

Contested Terrain

Diversity, Writing, and Knowledge

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Contested Terrain Diversity Writing And Knowledge

Suren Pillay



Contested Terrain Diversity Writing And Knowledge:

Contested Terrain Phyllis Kahaney, Judith Liu, 2001 A challenge to the way we think about writing on university campuses

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Developing Generic Support for Doctoral Students Susan Carter, Deborah Laurs, 2014-03-26 This multidisciplinary multi voiced book looks at the practice and pedagogy of generic across campus support for doctoral students With a global imperative for increased doctoral completions universities around the world are providing more generic support This book represents collegial cross fertilisation focussed on generic pedagogy provided by contributors who are practitioners working and researching at the pan disciplinary level which complements supervision In the UK funding for two weeks annual training in transferable skills for each doctoral scholarship recipient has caused an explosion of such teaching which is now flourishing elsewhere too for example endorsed by the Carnegie Initiative on the Doctorate in the USA and developed extensively in Australia Generic doctoral support is expanding yet is a relatively new kind of teaching practised extensively only in the last decade and with its own ethical practical and pedagogical complexities These raise a number of questions How is generic support funded and situated within institutions Should some sessions be compulsory for doctoral students Where do the boundaries lie between what can be taught generically or left to supervisors as discipline specific To what extent is generic work pastoral What are its main benefits Its challenges Its objectives Over the last two decades supervision has been investigated and theorised as a teaching practice a discussion this book extends to generic doctoral support This edited book has contributions from a wide range of authors and includes short inset narratives from academic authorities accumulatively enabling discussion of practice and the establishment of a benchmark for this growing topic **Mentoring**

Faculty of Color Dwayne Mack, Elwood D. Watson, Michelle Madsen Camacho, 2012-12-04 The 14 new essays in this collection from under represented faculty who teach at predominantly white colleges and universities discuss both the tenure and promotion experiences of faculty of color and are not racial ethnic gender cultural or discipline specific The book is thus not only for aspiring graduate students of color and faculty of color desirous of outside mentoring but also for administrators interested in the professional development and dilemmas of faculty of color Faculty of color describes how they navigated the complex terrain of higher education to achieve tenure or promotion Most of the contributors are at the associate professor stage of their careers and some hold the rank of full professor *Freedom's Journal* Jacqueline Bacon, 2007-02-09 On March 16 1827 Freedom s Journal the first African American newspaper began publication in New York Freedom s Journal was a forum edited and controlled by African Americans in which they could articulate their concerns National in scope and distributed in several countries the paper connected African Americans beyond the boundaries of city or region and engaged international issues from their perspective It ceased publication after only two years but shaped the activism of both African American and white leaders for generations to come A comprehensive examination of this groundbreaking periodical

Freedom's Journal The First African American Newspaper is a much needed contribution to the literature. Despite its significance it has not been investigated comprehensively. This study examines all aspects of the publication as well as extracts historical information from the content.

Anti-colonialism and Education George Jerry Sefa Dei, Arlo Kempf, 2006. There is a rich intellectual history to the development of anti colonial thought and practice. In discussing the politics of knowledge production this collection borrows from and builds upon this intellectual tradition to offer understandings of the macro political processes and structures of education delivery e.g. social organization of knowledge, culture, pedagogy and resistant politics. The contributors raise key issues regarding the contestation of knowledge as well as the role of cultural and social values in understanding the way power shapes everyday relations of politics and subjectivity. In reframing anti colonial thought and practice this book reclaims the power of critical oppositional discourse and theory for educational transformation. *Anti Colonialism and Education: The Politics of Resistance* includes some of the most current theorizing around anti colonial practice written specifically for this collection. Each of the essays extends the terrain of the discussion of what constitutes anti colonialism. Among the many discursive highlights is the interrogation of the politics of embodied knowing, the theoretical distinctions and connections between anti colonial thought and post colonial theory and the identification of the particular lessons of anti colonial theory for critical educational practice. Essays explore such key issues as the challenge of articulating anti colonial thought as an epistemology of the colonized anchored in the indigenous sense of collective and common colonial consciousness, the conceptualization of power configurations embedded in ideas, cultures and histories of marginalized communities, the understanding of indigeneity as pedagogical practice and the pursuit of agency, resistance and subjective politics through anti colonial learning.

