

1. Record Nr.	UNINA9910337755203321
Autore	Abdul-Jabbar Wisam Kh
Titolo	Negotiating Diasporic Identity in Arab-Canadian Students : Double Consciousness, Belonging, and Radicalization // by Wisam Kh. Abdul-Jabbar
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2019
ISBN	3-030-16283-4
Edizione	[1st ed. 2019.]
Descrizione fisica	1 online resource (180 pages)
Collana	Palgrave Studies in Educational Futures
Disciplina	305.9069120971 305.906912
Soggetti	Educational sociology Curriculums (Courses of study) Education—Curricula Ethnicity Emigration and immigration Church and education Literature Sociology of Education Curriculum Studies Ethnicity Studies Diaspora Religion and Education Postcolonial/World Literature
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	1. Introduction/But, seriously, What's this book About? -- 2. The Educational Conceptual Perspective: Ethnic Identity, Literacy and Reader-Response Pedagogy -- 3. Anglophone Arab Literature in Diaspora: Living on the Fringes of Culture -- 4. The Theoretical and Methodological Framework: Postcolonial Theory, Double Consciousness and Study Design -- 5. The Arab Diasporic Condition and the Representational in Selected Short Stories -- 6. Double Consciousness:

The Poetics and Politics of Being Canadian -- 7. Implications and Conclusions.-.

Sommario/riassunto

This book, framed through the notion of double consciousness, brings postcolonial constructs to sociopolitical and pedagogical studies of youth that have yet to find serious traction in education. Significantly, this book contributes to a growing interest among educational and curriculum scholars in engaging the pedagogical role of literature in the theorization of an inclusive curriculum. Therefore, this study not only recognizes the potential of immigrant literature in provoking critical conversation on changes young people undergo in diaspora, but also explores how the curriculum is informed by the diasporic condition itself as demonstrated by this negotiation of foreignness between the student and selected texts.