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Armah's Fiction

A Study in Decolonising Cultural Hegemony

On the novels of Ayi Kwei Armah, b. 1939, English author from Ghana.

Decolonising the History Curriculum

Euro-centrism and Primary Schooling

Springer Nature **This book calls for a reconceptualisation and decolonisation of the Key Stage 2 national history curriculum. The author applies a range of theories in his research with White-British primary school teachers to show how decolonising the history curriculum can generate new knowledge for all, in the face of imposed Eurocentric starting points for teaching and learning in history, and dominant white-cultural attitudes in primary school education. Through both narrative and biographical methodologies, the author presents how teaching and learning Black-British history in schools can be achieved, and centres his Black-British identity and minority-ethnic group experience alongside the immigrant Black-Jamaican perspective of his mother to support a framework of critical thinking of curriculum decolonisation. This book illustrates the potential of transformative thinking and action that can be employed as social justice for minority-ethnic group children who are marginalized in their educational development and learning by the dominant discourses of British history, national building and national identity.**

The Post-colonial Studies Reader

Taylor & Francis **Boasting new extracts from major works in the field, as well as an impressive list of contributors, this second edition of a bestselling Reader is an invaluable introduction to the most seminal texts in post-colonial theory and criticism.**

Decolonizing Communication Studies

Cambridge Scholars Publishing **This volume examines the effects of the decolonization of communication studies. It shows that the discipline has undergone a rapid paradigm shift since the launching of the Ferment in the Field special edition of the Journal of Communication, in which scholars were called upon to rethink the field because of the crisis it was facing.**

Across the Lines

Intertextuality and Transcultural Communication in the New Literatures in English

BRILL This third volume of ASNEL Papers covers a wide range of theoretical and thematic approaches to the subject of intertextuality. Intertextual relations between oral and written versions of literature, text and performance, as well as problems emerging from media transitions, regionally instructed forms of intertextuality, and the works of individual authors are equally dealt with. Intertextuality as both a creative and a critical practice frequently exposes the essential arbitrariness of literary and cultural manifestations that have become canonized. The transformation and transfer of meanings which accompanies any crossing between texts rests not least on the nature of the artistic corpus embodied in the general framework of historically and socially determined cultural traditions. Traditions, however, result from selective forms of perception; they are as much inventions as they are based on exclusion. Intertextuality leads to a constant reinforcement of tradition, while, at the same time, intertextual relations between the new literatures and other English-language literatures are all too obvious. Despite the inevitable impact of tradition, the new literatures tend to employ a dynamic reading of culture which fosters social process and transition, thus promoting transcultural rather than intercultural modes of communication. Writing and reading across borders becomes a dialogue which reveals both differences and similarities. More than a decolonizing form of deconstruction, intertextuality is a strategy for communicating meaning across cultural boundaries.

Critical Engagements on African Literature

An Offering to Professor Isidore Diala

Cambridge Scholars Publishing Beyond the critical examination of Isidore Diala's award-winning poetry and drama, the essays in this collection offer fresh insights on the complex methodological and theoretical patterns underlying the readings of African literary landscapes. This is the first book to devote considerable attention to the study of Diala's creative works *The Pyre* (drama) and *The Lure of Ash* (poetry). The majority of the contributors here are selected from among the finest of Diala's former teachers, colleagues and students who know him very closely. The collection addresses fertile areas of African literary expression, such as the relationship between literature and national history, African ritual aesthetics; affirmation, denial and ambivalence as products of social constructions; and exile, migration and home-coming. Contributions also explore poetry and poetic truths; semiotics; anticolonial revolutions and postcolonial implosions; oil politics; discontent and militancy; and feminism and gender politics. The book stands out among its peers, and offers great insights to scholars, researchers and teachers working in the fields of African literature, cultures and aesthetics.

