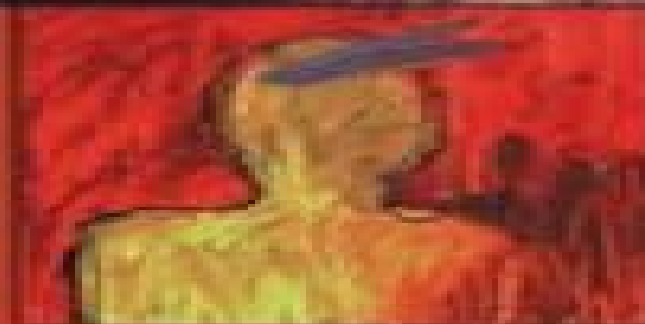




Talking about Identify



Encounters in Race, Ethnicity, and Language

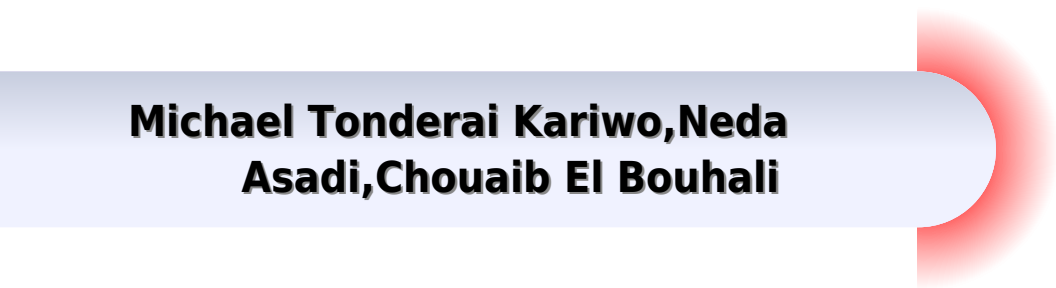


edited by

Carl E. James and Adrienne Shadd

Talking About Identity Encounters In Race Ethnicity And Language

**Michael Tonderai Kariwo, Neda
Asadi, Chouaib El Bouhali**



Talking About Identity Encounters In Race Ethnicity And Language:

Talking about Identity Carl E. James, Adrienne Lynn Shadd, 2001 Where are you from What is your nationality I didn't know you were I'm not racist but It's just a joke What does a white person know about racism Some of my best friends are James and Shadd's enormously popular *Talking About Difference* BTL 1994 has been thoroughly revised and expanded and makes a fine introduction to dozens of key issues involving all of us in Canadian society Some of these issues include ethnic racial class and social identity All the authors provide analysis as well as personal reflections The book also shows the rich experiences and many ways of growing up immigrating to and living in Canada *Introducing Language and Intercultural Communication* Jane Jackson, 2019-10-10 *Introducing Language and Intercultural Communication* is a lively and accessible introduction for undergraduates who are new to the study of intercultural communication with a particular emphasis on the language dimension Incorporating real life examples from around the world and drawing on current research this text argues against cultural stereotyping and instead provides students with a skill building framework to enhance understanding of the complexities of language and intercultural communication in diverse international settings Readers will learn to become more attuned to power relations and the ways in which sociopolitical forces can influence language choice attitudes and the intercultural communication process Features new to this edition include revised in text discussion questions exercises and examples that aim to engage students and provide a more interactive experience new material that takes account of key social cultural and political events such as the refugee crisis Brexit and the rise of populism in many parts of the world updated theoretical constructs that reflect recent trends in the area such as criticality in intercultural communication an updated companion website featuring suggested readings links to media resources and real world intercultural scenarios for students as well as additional in depth instructor resources featuring test materials PowerPoints key terms extended chapter outlines and sample assignments and syllabi refreshed references and glossary to enhance understanding of key terms and concepts This is the essential text for undergraduate students who are new to the field of intercultural communication