The Politics of Comparability Rebecca Beth Entel, 2007. Forthcoming Books

Rose Arny, 2002-02. *Education, Culture and Epistemological Diversity* Claudia W. Ruitenberg, D.C. Phillips, 2011-09-24. In the recent educational research literature it has been asserted that ethnic or cultural groups have their own distinctive epistemologies and that these have been given short shrift by the dominant social group. Educational research then is pursued within a framework that embodies assumptions about knowledge and knowledge production that reflect the interests and historical traditions of this dominant group. In such arguments however some relevant philosophical issues remain unresolved such as what claims about culturally distinctive epistemologies mean precisely and how they relate to traditional epistemological distinctions between beliefs and knowledge. Furthermore can these ways of establishing knowledge stand up to critical scrutiny. This volume marshals a variety of resources to pursue such open questions in a lively and accessible way. A critical literature review analyses from philosophers of education who have different positions on the key issues, a roundtable discussion and interactions between the two editors who sometimes disagree. It also employs the work of prominent feminist epistemologists who have investigated parallel issues with sophistication. This volume does not settle the question of culturally distinctive epistemologies but teases out the various

philosophical sociological and political aspects of the issue so that the debate can continue with greater clarity **The Greenwood Encyclopedia of African American Literature: D-H** Hans A. Ostrom, J. David Macey, 2005 Designed to meet the needs of high school students undergraduates and general readers this encyclopedia is the most comprehensive reference available on African American literature from its origins to the present Other works include many brief entries or offer extended biographical sketches of a limited selection of writers This encyclopedia surpasses existing references by offering full and current coverage of a vast range of authors and topics While most of the entries are on individual authors the encyclopedia gathers together information about the genres and geographical and cultural environments in which these writers have worked and the social political and aesthetic movements in which they have participated Thus the encyclopedia gives special attention to the historical and cultural forces that have shaped African American writing Publisher

Understanding Masculinities Mac an Ghaill, Mairtin, 1996-03-01 Masculinity is gaining increasing popular and academic interest At one level football hooligans absent fathers Essex man and new men are regular media presences At the same time masculinity is the subject of increasingly sophisticated theoretical discussion and there are a wide range of accounts of what masculinity means Understanding Masculinities is the first introductory text to examine the range of different theoretical and methodological approaches to the understanding of masculinity It brings together overviews of the key theoretical debates with new empirical material focusing on different social and cultural arenas and the wide range of masculinities which exist It discusses education unemployment sport sexuality HIV and black masculinities Understanding Masculinities critically explores the gendered and sexual dynamics of these masculinities challenging and transforming our conventional assumptions Understanding Masculinities will be important reading for undergraduate and masters students of sociology women s studies gender and psychology It will also be of interest to anyone concerned with broadening their understanding of masculinity *Michigan Journal of Community Service Learning* ,2003 **The British National**

Bibliography Arthur James Wells, 2003 **American Book Publishing Record** ,2002 Contested Ground Ann McGrath, 2020-08-12 Contested Ground provides a comprehensive and up to date account of the processes and experiences which shaped the lives of Aboriginal Australians from 1788 to the present It integrates eye witness accounts oral histories and historical research to present the first colony by colony state by state history of Aboriginal white relations Contested Ground tells a story of dispossession and denial but it is also a positive account revealing the persistent struggles of Aboriginal communities for a better future Clearly written and generously illustrated this book demonstrates why Australian Aboriginal history like the very land itself remains contested ground Both indigenous and non indigenous Australians have a lot to learn about each other before reconciliation between the two peoples can be realised This book will go a long way towards achieving that end Paul Behrendt **Predicaments of Knowledge** Suren Pillay, 2024-09-01 Predicaments of Knowledge explores the difficult questions South African universities face after apartheid Is there a difference between