Decolonising the mind

the politics of language in African literature

East African Publishers

Constructing a New Canon of Post-1980s Indian English Fiction

Cambridge Scholars Publishing The literary canon implies the evaluation or estimation of certain literary texts as the most important during a particular time. The canon is not merely a set of texts; it is a set of standards, evaluative procedures and values. Belonging to a canon confers a guarantee of literary greatness. A canon is formed, by a particular group, to channelize cultural hegemony over others, or, can be constructed, by a governed group, to bring about cultural symmetry. The rise of diverse literatures in English in different parts of the world after the colonial rule of England was the consequence of an urge to articulate a cultural equilibrium or an urge to strike back. The process of canon formation is also a

focused and bigoted act, and is always carried out to accomplish certain self-centred objectives. It is commonly accepted that canon formation is executed to accomplish or naturalize certain ideological functions. In the sphere of Indian English literature, Indian English fiction after the end of the 1980s has emerged as a new “canon”. This book looks into the process of literary canon formation in Indian universities, and examines such fiction as an alternative literary canon and as an anti-imperialistic response to the British literary canon. The book ascertains the anti-imperialistic design involved in forming the canon of post-1980 Indian English fiction, examines the gradual emerging trends in such fiction, and discerns the role of language, culture, and native ethos in the formation of a canon. It also differentiates post-1980s Indian English fiction from British fiction, bhasa fiction, and even from pre-1980s Indian English fiction.

Decolonizing Methodologies

Research and Indigenous Peoples

Bloomsbury Publishing 'A landmark in the process of decolonizing imperial Western knowledge.' Walter Mignolo, Duke University To the colonized, the term 'research' is conflated with European colonialism; the ways in which academic research has been implicated in the throes of imperialism remains a painful memory. This essential volume explores intersections of imperialism and research - specifically, the ways in which imperialism is embedded in disciplines of knowledge and tradition as 'regimes of truth.' Concepts such as 'discovery' and 'claiming' are discussed and an argument presented that the decolonization of research methods will help to reclaim control over indigenous ways of knowing and being. Now in its eagerly awaited second edition, this bestselling book has been substantially revised, with new case-studies and examples and important additions on new indigenous literature, the role of research in indigenous struggles for social justice, which brings this essential volume urgently up-to-date.

Paradoxes of Postcolonial Culture

Contemporary Women Writers of the Indian and Afro-Italian Diaspora

State University of New York Press Explores postcolonial discourse from the standpoint of feminism and writers in minority languages.

The Pedagogies of Cultural Studies

Routledge This volume provides an exploration of the manifold ways pedagogy is enacted in cultural studies practice. Pedagogy in the book comes to stand as far more than simply the "art of teaching"; contributors explore how pedagogy defines and shapes their practice as cultural studies scholars. Chapters variously highlight the role of pedagogy in cultural studies practice, including formal, classroom situations where cultural studies is deployed to teach as part of degree or coursework programs, but importantly also as something removed from the formal classroom, as situated within the research act via public engagement or through social activism as a public pedagogy. In so doing, the book chart a course for understanding cultural studies as an active and engaged discipline interested in understanding cultural flows and production as sites of learning and exchange.

Critical Perspectives on Hollywood Science Fiction

A Neoliberal Crisis?

Cambridge Scholars Publishing The 2003 invasion of Iraq and the global recession of 2008 have contributed heavily to popular criticism of neoliberalism. This book investigates James Cameron's *Avatar* (2009), Neill Blomkamp's *District 9* (2009) and *Elysium* (2013), Len Wiseman's *Total Recall* (2012) and the Wachowskis' and Tom Tykwer's independent epic *Cloud Atlas* (2012) to examine how far this model is critically interrogated in science fiction cinema. The subject is a critical one upon reflection of the role that a heavily ingrained

allegiance to neoliberal and colonial discourse in mainstream politics and media has played in the rise of populist right-wing politics, growing worldwide income inequality, and, in particular, cultivating racist attitudes towards the Other.

Postwar British Literature and Postcolonial Studies

Edinburgh University Press Explores a wide range of writers through the lens of postcolonial theory, focusing on themes of imperialism and decolonisation, globalisation and national identity.

Modeling Minority Women

Heroines in African and Asian American Fiction

Routledge This powerful study reconceptualizes ideas of ethnic literature while investigating the construction of ethnic heroines, shifting the focus away from cultural politics and considering instead narrative or poetic qualities which involve surprising relationships between Anglo-American women's writing and fiction produced by Asian American and African American women authors.