Interrogating Models of Diversity within a Multicultural Environment Michael Tonderai Kariwo, Neda Asadi, Chouaib El Bouhali, 2019-05-28 Discussing common understanding of the concepts of multiculturalism diversity and inclusion this volume critically examines the interpretation and praxis of diversity and inclusion in relation to marginalized populations from women sexual minorities minority newcomers and aboriginal communities The contributors collected here present well grounded epistemological theoretical and methodological bases from which to account at least in part for the processes and dynamics shaping the relationship between diversity and inclusion on the one hand and policy and practice on the other Arising from research derived in part from community work with minorities in North America particularly Canada this volume examines common barriers to full minority integration with important implications for inclusion efforts around the globe **Diaspora, Memory and Identity** Vijay Agnew, 2005-01-01 Memories establish a connection between a collective

and individual past between origins heritage and history Those who have left their places of birth to make homes elsewhere are familiar with the question Where do you come from and respond in innumerable well rehearsed ways Diasporas construct racialized sexualized gendered and oppositional subjectivities and shape the cosmopolitan intellectual commitment of scholars The diasporic individual often has a double consciousness a privileged knowledge and perspective that is consonant with postmodernity and globalization The essays in this volume reflect on the movements of people and cultures in the present day when physical social and mental borders and boundaries are being challenged and sometimes successfully dismantled The contributors from a variety of disciplinary perspectives discuss the diasporic experiences of ethnic and racial groups living in Canada from their perspective including the experiences of South Asians Iranians West Indians Chinese and Eritreans *Diaspora Memory and Identity* is an exciting and innovative collection of essays that examines the nuanced development of theories of Diaspora subjectivity double consciousness gender and class experiences and the nature of home

Interrogating Race and Racism in Postsecondary Language Classrooms Huo, Xiangying, Smith,

Clayton, 2024-01-10 Postsecondary language classrooms perpetuate racial discrimination and linguistic inequalities posing a significant problem for racialized students who face institutional barriers and erasure of their linguistic identities *Interrogating Race and Racism in Postsecondary Language Classrooms* edited by Xiangying Huo and Clayton Smith offers a transformative solution by confronting deeply ingrained racism linguisticism and neo racism in language education Through an intersectional lens the book exposes these issues and provides practical strategies to combat injustice fostering inclusive learning environments With topics ranging from power dynamics to anti oppressive pedagogies the book equips readers with tools to effect meaningful change By amplifying marginalized voices and emphasizing anti racist and anti colonial practices it empowers educators and policymakers to dismantle oppressive systems This comprehensive resource has the potential to reshape language classrooms and create equitable educational landscapes that value diverse linguistic and cultural backgrounds contributing to a more just and inclusive society *Teaching About Hegemony* Paul Orlowski, 2011-06-21

Political progressives in Canada and the United States are deeply concerned by the manner in which their countries treat their poor They are dismayed at the dismantling of the social welfare state the weakening of public education systems and the grotesque and ever growing inequality of wealth To remedy this problem citizens need to be more aware of how political ideology influences attitudes and actions and they need to better comprehend the effects of hegemonic discourses in the corporate media and school curriculum This book informs educators how to develop context specific pedagogy that will help achieve a more enlightened citizenry and as a result a stronger democracy *Teaching about Hegemony Race Class and Democracy in the 21st Century* promotes a progressive agenda for teaching that is rooted in critical pedagogy it explains why ideological critique is necessary in raising political consciousness it deconstructs white middle class hegemony in the formal school curriculum and it examines corporate media and school curriculum as hegemonic devices It also covers recent theory

and research about race class and democracy and how best to teach about these topics Combining theory and sociological research with pedagogical approaches and classroom narratives this book is fundamental for progressive educators interested in developing a politically conscious progressive and active citizenry hungry for a stronger civil society

