The Dialectics Of African Education And Western Discourses Counter Hegemonic Perspectives Black Studies And Critical Thinking

This handbook addresses the issues and challenges of the delivery of social work education in the contemporary world. It provides an authoritative overview of the key debates, switching the lens away from a Western-centric focus to engage with a much broader audience in countries that are in the process of modernization and professionalization, alongside those where social work education is more developed. Chapters tackle major challenges with respect to curriculum, teaching, practice, and training in light of globalization, providing a thorough examination of the practice of social work in diverse contexts. This handbook presents a contribution to the process of knowledge exchange which is essential to global social work education. It brings together professional knowledge and lived experience, both universal and local, and aims to be an essential reference for social work educators, researchers, and students.

Misiaszek examines the (dis)connection between critical global citizenship education models and ecopedagogy which is grounded in Paulo Freire's pedagogy. Exploring how concepts of citizenship are affected by globalization, this book argues that environmental pedagogues must teach critical environmental literacies in order for students to understand global environmental issues through the world's diverse perspectives. Misiaszek analyses the ways environmental pedagogies can use aspects of critical global citizenship education to better understand how environmental issues are contextually experienced and understood by societies locally and globally through issues of globalization, colonialism, socio-economics, gender, race, ethnicities, nationalities, indigenous issues, and spiritualties.

While African universities retain their core function as primary institutions for advancement of knowledge, they have undergone fundamental changes in this regard. These changes have been triggered by a multiplicity of factors, including the need to address past economic and social imbalances, higher education expansion alongside demographic and economic growth concerns, and student throughput and success with the realization that greater participation has not meant greater equity. Constraining these changes is largely the failure to recognize the encroachment of the profit motive into the academy, or a shift from a public good knowledge/learning regime to a neo-liberal knowledge/learning regime. Neo-liberalism, with its emphasis on the economic and market function of the university, rather than the social function, is increasingly destabilizing higher education particularly in the domain of knowledge, making it increasingly unresponsive to local social and cultural needs. Corporate organizational practices, commodification and commercialization of knowledge, dictated by market ethics, dominate university practices in Africa with negative impact on professional values, norms and beliefs. Under such circumstances, African humanist progressive virtues (e.g. social solidarity, compassion, positive human relations and citizenship), democratic principles (equity and social justice) and the commitment to decolonization ideals guided by altruism and common good, are under serious threat. The book goes a long way in unraveling how African universities can respond to these challenges at the levels of institutional management, academic scholarship, the structure of knowledge production and distribution, institutional culture, policy and curriculum.

"... a truly authoritative source." --Foreign Affairs "... a valuable book for policy makers, multinational corporations, international organizations, and scholars who are interested in state formation in post-colonial Africa." --African Studies Review Focusing on what the Zairian state is and does, Schatzberg examines how scarcity and insecurity have become twin motors of a dialectic of oppression, resulting in coercion, corruption, exploitation, and fear.

How do we articulate the possibilities, limitations and challenges of inclusive schooling and education in African contexts? This book insists that inclusive education cannot be taken for granted. Inclusion is neither a natural nor a given educational practice. It must be struggled for. Bringing a critical perspective to inclusive schooling and education is imperative. This book adds to current educational debates with an African lens. It engages inclusive education from multiple lenses of curriculum content, classroom pedagogy and instruction, representation, culture, environment and the socio-organization life of schools, the pursuit of equity and social justice and the search for educational relevance. It is opined that Africa cannot be left behind in rethinking educational inclusion in ways that evoke critical questions of power, equity and social difference. The question of leaner's identity in terms of class, gender, sexuality, (dis)ability, language, ethnicity and race are equally consequential for African schooling and education. When inclusion is understood as wholeness of education, then how schooling and education engage the complete learner – her/his body, mind, soul and spirit, as well as the use of local community and Indigenous knowledges in teaching and learning become relevant. Inclusion stands the risk of liberal educational agendas that simply tinker or toy with schooling and education and hardly embrace the challenge of educational change. What we need is a fundamental structural change that ensures schooling and education embraces difference while grappling with the teaching of Indigeneity, decolonization and resistance.