Decolonizing Translation

Francophone African Novels in English Translation

Routledge The linguistically innovative aspect of Francophone African literature has been recognized and studied from a variety of angles over recent decades, yet little attention has been paid to what happens to such literature when it is translated into another language. Taking as its corpus all sub-Saharan Francophone African texts that have ever been published in English, this book explores the ways in which translators approach innovative features such as African-language borrowings, neologisms and other deliberate manipulations of French, depictions of sociolinguistic variation, and a variety of types of wordplay. The implications of their translation decisions are drawn out with reference to the broader significances that are often accorded to postcolonial literature, and earlier critics' calls for a decolonized translation practice are explored from both a practical and theoretical angle. These findings are used to push towards a detailed investigation of the postcolonial turn in translation studies, drawing on the work of key postcolonial theorists such as Homi K. Bhabha and Gayatri Spivak. This is a timely and incisive critical assessment of contemporary discourses on the ethics and politics of translation.

Decolonizing Feminisms

Race, Gender, and Empire-building

UNC Press Books Donaldson presents new paradigms of interpretation that help to bring the often oppositional stances of First versus Third World and traditional versus postmodern feminism into a more constructive relationship. She situates contemporary theoretical debates about reading, writing, and the politics of identity within the context of historical colonialism--primarily under the English in the nineteenth century.

Ethics After Idealism

Theory, Culture, Ethnicity, Reading

[Indiana University Press](#) Recognizing the necessity for a critique of idealism constitutes for Chow an ethics in the postcolonial, postmodern age. In particular, she uses "ethics" to designate the act of making decisions - in this context, decisions of reading - that may not immediately conform with prevalent social mores of idealizing our others but that, nonetheless, enables such others to emerge in their full complexities.

Contemporary American Fiction in the European Classroom

Teaching and Texts

[Springer Nature](#)

Past Imperfect

Time and African Decolonization, 1945-1960

[Liverpool University Press](#) This book proposes to examine French and Francophone intellectual history in the period leading to the decolonization of sub-Saharan Africa (1945-1960). The analysis favours the epistemological links between ethnology, museology, sociology, and (art) history. In this discussion, a specific focus is placed on temporality and the role ascribed by these different disciplines to African pasts, presents, and futures. It is argued here that the post-war context, characterized, inter alia, by the creation of UNESCO, the birth of *Présence Africaine* and the prevalence of existentialism, bore witness to the development of new regimes of historicity and to the partial refutation of a progress-based modernity. This investigation is predicated on case studies from West and Central Africa (AOF, AEF and Belgian Congo) and, whilst adopting a postcolonial methodology, it explores African and French authors such as Georges Balandier, Cheikh Anta Diop, Frantz Fanon, Chris Marker, Joseph Ki-Zerbo, Claude Lévi-Strauss, Alain Resnais, Jean-Paul Sartre and Placide Tempels. This study explores the intellectual legacy of the 'long nineteenth century' and the difficulty encountered by these authors to articulate their anti-colonial agenda away from the modern methodologies of the 'colonial library'. By focussing on issues of intellectual alienation, this book also demonstrates that the post-WW2 period foreshadowed twenty-first century debates on extroversion, racial inequalities, the decolonization of history, and cultural (mis)appropriation.

The Consequences of Modernity

[John Wiley & Sons](#) In this major theoretical statement, the author offers a new and provocative interpretation of the institutional transformations associated with modernity. We do not as yet, he argues, live in a post-modern world. Rather the distinctive characteristics of our major social institutions in the closing period of the twentieth century express the emergence of a period of 'high modernity,' in which prior trends are radicalised rather than undermined. A post-modern social universe may eventually come into being, but this as yet lies 'on the other side' of the forms of social and cultural organization which currently dominate world history. In developing an account of the nature of modernity, Giddens concentrates upon analyzing the intersections between trust and risk, and security and danger, in the modern world. Both the trust mechanisms associated with modernity and the distinctive 'risk profile' it produces, he argues, are distinctively different from those characteristic of pre-modern social orders. This book build upon the author's previous theoretical writings, and will be of fundamental interest to anyone concerned with Giddens's overall project. However, the work covers issues which the author has not previously analyzed and extends the scope of his work into areas of pressing practical concern. This book will be essential reading for second year undergraduates and above in sociology,

politics, philosophy, and cultural studies.