Spirituality, Education & Society Njoki N. Wane,Energy L. Manyimo,Eric J. Ritskes,2011-10-29 Spirituality education and society An integrated approach argues the value of spirituality in education as a way to address the lived experiences and personal knowledge of students with the goal of creating a more holistic transformative educational process This edited volume has a wide array of viewpoints which all point to the importance of spirituality in the authors personal lives their communities and society at large Spirituality is conceptualised as a base from which to challenge dominant forms of knowing while in the process being able to center and engage with an important aspect of the student that has been missing from current evaluations their spiritual selves Within the diversity of this volume it becomes evident that spirituality cannot be confined to a singular definition and that educators must be willing to create spaces to foster spiritual growth and exploration if we are to break away from the commoditized disempowering system that is so dominant today This edited collection is a valuable resource for students practitioners educators and administrators who wish to engage in transformational schooling Its multidisciplinary approach engages ideas around critical pedagogy sociology of education and inclusive schooling There is an increasing need for exploring novel paradigms of studying education in the context of the dynamics that straddle social economic and technological processes that have come to characterize the world in recent years This book is a timely contribution in this respect as its focus transcends hitherto applied approaches that depend largely on western orientation The book breaks new grounds in studying education and society that find significant relevance in societies that are marginalized by the dominant western understanding The authors draw from the rich heritage of spirituality that is akin to the non western social paradigms to develop a rigorous but creative concept of schooling I am sure practitioners researchers and students of education will find it a valuable source of practical and theoretical information that would widen their horizon of understanding of sociology of education Tom Mongare Ndege PhD Moi University Kenya The editors have compiled a brilliant collection of essays Each piece of scholarly work shows how spirituality is a paramount part of our everyday lives and is connected to teaching learning living and healing This is a timely and most relevant work that is sure to spur critical dialogue and discussion This collection shows that while the spirit may be wounded it can never be broken Erica Neeganagwedgin PhD University of Toronto Canadian Sociologists in the First Person Stephen Harold Riggins,Neil McLaughlin,2021-08-15 Social scientists autobiographies can yield insight into personal commitments to research agendas and the very project of social science itself But despite the long history of life writing sociologists have tended to view the practice with skepticism Canadian Sociologists in the First Person is the first book to survey the Canadian sociological imagination through personal recollections Exploring the lives and experiences of twenty contributors from

across the country this book connects the unique and shared features of their careers to broad social dynamics while providing a guide to their own research and administrative contributions to their universities their profession and their broader society and communities The contributors teach in different types of institutions are prominent in the discipline and in their specializations and represent significant and diverse intellectual currents political perspectives and life and career experiences Aiming to start a broad conversation about what social science and the academic profession look like in Canada from an insider's perspective *Canadian Sociologists in the First Person* offers invaluable lessons for younger scholars as they envision a diverse sociological imagination for the twenty first century *Immigration and Schooling* Touorizou Hervé Somé, Pierre W. Orelus, 2015-03-01 At the time of Obama's draconian anti immigrant policies leading to massive deportation of undocumented poor immigrants of color there could not be a more timely and important book than this edited volume which critically examines ways in which immigration race class language and gender issues intersect and impact the life of many immigrants including immigrant students This book documents the journey many success stories as well as stories that expose social inequity in schools and U S society Further this book examines issues of social inequity and resource gaps shaping the relations between affluent and poor working class students including students of color Authors in this volume also critically unpack anti immigrant policies leading to the separation of families and children Equally important contributors to this book unveil ways and degree to which xenophobia and linguisticism have affected immigrants including immigrant students and faculty of color in both subtle and overt ways and the manner in which many have resisted these forms of oppression and affirmed their humanity Lastly chapters in this much needed and well timed volume have pointed out the way racism has limited life chances of people of color including students of color preventing many of them from fulfilling their potential succeeding in schools and society at large *Sisters or Strangers?* Marlene Epp, Franca Iacovetta, Frances Swyripa, 2004-12-15 Spanning two hundred years of history from the nineteenth century to the 1990s *Sisters or Strangers* explores the complex lives of immigrant ethnic and racialized women in Canada The volume deals with a cross section of peoples including Japanese Chinese Black Aboriginal Irish Finnish Ukrainian Jewish Mennonite Armenian and South Asian Hindu women and diverse groups of women including white settlers refugees domestic servants consumer activists nurses wives and mothers The central themes of *Sisters or Strangers* include discourses of race in the context of nation building encounters with the state and public institutions symbolic and media representations of women familial relations domestic violence and racism and analyses of history and memory In different ways the authors question whether the historical experience of women in Canada represents a sisterhood of challenge and opportunity or if the racial class or marginalized identity of the immigrant and minority women made them in fact strangers in a country where privilege and opportunity fall according to criteria of exclusion Using a variety of theoretical approaches this collaborative work reminds us that victimization and agency are never mutually exclusive and encourages us to reflect critically on the categories of race gender

and the nation

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