

1.	Record Nr.	UNICAMPANIASUN0014623
	Titolo	Il mercato dei Corporate Bond in Italia : problematiche e prospettive / a cura di Carlo Maria Pinardi
	Pubbl/distr/stampa	Milano : Egea, c2003
	ISBN	88-238-4050-3
	Descrizione fisica	X, 197 p. ; 22 cm.
	Lingua di pubblicazione	Italiano
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910955477503321
	Autore	Johnston Ingrid
	Titolo	Reading Practices, Postcolonial Literature, and Cultural Mediation in the Classroom / / by Ingrid Johnston, Jyoti Mangat
	Pubbl/distr/stampa	Rotterdam : , : SensePublishers : , : Imprint : SensePublishers, , 2012
	ISBN	9786613709585 9781280799198 1280799196 9789460917059 9460917054
	Edizione	[1st ed. 2012.]
	Descrizione fisica	1 online resource (91 p.)
	Altri autori (Persone)	MangatJyoti
	Disciplina	374.0124
	Soggetti	Literacy
	Lingua di pubblicazione	Inglese
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	Livello bibliografico	Monografia
	Note generali	Description based upon print version of record.
	Nota di bibliografia	Includes bibliographical references and index.
	Nota di contenuto	Preliminary Material -- Spaces of Impact: Adolescents Interrogating a Story of the Air India Bombing -- Truth or Lie: Students Reading the Indeterminacies of an Aboriginal Auto/Biographical Text -- Telling Too Much: Cultural Translation in African Novels for Adolescent Readers --

Outside the Comfort Zone: Re-locating Ourselves in a Postcolonial  
Literary Pedagogy -- National Identity and the Ideology of Canadian  
Multicultural Picture Books: Pre-service Teachers Encountering  
Representations of Difference -- Afterwords -- Canadian Multicultural  
Picture Books Presented in the Workshops -- Index.

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### Sommario/riassunto

In this book, Johnston and Mangat consider ways in which particular postcolonial and multicultural literary texts are able to provide a space of cultural mediation for readers from various backgrounds. The studies described in the five chapters of the book explore the spaces of convergence of identity, culture and literature with students and teachers in high school contexts and undergraduates in university settings. In each study, readers are responding to texts that are culturally distant from their own literary and experiential histories. An objective of each study was to consider the nature of the cultural locations of the reader and the text, and the interstitial spaces between these locations. The book interrogates readers' attempts to negotiate cultural difference in literary contexts and questions how this negotiation requires reading practices traditionally ignored in North American classrooms. The book will offer educators at the secondary and post-secondary levels rich material to draw upon for a rethinking of the school curriculum and will be of interest to scholars of postcolonial and literary studies.

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