Centering African Proverbs, Indigenous Folktales, and Cultural Stories in Curriculum Units and Lesson Plans for Inclusive Education

Canadian Scholars A vital resource for educators, this collection offers reflections on and samples of units and lessons with an anti-racism orientation that promote inclusive educational practices for today's increasingly diverse K-12 classrooms. Engaging with multicentric cultural knowledges and stories, the contributors—consisting of classroom teachers, community workers, and adult educators—present units and lesson plans that challenge the Eurocentricity of curriculum design while also having practical applicability within various North American curricular models. These curriculum designs make space for students' lived experiences inside the classroom and amplify critical social values, such as community building, social justice, equity, fairness, resistance, and collective responsibility, thereby addressing the issue of youth disengagement and promoting productive inclusion. Rich with sample units and lessons that are grounded in African oral traditions, this ground-breaking resource features critical guiding questions, suggestions for ongoing and culminating classroom activities, templates and resources, and notes to the teacher. *Centering African Proverbs, Indigenous Folktales, and Cultural Stories in Curriculum* is an essential tool for practising teachers, professional learning providers, and students in education and teaching programs across Canada and the United States.

Indigenous Knowledges, Development and Education

BRILL Indigenous knowledges are the subject of much discussion and debate in many contemporary academic fields. This is no less true in the fields of education and development studies—two fields with long histories of interaction with indigenous knowledges and peoples. Yet, despite this similar level of interest and interaction, there has yet to emerge a book that draws together the two fields as they interact with and learn from indigenous epistemologies.

Designing Second Language Study Abroad Research

Critical Reflections on Methods and Data

Springer Nature This edited book brings together contributions from scholars in different international and educational contexts to take a critical look at the design and implementation of second language Study Abroad Research (SAR). Examining data sources and types, research paradigms and methods, and analytic approaches, the authors not only provide insight into the field as it currently stands, but also offer recommendations for future research, with the aim of revitalizing inquiry in the field of SAR. This book will be of interest to applied linguists, as well as educators and education scholars with an interest in researching international study.

Culture in the Age of Three Worlds

Verso Before the midpoint of the twentieth century, culture as a subject was routinely relegated to the background of any period's study. From the 1950s on, however, it moved very clearly to the foreground. Suddenly culture was everywhere: no longer the property of an elite, the masses had a culture and culture had a mass. Accordingly, the study of culture and the critique of culture became an increasingly central part of political and intellectual life—the cultural turn, as it came to be known in the humanities and social sciences. This book is a product of and a reflection on that cultural turn, which Michael Denning argues was a fundamental aspect of the age of three worlds, that short half-century (1945-1989) when it was imagined that the world was divided into three—the capitalist first world, the communist second world, and the decolonizing third world. Recasting the legacies of British cultural studies and the radical traditions of the American studies movement in a global context, Denning analyses the political and intellectual battles over the meanings of culture, addresses the rise of a distinctive "American ideology" based on this short "American century", and charts the lineaments of the global cultures that emerged as three worlds gave way to one.

Decolonizing Modernism

James Joyce and the Development of Spanish American Fiction

Routledge James Joyce's *Ulysses* (1922) has been recognized as a central model for the Spanish American 'New Narrative'. Joyce's linguistic and technical influence became the unequivocal sign that literature in Spanish America had definitively abandoned narrow regionalist concerns and entered a global literary canon. In this bold and wide-ranging study, Jose Luis Venegas rethinks this evolutionary conception of literary history by focusing on the connection between cultural specificity and literary innovation. He argues that the intertextual dialogue between James Joyce and prominent authors such as Argentines Jorge Luis Borges and Julio Cortazar, Cuban Guillermo Cabrera Infante, and Mexican Fernando del Paso, reveals the anti-colonial value of modernist form. Venegas explores the historical similarities between Joyce's Ireland during the 1920s and Spanish America between the 1940s and 70s to challenge depoliticized interpretations of modernist aesthetics and propose unsuspected connections between formal experimentation and the cultural transformations demanded by decolonizing societies. Jose Luis Venegas is Visiting Assistant Professor of Spanish at the University of North Carolina at Greensboro.