"The objective of this book is to shed some light through a variety of contributed chapters on Ubuntu, Africa's unique philosophy because Knowledge of 'Ubuntu' will help minimize cross-cultural communication barriers when people from outside Sub-Saharan Africa interact with those of other regions of the world"--

African social development is often explained from outsider perspectives that are mainly European and Euro-American, leaving African indigenous discourses and ways of knowing and doing absent from discussions and debates on knowledge and development. This book is intended to present Africanist indigenous voices in current debates on economic, educational, political and social development in Africa. The authors and contributors to the volume present bold and timely ideas and scholarship for defining Africa through its challenges, possible policy formations, planning and implementation at the local, regional, and national levels. The book also reveals insightful examinations of the hype, the myths and the realities of many topics of concern with respect to dominant development discourses, and challenges the misconceptions and misrepresentations of indigenous perspectives on knowledge productions and overall social well-being or lack thereof. The volume brings together researchers who are concerned with comparative education, international development, and African development, research and practice in particular. Policy makers, institutional planners, education specialists, governmental and non-governmental managers and the wider public should all benefit from the contents and analyses of this book.

Indigenous Education is a compilation of conceptual chapters and national case studies that includes empirical research based on a series of data collection methods. The book provides up-to-date scholarly research on global trends on three issues of paramount importance with indigenous education—language, culture, and identity. It also offers a strategic comparative and international education policy statement on recent shifts in indigenous education, and new approaches to explore, develop, and improve comparative education and policy research globally. Contributing authors examine several social justice issues related to indigenous education. In addition to case perspectives from 12 countries and global regions, the volume includes five conceptual chapters on topics that influence indigenous education, including policy debates, the media, the united nations, formal and informal education systems, and higher education.

This volume brings together diverse theoretical reflections and practices of community engaged scholarship in order to stimulate critical discussion, deepen theory, and invite critical practice. It is an international trend that higher education institutions and agencies are

encouraging and promoting community engagement. At the same time, there is recognition of a lack of consistent definitions and understandings of what it is they are promoting. As a counterweight to the dominance of pragmatic and technical discussions in the literature on engaged scholarship, the chapters in this book shift the discourse to ask foundational questions that emphasize the political nature of engagement. Recognizing that acts of engagement are never neutral, the authors in this book explore how engaged scholarship requires decision-making that is inherently grounded in values, beliefs, and interpretations of what is and what ought to be. Alongside complex global and local social movements rising to address issues, for example climate change or the global financial collapse and the uneven consequences of these globalized problems, we see corresponding concerns expressed about the limited participation by excluded, silenced, and invisibilized people throughout the world. How can engaged scholarship be mobilized and who will it serve within such contexts? With contributions covering such diverse topics as a non-binary approach to engagement; citizenship of knowledge; university contexts and corporatization; stranger pedagogies and anti-foundational approaches to service learning; contemporary revolutionary movements in the Arab world; and transforming higher education through Africanist onto-epistemologies, this volume is poised to open the door to a deeper understanding of engaged scholarship.

Bringing together some of the leading names in comparative and international education, this second edition provides new perspectives on the dynamic interplay of global, national and local forces as they shape education systems in specific contexts.

Informed by the most up-to-date research from around the world, as well as examples of good practice, this handbook analyzes values education in the context of a range of school-based measures associated with student wellbeing. These include social, emotional, moral and spiritual growth – elements that seem to be present where intellectual advancement and academic achievement are being maximized. This text comes as 'values education' widens in scope from being concerned with morality, ethics, civics and citizenship to a broader definition synonymous with a holistic approach to education in general. This expanded purview is frequently described as pedagogy relating to 'values' and 'wellbeing'. This contemporary understanding of values education, or values and wellbeing pedagogy, fits well with recent neuroscience research. This has shown that notions of cognition, or intellect, are far more intertwined with social and emotional growth than earlier educational paradigms have allowed for. In other words, the best laid plans about the technical aspects of pedagogy are bound to fail unless the growth of the whole person – social, emotional, moral, spiritual and intellectual, is the pedagogical target. Teachers and educationalists will find that this handbook provides evidence, culled from both research and practice, of the beneficial effects of such a 'values and wellbeing' pedagogy.

Images should be understood in the context of "the struggle in words and by words," in the sense that images and representations of group identities are not neutral intellectual activity. They are action and practice with profound implications for the affirmation of desire, power and interests within society. The book shows how the question of group identity has dominated the history of intellectual and cultural production in South Africa, particularly within the educational field."--BOOK JACKET.

