

1. Record Nr.	UNINA9910459887303321
Autore	Paranjape Makarand R. <1960->
Titolo	Altered destinations : self, society, and nation in India / / Makarand R. Paranjape [[electronic resource]]
Pubbl/distr/stampa	London : , : Anthem Press, , 2009
ISBN	1-283-37776-4 9786613377760 1-84331-803-2
Descrizione fisica	1 online resource (xv, 196 pages) : digital, PDF file(s)
Collana	Anthem South Asian studies
Disciplina	320.54
Soggetti	Nationalism - India Language and education - India India Politics and government
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from publisher's bibliographic system (viewed on 02 Oct 2015).
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Self, society and nation: Indian notions of responsibility -- 1857: the religious roots of Indian anti-imperialism -- Indian aternations: Aurobindo, Ambedkar and after -- Interrogating Indian post-nationalism: culture, citizenship and global futures -- Hindi Hain Hum: an account of Vibhashi's romance with the national language -- The case for Sanskrit as India's national language -- National education? problems and prospects -- Regaining the Indian eye -- Secularism vs. Hindu nationalism: interrogating the terms of debate -- Plurality, tolerance and religious conflict in India -- Towards a common future? An Indo-Pakistani story -- The availability of Mahatma Ghandi: towards a neo-Ghandian praxis.
Sommario/riassunto	Altered Destinations addresses the complex interrelations of state, nation and identity in India through the medium of culture, and compellingly reframes the debate in the context of the Gandhian concept of swaraj.

2. Record Nr.	UNINA9910777736503321
Titolo	Breaching the Colonial Contract [[electronic resource]] : Anti-Colonialism in the US and Canada / / edited by Arlo Kempf
Pubbl/distr/stampa	Dordrecht : , : Springer Netherlands : , : Imprint : Springer, , 2009
ISBN	1-282-36430-8 9786612364303 1-4020-9944-4
Edizione	[1st ed. 2009.]
Descrizione fisica	1 online resource (286 p.)
Collana	Explorations of Educational Purpose, , 1875-4449 ; ; 8
Disciplina	325.32 325/.32 370.193
Soggetti	International relations Political science History Educational sociology International Relations Political Science History, general Sociology of Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction: The Politics of the North American Colonial in 2009 -- Contemporary Anticolonialism: A Transhistorical Perspective -- Self-Determination and the Fourth World: An Introductory Survey -- Making Explicit the Jurisprudential Foundations of Multiculturalism: The Continuing Challenges of Colonial Education in US Schooling for Indigenous Education -- Paulo Freire and the Politics of Postcolonialism -- Walking Out of Colonialism One Classroom at a Time: Student Walkouts and Colonial/ Modern Disciplinarity in El Paso, Texas -- Indigenous Peoples and Black People in Canada: Settlers or Allies? -- Resistance from the Margin: Voices of African-Canadian Parents on Africentric Education -- Anticolonialism, Labor, and the Pedagogies of

Community Unionism: The Case of Hotel Workers in Canada -- The Anguish of Power: Remapping Mental Diversity with an Anticolonial Compass -- The Harvesting of Intellectuals and Intellectual Labor: The University System as a Reconstructed/Continued Colonial Space for the Acquisition of Knowledge -- Building Anticolonial Spaces for Global Education: Challenges and Reflections -- The Eighteenth Brumaire of Gaius Baltar: Colonialism Reimagined in *Battlestar Galactica* -- Afterword.

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**Sommario/riassunto**

Almost a decade in, Empire remains the 21st Century's dominant mode of cultural production, and North America remains at the apex of the colonial imperative. The contributors to this volume argue that, far from being a post-colonial world, the struggle for independence of polity and culture is still alive and relevant. The book brings together relevant examples of anti-colonial discourse and struggle from across the US and Canada, providing unique perspectives on resistance, activism, scholarship and pedagogy. Anti-colonialism is an evolving framework to which this book hopes to make a unique contribution, with the range, depth and analytical approach of the chapters it contains. The emphasis on anti-colonial resistance here is significant, as it consistently reveals the personal commitment required for the undoing of domination, as well as the ways in which people can collectively pursue radical politics in their aim of bringing about social justice. The book examines a multitude of actions which could be termed anti-colonial, from student walkouts along the US/Mexico border, to interrogations of the relationship between indigenous and anti-racist struggles in North America, to analyses of the implications of anti-colonialism for community unionism as well as disability rights struggles. Chapters also look at the movement for Africentric schools in Toronto, provide an annotated and comparative look at the myriad struggles for and by the Fourth World and Fourth World nations, and analyze the creation of an anti-colonial classroom in a Montreal university. They also explore the colonial underpinnings of multicultural education in the US. With contributions from leading thinkers such as Henry Giroux, Ward Churchill, and Peter McLaren, as well as fresh perspectives from junior academics, this book provides a diverse and varied survey of anti-colonialism in the US and Canada. It will be a thought-provoking read for those working in a wide variety of disciplines, from Sociology to Politics. In daring and incisive ways, Arlo Kempf's collection further positions anti-colonialism as the necessary educational project for the colonizer and colonized within us all; it reflectively re-sets the radical education agenda, with telling historical and current instances that are used by the book's authors to move constructively forward in critical ways. John Willinsky, Stanford University, USA.

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