Africanising a university and decolonising a university What about differences between deracialising and decolonising the curricula taught at universities across disciplines Through a range of reflections on race language colonial postcolonial and decolonial knowledge projects from Africa and Latin America this book explores the pitfalls and possibilities that face a post apartheid generation inventing the future of knowledge The distinctions between Africanisation decolonisation and deracialisation are often conflated in the political demands put to universities Suren Pillay emphasises all three as important but distinct imperatives If an intervention is undertaken with the aim of decolonising the university while actually addressing deracialisation it can undermine the effort to decolonise Similarly if an initiative to Africanise the university does not address decolonisation both processes can be undermined Drawing on more than two and a half decades of the author's participation in these debates these essays aim to intervene in and elucidate questions and predicaments rather than offering blue prints they are dialogical in spirit even when polemical in tone In conversation with existing continental African and Latin American experiences they offer incisive reflections on current South African debates *Queequeg's Coffin* Birgit Brander

Rasmussen,2012-01-06 Rather than seeing American literature as beginning with the writings of English or Spanish colonists Brander Rasmussen points to the wide variety of indigenous writing in the Americas prior to colonization The study looks at writing between 1524 and the mid 19th century work of Herman Melville **I Belong to South Carolina** Susanna

Ashton,2012-08-02 2010 Choice Outstanding Academic Title Out of the hundreds of published slave narratives only a handful exist specific to South Carolina and most of these are not readily available to modern readers This collection restores to print seven slave narratives documenting the lived realities of slavery as it existed across the Palmetto State's upcountry midlands and lowcountry from plantation culture to urban servitude First published between the late eighteenth century and the dawn of the twentieth these richly detailed firsthand accounts present a representative cross section of slave experiences from religious awakenings and artisan apprenticeships to sexual exploitations and harrowing escapes In their distinctive individual voices narrators celebrate and mourn the lives of fellow slaves contemplate the meaning of freedom and share insights into the social patterns and cultural controls exercised during a turbulent period in American history Each narrative is preceded by an introduction to place its content and publication history in historical context The volume also features an afterword surveying other significant slave narratives and related historical documents on South Carolina *I Belong to South Carolina* reinserts a chorus of powerful voices of the dispossessed into South Carolina's public history reminding us of the cruelties of the past and the need for vigilant guardianship of liberty in the present and future *I Belong to South Carolina* is edited and introduced by Susanna Ashton with the assistance of Robyn E Adams Maximilien Blanton Laura V Bridges E Langston Culler Cooper Leigh Hill Deanna L Panetta and Kelly E Riddle *In Search of a Pedagogy of Conflict and Dialogue for Mathematics Education* Renuka Vithal,2012-12-06 *In Search of a Pedagogy for Conflict and Dialogue for Mathematics Education* is of interest to mathematics educators researchers in mathematics education gender social justice equity and democracy in

education and practitioners teachers interested in the use of project work in mathematics teaching and learning This book brings together diverse recent developments exploring social cultural political dimensions in mathematics education It builds theoretical ideas from a careful substantial description of practice in the attempt to improve both theory and practice in mathematics education In doing so it interrogates and develops theoretical research tools for mathematics education and simultaneously provides ideas for practice in mathematics classrooms *Understanding Fashion History* Valerie Cumming, 2021-06-03 The generous reception given to *Understanding Fashion History* when it was first published in 2004 recognised it as a timely reappraisal of the role of fashion and its place in society The book introduces the reader to the ways fashionable dress has been defined and studied since the late 17th century considering the theories that surround the subject the assembling and use of collections of fashion and textiles the significance of dress and art the tension between uniformity of appearance and disguise and the purpose of theatrical costume This book has been read and recommended by academics collectors curators students and general readers who want context for the contemporary obsession with fashion Constantly in demand it has become a classic text in its field

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