Redefining Translation and Interpretation in Cultural Evolution

IGI Global Culture has a significant influence on the emerging trends in translation and interpretation. By studying language from a diverse perspective, deeper insights and understanding can be gained. *Redefining Translation and Interpretation in Cultural Evolution* is a pivotal reference source for the latest scholarly research on culture-oriented translation and interpretation studies in the contemporary globalized society. Featuring coverage on a range of topics such as sociopolitical factors, gender considerations, and intercultural communication, this book is ideally designed for linguistics, educators, researchers, academics, professionals, and students interested in cultural discourse in translation studies.

Decolonising the University

Pluto Press (UK) In 2015, students at the University of Cape Town demanded the removal of a statue of Cecil Rhodes, the imperialist, racist business magnate, from their campus. The battle cry '#RhodesMustFall' sparked an international movement calling for the decolonisation of the world's universities. Today, as this movement grows, how will it radically transform the terms upon which universities exist? In this book, students, activists and scholars discuss the possibilities and the pitfalls of doing decolonial work in the home of the coloniser, in the heart of the establishment. Subverting curricula, enforcing diversity, and destroying old boundaries, this is a radical call for a new era of education. Offering resources for students and academics to challenge and resist coloniality inside and outside the classroom, *Decolonising the University* provides the tools for radical pedagogical, disciplinary and institutional change.

Decolonising the Mediterranean

European Colonial Heritages in North Africa and the Middle East

Cambridge Scholars Publishing *Decolonising the Mediterranean* means, first and foremost, investigating how the legacy of colonial rule over bodies and land has been used by other entities and powers to impose new forms of hegemony after the fall of empires and European powers. It means denouncing and dissecting the tools employed in the production of new geometries of power in the global Mediterranean, as well as in the farthest, most recondite corners of the Mediterranean World. *Decolonising the Mediterranean* is an epistemological practice of border dismantling and scrutiny of the ways in which powers overlap and intertwine. The multiplication of the border is investigated in this volume from an in-between position, namely a specific positionality of subjectivities, in order to connect the global and local, and address Mediterranean issues with a transnational approach. *Decolonising the Mediterranean* means thinking of the Mediterranean as a space of investigation beyond its geographical boundaries. Finally, it requires deconstructing the power

relations at play, viewing the Mediterranean as an excess space of signification in order to reconsider the past and present stories and subjectivities erased by Eurocentric, nationalist historical discourse. In this sense, the Mediterranean may, then, be more than a “method”: a matter of politics, or a space without borders where the future can be reinvented from the bottom up. This volume is structured into six chapters, each written by a different author focusing on a single North African, Maghreb and Mashrek country’s colonial legacy to investigate borders in a transnational perspective. While the research directions and topics of investigation adopted here are different, they can all be situated on the boundary line described above, and each chapter suggests a specific path for decolonising knowledge.

African Literature and the Politics of Culture

Cambridge Scholars Publishing This book essentially negotiates African literature as a veritable site of artistic and cultural production and situates it within the dynamic of postcolonial cultural politics. It critically evaluates African literature as a contour of cultural contestation with the imperial politics of knowledge production about others and as an ideological strategy for knowing them. The book’s main contribution to the critical discourse on African literature and culture inheres in the fact that politics constitutes the enduring concern of society as it re/shapes and over-determines discourses which have continued to remain crucial to societal engineering. It, however, imagines the discursive existence as necessary for the evolving of a dynamic African literary tradition with an abiding fidelity to the verities of history. The book is useful for literary scholars, historians, critics, experts and students of postcolonial/cultural studies as well as general readership interested in African studies.

Reflections on Post-Marxism

Laclau and Mouffe's Project of Radical Democracy in the 21st Century

Policy Press The world has changed dramatically since the emergence of post-Marxism, and a reassessment is needed to determine its significance in the modern world. First published as a special issue of *Global Discourse*, this book explores the theoretical position of post-Marxism and investigates its significance in recent global political developments such as Brexit, Trump and the rise of the far right. With valuable insights from international contributors across a range of disciplines, the book puts forward a strong case for the continuing relevance of post-Marxism and, particularly, for Ernesto Laclau and Chantal Mouffe’s theory of radical democracy.

