussions as well as the quality of their responses. Coming to class prepared (books, homework, writing utensils) also qualifies as participation. **Only students present for the discussion will be given the points.** Your participation is mandatory for your individual academic growth and our collective growth as scholars dialoguing our knowledge.

**Community** is key in all things. This classroom is a community setting. ***For our community to function we must be beholden to reciprocity.*** Class Discussion/Participation is 10% of your grade.

**Essays and Paper format:** All writing assignments SHOULD engage analytic responses and be MLA formatted, following MLA format layout and citation/works cited formats. Your instructor will give detailed instructions before each essay assignment.

**Revision Policy:** Please note: I do not allow revisions on papers. I **do** meet with students to go over paper drafts.

**Late Work:** Your assignments are due on time at the start of class, not later in the day. For every class meeting day an assignment is late, students will be docked one full letter grade (i.e. A+ to A-; B+ to B-; C+ to C- etc). Once the assignment is worth less than 60% (C-; less than 60% of the original assignment value) it will not be accepted, and the student will earn a zero. (For serious or extenuating circumstances, contact the instructor as soon as possible. Arrangements will be made at the instructor's discretion.)

**Attendance:** As graduate work relies greatly on our processes of conversation, dialogues, and considering content as a community of scholars, your attendance at every class meeting is required. Absences should be saved for illness, conferences, religious observances, funerals, family/cultural/community events that require your attendance, court dates, and job interviews. Should a situation arise that will require your absence in excess of missing three classes, *please notify me as soon as possible*. The instructor reserves the right to drop your final grade one letter grade if you miss more than three classes without notifying/making arrangements with the instructor prior to the absences. If a conflict arises between your obligation to attend class and an obligation to the university, or personal, family, or community obligations it is your responsibility to see me in advance, hand in all assignments, and to make up work missed during your absence. *I will happily work with you so we can find a way to success in the course, but communicating will be key.*

### **Classroom Decorum and Respect**

Students and the instructor will seek to foster a community environment that is conducive to scholarly dialogue. This means respect of your peers and instructor is MANDATORY. Respect includes but is not limited to: NO CELL PHONE USE (THIS INCLUDES TEXTING), carrying on conversations while someone is speaking, reading non-class material in class, using gender, classiest, sizest and/or racially biased language, and unapproved electronic devices.

### **Plagiarism:**

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism. <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

### **English Department Website:**

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <http://english.ucalgary.ca/graduate>. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

### **Writing support:**

The Student Success Centre offers both online and workshop writing support for U of C students. <http://www.ucalgary.ca/ssc/writing-support>

### **Library and Research Support:**

Melanie Boyd Librarian for English, offers research support to students, including strategies for

finding articles, books, and other library materials. Contact: [maboyd@ucalgary.ca](mailto:maboyd@ucalgary.ca).

Find The English Pages research guide here: [https://library.ucalgary.ca/sb.php?subject\\_id=52619](https://library.ucalgary.ca/sb.php?subject_id=52619)

**Follow the Department of English on Facebook & Twitter:**



**Academic regulations and schedules:**

Consult the Department of English's graduate website for courses, departmental deadlines, and other related program information at <https://arts.ucalgary.ca/english>. Consult the Faculty of Graduate Studies Calendar for university and faculty regulations, dates, deadline, fees, and schedules, student, faculty and university rights and responsibilities. The homepage for the Faculty of Graduate Studies Calendar is <http://grad.ucalgary.ca>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact the Graduate Office at 403 220 5484 or visit us in Social Sciences Tower 1148 in the first instance.

For program planning and advice, contact the Graduate Program Administrator at [enggrad@ucalgary.ca](mailto:enggrad@ucalgary.ca) to make an appointment with Dr. Suzette Mayr, Graduate Program Director.

**Grade appeals:**

Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that "mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision."

<http://www.ucalgary.ca/pubs/calendar/current/i.html>

**Deferral of term work and final examinations:**

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar: <http://www.ucalgary.ca/pubs/calendar/current/g-6.html>,

<http://www.ucalgary.ca/pubs/calendar/current/g-7.html>.

**Student Accommodations:**

**ACADEMIC ACCOMMODATIONS**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with

Disabilities <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

The full policy on Student Accommodations is available

at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf)

**Emergency Evacuation/Assembly Points:** <http://www.ucalgary.ca/emergencyplan/assemblypoints>;

**Freedom of Information and Protection of Privacy Act:**

<http://www.ucalgary.ca/legalservices/foip/>

**“Safewalk” Program:**

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

**Contact for the Graduate Student Association:** <http://gsa.ucalgary.ca/>

**Contact for Students Ombudsman’s Office:** <https://www.ucalgary.ca/student-services/ombuds/role>

**Universal Student Ratings of Instruction (USRI):**

"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference – please participate in USRI Surveys."

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>.

**PLAGIARISM**

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

**The University Calendar states:**

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- b) parts of the work are taken from another source without reference to the original author,
- c) the whole work (e.g., an essay) is copied from another source, and/or,
- d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your

sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://owl.english.purdue.edu/owl/resource/747/01/>

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see

<https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

### **DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT**

According to the University Calendar, <https://www.ucalgary.ca/pubs/calendar/current/k-2.html>

“The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, ..., to respect, appreciate, and encourage diversity, [and] to display care and concern for community”. The Department of English, like the university as a whole, is committed to a “positive and productive learning and working environment.” This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that “seriously disrupts the lawful education and related activities of students and/or university staff”. Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.

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**THE INSTRUCTOR RESERVES THE RIGHT TO ADD OR AMEND TO THIS SYLLABUS OR SCHEDULE AT ANYTIME**

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*“...we need a r/evolution of the mind. we need a r/evolution of the heart. we need a r/evolution of the spirit. the power of the people is stronger than any weapon. a people's r/evolution can't be stopped. we need to be weapons of mass construction. weapons of mass love. it's not enough just to change the system. we need to change ourselves. we have got to make this world user friendly. user friendly.” ~Assata Shaku*