The term 'moral' has had a chequered history in sub-Saharan Africa, mainly due to the legacy of colonialism and Apartheid (in South Africa). In contrast to moral education as a vehicle of cultural imperialism and social control, this volume shows moral education to be concerned with both private and public morality, with communal and national relationships between human beings, as well as between people and their environment. Drawing on distinctive perspectives from philosophy, economics, sociology and education, it offers the African ethic of Ubuntu/Botho as a plausible alternative to Western approaches to morality and shows how African ethics speaks to political and economic

life, including ethnic conflict and HIV/AIDS, and may be an antidote to the current practice of timocracy that values money over people. The volume provides sociological tools for understanding the lived morality of those marginalised by poverty, and analyses the effects of culture, religion and modern secularisation on moral education. With contributions from fourteen African scholars, this book challenges dominant frameworks, and begins conversations for mutual benefit across the North-South divide. It has global implications, not just, but especially, where moral education is undertaken in pluralist contexts and in the presence of economic disparity. This book was published as a special issue of the Journal of Moral Education.

Knowledge systems are an essential aspect to the preservation of a community's culture. In developing countries, this community-based knowledge has significant influence on such things as decision making and problem solving. The Handbook of Research on Social, Cultural, and Educational Considerations of Indigenous Knowledge in Developing Countries is an authoritative reference source for the latest scholarly research on the importance of knowledge and value systems at the community level and ways indigenous people utilize this information. Highlighting impacts on culture and education in developing nations, this book is ideally designed for researchers, academicians, policy makers, students, and professionals interested in contemporary debates on indigenous knowledge systems.

The book consists of novel and empirical research in broad areas of technology and curriculum in selected African countries. The central theme of the book is technology and the higher education curriculum. The book consists of case studies from selected African countries, namely, Lesotho; Namibia; Kenya; South Africa; Zimbabwe; Tanzania and Nigeria. These studies confirm that in this contemporary digital era, educational technology is playing an increasingly important role. It has become so ubiquitous and fundamental in the teaching and learning. Higher education sectors across the continent are increasingly compelled to use educational technology to keep up with needs of 21st century students who want to be afforded opportunities to be able to learn in real time, anytime, and on their own terms using opportunities for creative innovation made possible by new information and communication technologies.

This book presents the case for a conceptual and pragmatic revolution of Africa's formal educational systems. Using the context of Ubuntu-inspired education, the authors explore innovative ways to tackle the challenges faced by governments from the local and national level and beyond. Along the way, the editors and their contributors examine important policy questions to encourage fresh thinking on ways to improve the educational system and, in turn, to buoy the development of the region as a whole.

From 1910 to the 1930s, educating Africans was a major preoccupation in the metropole and in the colonies of imperial Britain. This richly researched book untangles the discourse on education for African leaders, which involved diverse actors such as colonial officials, missionaries, European and American educationists or ideologues in Africa and diaspora. The analysis is presented around two foci of decision-making: one is the Memorandum on Education Policy in British Tropical Africa, issued by the British Colonial Office in 1923; another is the Achimota School established on the Gold Coast Colony (present-day Ghana) as a model school in 1927. Ideas brought from different sources were mingled and converged on the areas where the motivations of actors have coincided. The local and the global was linked through the chains of discourse, interacting with global economic, political and social concerns. The book also vividly describes how the ideals of colonial education were realized in Achimota School.

Using empirical evidence from the coastal district of Kenya, an area with a long history of private land owner-ship, this report challenges the key assumptions of the proponents of land individualization. The author points to the many dysfunctionalities associated with land privatization, and reinforces the growing critique that customary land tenure is far more complex and flexible than its critics are prepared to concede.

Conceived by General Sir Robert Baden-Powell as a way to reduce class tensions in Edwardian Britain, scouting evolved into an international youth movement. It offered a vision of romantic outdoor life as a cure for disruption caused by industrialization and urbanization. Scouting's global spread was due to its success in attaching itself to institutions of authority. As a result, scouting has become embroiled in controversies in the civil rights struggle in the American South, in nationalist resistance movements in India, and in the contemporary American debate over gay rights. In Race, Resistance, and the Boy Scout Movement in British Colonial Africa, Timothy Parsons uses scouting as an analytical tool to explore the tensions in colonial society. Introduced by British officials to strengthen their rule, the movement targeted the students, juvenile delinquents, and urban migrants who threatened the social stability of the regime. Yet Africans themselves used scouting to claim the rights of full imperial citizenship. They invoked the Fourth Scout Law, which declared that a scout was a brother to every other scout, to challenge racial discrimination. Parsons shows that African scouting was both an instrument of colonial authority and a subversive challenge to the legitimacy of the British Empire. His study of African scouting demonstrates the implications and far-reaching consequences of colonial authority in all its guises.