Postcolonial Fiction and Disability

Exceptional Children, Metaphor and Materiality

Springer This book is the first study of disability in postcolonial fiction. Focusing on canonical novels, it explores the metaphorical functions and material presence of disabled child characters. Barker argues that progressive disability politics emerge from postcolonial concerns, and establishes dialogues between postcolonialism and disability studies.

Irish Fiction

An Introduction

A&C Black Following the structure of other titles in the *Continuum Introductions to Literary Genres* series, *Irish Fiction* includes: A broad definition of the genre and its essential elements. A timeline of developments within the genre. Critical concerns to bear in mind while reading in the genre. Detailed readings of a range of widely taught texts. In-depth analysis of major themes and issues. Signposts for further study within the genre. A summary of the most important criticism in the field. A glossary of terms. An annotated, critical reading list. This book offers students, writers, and serious fans a window into some of the most popular topics, styles and periods in this subject. Authors studied in *Irish Fiction*

include: Maria Edgeworth, Sydney Owenson, John and Michael Banim, Gerald Griffin, William Carleton, Charles Lever, Sheridan Le Fanu, Edith Somerville, Violet Martin, George Moore, James Stephens, James Joyce, Samuel Beckett, Flann O'Brien, Sean O'Faolain, Frank O'Connor, Liam O'Flaherty, Kate O'Brien, Elizabeth Bowen, Francis Stuart, Brian Moore, William Trevor, Edna O'Brien, Jennifer Johnston, Roddy Doyle, John McGahern, John Banville, Eoin McNamee, Colm Toibin, Anne Enright and Emma Donoghue>

Every Tub Must Sit on Its Own Bottom

The Philosophy and Politics of Zora Neale Hurston

University of Illinois Press In a ground-breaking study of Zora Neale Hurston, Deborah Plant takes issue with current notions of Hurston as a feminist and earlier impressions of her as an intellectual lightweight who disregarded serious issues of race in American culture. Instead, Plant calls Hurston a "writer of resistance" who challenged the politics of domination both in her life and in her work. One of the great geniuses of the Harlem Renaissance, Hurston stands out as a strong voice for African American women. Her anthropological inquiries as well as her evocative prose provide today's readers with a rich history of African American folk culture - a folk culture through which Hurston expressed her personal and political strategy of resistance and self-empowerment. Through readings of Hurston's fiction and autobiographical writings, Plant offers one of the first book-length discussions of Hurston's personal philosophy of individualism and self-reliance. From a discussion of Hurston's preacher father and influential mother, whose guiding philosophy is reflected in the title of this book, to the influence of Spinoza and Nietzsche, Plant puts into perspective the driving forces behind Hurston's powerful prose.

Decolonizing the Sodomite

Queer Tropes of Sexuality in Colonial Andean Culture

University of Texas Press Early Andean historiography reveals a subaltern history of indigenous gender and sexuality that saw masculinity and femininity not as essential absolutes. Third-gender ritualists, *ipas*, mediated between the masculine and feminine spheres of culture in important ceremonies and were recorded in fragments of myths and transcribed oral accounts. Ritual performance by cross-dressed men symbolically created a third space of mediation that invoked the mythic androgyne of the pre-Hispanic Andes. The missionaries and civil authorities colonizing the Andes deemed these performances transgressive and sodomitical. In this book, Michael J. Horswell examines alternative gender and sexuality in the colonial Andean world, and uses the concept of the third gender to reconsider some fundamental paradigms of Andean culture. By deconstructing what literary tropes of sexuality reveal about Andean pre-Hispanic and colonial indigenous culture, he provides an alternative history and interpretation of the much-maligned aboriginal subjects the Spanish often referred to as "sodomites." Horswell traces the origin of the dominant tropes of masculinist sexuality from canonical medieval texts to early modern Spanish secular and moralist literature produced in the context of material persecution of effeminates and sodomites in Spain. These values traveled to the Andes and were used as powerful rhetorical weapons in the struggle to justify the conquest of the Incas.

Culture Counts

Changing Power Relations in Education

Zed Books This is a study of the experience of Maori people in the school system and the pedagogical response. It presents a model for addressing cultural diversity in the classroom which is based on a traditionalist Maori response to the dominant discourse within New Zealand.

