

1. Record Nr.	UNINA9910321759503321
Autore	Gregoire, Henri Baptiste, vescovo <1750-1831>
Titolo	Les ruines de Port-Royal des Champs / abbe Gregoire
Pubbl/distr/stampa	Paris : Honore Champion, 2018
ISBN	9782745346742
Edizione	[Ed. nouvelle etablie et annotee]
Descrizione fisica	222 p. ; 22 cm
Collana	Sources classiques ; 130
Disciplina	284.84
Locazione	FLFBC
Collocazione	200/3 0709
Lingua di pubblicazione	Francese
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr.	UNINA9910484071903321
Titolo	Dis/ability in the Americas : The Intersections of Education, Power, and Identity // edited by Chantal Figueroa, David I. Hernández-Saca
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2021
ISBN	9783030569426 303056942X
Edizione	[1st ed. 2021.]
Descrizione fisica	1 online resource (X, 247 p. 1 illus.)
Collana	Education in Latin America and the Caribbean, , 2524-5015
Disciplina	150
Soggetti	Education International education Comparative education School psychology Educational psychology Ethnology - Latin America Culture International and Comparative Education School Psychology Educational Psychology Latin American Culture
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	1. Introduction to Dis/ability in the Americas -- 2. A Case Study of Disability Leadership in the Caribbean -- 3. Teaching Toward Decoloniality: A Mental Health Approach for Guatemala -- 4. Biographical-Educational Trajectories and Future Projects of Blind Young People: Contributions to Narrative Analysis from a Critical Perspective -- 5. Affects and Diversity in the Classroom: Everyday Experiences at Santiago de Chile's Schools -- 6. Indigenous Street Children in Ecuador: Contested Narratives of Mental Health and Disability -- 7. Disability in Bolivia: A Feminist Global South Perspective -- 8. Music & Dis/ability: Inclusive Perspectives in the Argentinian

Context -- 9. "We Don't Kiss in School": Policing Warmth, Disciplining Physicality, & Examining Consent of Latinx Students in the U.S. -- 10. Sophia Cruz's Emotional Construction of Learning Dis/abilities: A Liberation DisCrit Emotion Narrative and Community Psychology Approach.

Sommario/riassunto

This edited volume highlights the rich and complex educational debates around Critical Disability Studies in Education (DSE), critical mental health, and crip theories. Chapter authors use the term Dis/ability to criticize aspects of education research and international development that do not center the experiences of dis/abled students and people with dis/abilities. Through case studies from around the Americas, chapters highlight how top-down approaches to disabilities further oppress rather than emancipate. The volume prioritizes the spaces of resistance where local initiatives speak back to the demands imposed by an ever-globalizing world shaped by colonialism and imperialism, undergird by intersectional ableism. Voices of disabled students and people with dis/abilities counter-narrate the personal, interpersonal, structural, and political ways in which biomedical and psychological models of disability have impacted their well-being throughout education and society in the Americas. Through a critical sentipensante approach that centers the "epistemologies of the south," this volume challenges global mental health and dis/ability hegemony in the Americas.