Around the world, curriculum – hard sciences, social sciences and the humanities – has been dominated and legitimated by prevailing Western Eurocentric Anglophone discourses and practices. Drawing from and within a complex range of epistemological perspectives from the Middle East, Africa, Southern Europe, and Latin America, this volume presents a critical analysis of what the author, influenced by the work of Sousa Santos, coins curriculum epistemicides, a form of Western imperialism used to suppress and eliminate the creation of rival, alternative knowledges in developing countries. This exertion of power denies an education that allows for diverse epistemologies, disciplines, theories, concepts, and experiences. The author outlines the struggle for social justice within the field of curriculum, as well as a basis for introducing an Itinerant Curriculum Theory, highlighting the potential of this new approach for future pedagogical and political praxis.

"This book address issues how the interplay between media language and culture can ensure social development from an African context"--Provided by publisher.

Contemporary democratic discourses are frequently, though not exclusively, characterized by an attitude of 'pro and con'

where the aim is to persuade others, a jury or an audience, of what is right and what is wrong. Challenging such procedures, this book teases out an alternative model of public discourse that is based in collaboration and deliberation. The African philosophy of ubuntu offers valuable insights in this regard as it implies relational notions of power that contrast and complement individualist facets. It provides the space to think and speak in ways that support harmonious and cohesive societal structures and practices. The book's model of communication rests on the premise that the various interests of individuals and groups, while richly diverse, can be conceived of as profoundly bound-up rather than incompatible. In this way communication enables broader lines of action and a wider scope for achieving diversity and common ground.

The first wave of Black immigrants arrived in North America during the 1960s and 1970s, coming originally from the Caribbean. An opportunity was missed, however, in documenting their everyday experience from a social science perspective: what did it mean for a Barbadian or a Jamaican to live in Toronto or New York? Were they Jamaicans or did they go with the descriptor 'Black'? What relationship did they have with African Canadians or African Americans? Black Immigrants in North America answers these and other questions while documenting the second wave of Black immigration to North America, which started in the early 1990s. Theoretically and empirically grounded, the book is a documentation of the process of becoming Black – a radical identity transformation where a continental African is marked by Blackness. This, in turn, leads to a deeper understanding of what it means to encounter that social imaginary of, 'Oh, they all look like Blacks to me!' This encounter impacts what one learns and how one learns it, where learning English as a Second Language (ESL) is sidestepped in favor of Black English as a Second Language (BESL). Learning becomes a political and a pedagogical project of cultural, linguistic and identity investment and desire. Perfect for courses such as: Black Immigrants, Race Complexity, Critical Applied Linguistics, Ethnography, Graduate Course on Educational Foundations and Curriculum

This open access handbook brings together the latest research from a wide range of internationally influential scholars to analyze educational policy research from international, historical and interdisciplinary perspectives. By effectively breaking through the boundaries between countries and disciplines, it presents new theories, techniques and methods for contemporary education policy, and illustrates the educational policies and educational reform practices that various countries have introduced to meet the challenges of continuous change. Based on an analysis of the nature of education policy and education reform, this volume focuses on education reform and the concept of education quality. Adopting a historical and comparative perspective, it examines the dialectical relationship between education policy and education reform in various countries, assesses theoretical and practical issues in the process of moving from regulation to multiple

governance in contemporary education administration, and explores the impact of globalization on national education reform and the interdependence between countries. In addition, it presents studies addressing educational policy research methodology from multiple perspectives. Highlighting the changes in national education macro policies, this volume comprehensively reveals the complex relationship between contemporary education reform and social change, and explores the links between contemporary social, political and economic systems and educational policy research and practice, offering a holistic portrait of macro trends in contemporary education reform.