Decolonizing International Relations

Rowman & Littlefield Publishers **The modern discipline of International Relations (IR) is largely an Anglo-American social science. It has been concerned mainly with the powerful states and actors in the global political economy and dominated by North American and European scholars. However, this focus can be seen as Eurocentrism. Decolonizing International Relations exposes the ways in which IR has consistently ignored questions of colonialism, imperialism, race, slavery, and dispossession in the non-European world. The first part of the book addresses the form and historical origins of Eurocentrism in IR. The second part examines the colonial and racialized constitution of international relations, which tends to be ignored by the discipline. The third part begins the task of retrieval and reconstruction, providing non-Eurocentric accounts of selected themes central to international relations. Critical scholars in IR and international law, concerned with the need to decolonize knowledge, have authored the chapters of this important volume. It will appeal to students and scholars of international relations, international law, and political economy, as well as those with a special interest in the politics of knowledge, postcolonial critique, international and regional historiography, and comparative politics. Contributions by: Antony Anghie, Alison J. Ayers, B. S. Chimni, James Thuo Gathii, Siba N'Zatioula Grovogui, Branwen Gruffydd Jones, Sandra Halperin, Sankaran Krishna, Mustapha Kamal Pasha, and Julian Saurin**

Exploring Cultural Identities in Jean Rhys' Fiction

Walter de Gruyter GmbH & Co KG **Using a theoretical approach and a critical summary, combining the perspectives in the postcolonial theory, psychoanalysis and narratology with the tools of hermeneutics and deconstruction, this book argues that Jean Rhys's work can be subsumed under a poetics of cultural identity and hybridity. It also demonstrates the validity of the concept of hybridization as the expression of identity formation; the cultural boundaries variability; the opposition self-otherness, authenticity-fiction, trans-textuality; and the relevance of an integrated approach to multiple cultural identities as an encountering and negotiation space between writer, reader and work. The complexity of ontological and epistemological representation involves an interdisciplinary approach that blends a literary interpretive approach to social, anthropological, cultural and historical perspectives. The book concludes that in the author's fictional universe, cultural identity is represented as a general human experience that transcends the specific conditionalities of geographical contexts, history and culture. The construction of identity by Jean Rhys is represented by the dichotomy of marginal identity and the identification with a human ideal designed either by the hegemonic discourse or metropolitan culture or by the dominant ideology. The identification with a pattern of cultural authenticity, of racial, ethnic, or national purism is presented as a purely destructive cultural projection, leading to the creation of a static universe in opposition to the diversity of human feelings and aspirations. Jean Rhys's fictional discourse lies between "the anxiety of authorship" and "the anxiety of influence" and shows the postcolonial era of uprooting and migration in which the national ownership diluted the image of a "home" ambiguous located at the boundary between a myth of origins and a myth of becoming. The relationship between the individual and socio-cultural space is thus shaped in a dual hybrid position.**

Marabou Stork Nightmares

Random House **Roy Strang is engaged in a strange quest in a surrealist South Africa. His mission is to eradicate an evil predator-scavenger bird, the marabou stork, before it drives away the peace-loving flamingo from the picturesque Lake Torto. But behind this world lies another: the world of Roy's bizarre family, the Scottish housing scheme in which he grew up, his mundane job, a disastrous emigration to Africa, and his youthful life of brutality with a gang of soccer casuals. As one world crashes into the other, this potentially charming story of ornithological goodwill mutates into a filthy tale of violence, abuse and redemption.**

British Review of New Zealand Studies

BRONZS.

Oral Literary Performance in Africa Beyond Text

Routledge **This book delivers an admirably comprehensive and rigorous analysis of African oral literatures and performance. Gathering insights from distinguished scholars in the field, the book provides a range of contemporary interdisciplinary perspectives in the study of oral literature and its transformations in everyday life, fiction, poetry, popular culture, and postcolonial politics. Topics discussed include folklore and folklife; oral performance and masculinities; intermediated orality, modern transformations, and globalisation; orality and mass media; spoken word and imaginative writing. The book also addresses research methodologies and the thematic and theoretical trajectories of scholars of African oral literatures, looking back to the trailblazing legacies of Ruth Finnegan, Harold Scheub, and Isidore Okpewho. Ambitious in scope and incisive in its analysis, this book will be of interest to students and scholars of African literatures and oral performance as well as to general readers interested in the dynamics of cultural production.**