Black Student Politics, Higher Education and Apartheid examines two black national student political organisations - the South African National Students' Congress (SANSCO) and the South African Students' Organisation (SASO), popularly associated with Black Consciousness. It analyses the ideologies, politics and organisation of SASO and SANSCO and their intellectual, political and social determinants. It also analyses their role in the educational, political and social spheres, and the factors that shaped their activities. Finally, it assesses their contributions to the popular struggle against apartheid education as well as against race, class and gender oppression.

In this volume, two notable scholars trace the monumental shifts in theory, research, and practice related to reading education and literacy, with particular attention to what they consider the central goal of literacy—making meaning. Each section describes a specific epoch, including a brief snapshot of how the reader of that period is envisioned and characterized by researchers and teachers, as well as a deep discussion of the ideas and contextual events of that era. These developmental waves are organized in rough historical sequence by a series of shifts in underlying theoretical and scholarly lenses—from the behavioral to the psycholinguistic to the cognitive to the sociocultural to the critical to the multimodal to the global. The book closes with a discussion of the various research frames and methodological approaches that paralleled these developments. Throughout, there is a profound recognition that all research and practice are ultimately directed toward how students make meaning, from sound to letter to word, to ideas and images. Book Features: Animates some of the revolutionary developments related to reading education and literacy in modern times. Each development is accompanied by a discussion of the aspirational reader that sets the stage for contemplating these shifts and their significance.Traces the research and theoretical developments to illustrate the origins of the shifts and their influences. Supported by a website with video lectures and conversations tied to the various waves of development.

This text explores the multidisciplinary context of African Indigenous Knowledge Systems from scholars and scholar activists committed to the interrogation, production, articulation, dissemination and general development of endogenous and indigenous modes of intellectual activity and praxis. The work reinforces the demand for the decolonization of the academy and makes the case for a paradigmatic shift in content, subject matter and curriculum in institutions in Africa and elsewhere – with a view to challenging and rejecting disinformation and intellectual servitude. Indigenous intellectual discourses related to diverse disciplines

take center stage in this volume with a focus on education, mathematics, medicine, chemistry and engineering in their historical and contemporary context.

This book provides an easily accessible, practical yet scholarly source of information about the international concern for the philosophy, theory, categories and concepts of lifelong learning. Written in a straightforward understandable manner, the book examines in depth the range of philosophical perspectives in the field of lifelong learning theory, policy, practice and applied scholarship.

This handbook explores the evolution of African education in historical perspectives as well as the development within its three systems–Indigenous, Islamic, and Western education models—and how African societies have maintained and changed their approaches to education within and across these systems. African education continues to find itself at once preserving its knowledge, while integrating Islamic and Western aspects in order to compete within this global reality. Contributors take up issues and themes of the positioning, resistance, accommodation, and transformations of indigenous education in relationship to the introduction of Islamic and later Western education. Issues and themes raised acknowledge the contemporary development and positioning of indigenous education within African societies and provide understanding of how indigenous education works within individual societies and national frameworks as an essential part of African contemporary society.

This book deals with the issue of African Caribbean pupil invisibility in the art and design classroom. As such it addresses African Caribbean pupil invisibility in almost any teaching and learning context. The book argues that the slave trade, which ruptured their continuities with an African past, continues to impact on the learning of such pupils relative to others.

Critical Education in International Perspective presents new perspectives on critical education from Latin America, Southern Europe and Africa. While recognising the valuable work in critical education emerging from North America and the Northern hemisphere, testimony to Paulo Freire's influence there, this book sheds light on parts of the world that are not given prominence. The book highlights the complementary work of Lorenzo Milani, Amilcar Cabral, exponents of Italian feminism, Ada Gobetti, the Landless Workers Movement (MST) in Brazil, Antonio Gramsci, Gabriela Mistral and Julius Nyerere. It also focuses on a range of struggles such as education in the context of landlessness, independence, renewal and cognitive justice, social creation and against neoliberalism and decolonization.

There is no available information at this time.

Linguistics – the close study of language and languages – is an indispensable foundation for all forms of knowledge. The African continent is blessed with hundreds of languages which act as local repositories of culture and interaction. South Africa alone has eleven official languages, plus Sign Language, many heritage languages, and new languages of global movements and migration. Part of the linguist's business is to document, record and affirm languages and diversity. Applied linguists use their training to understand and enhance the role of language in education and upliftment, and the opportunities and challenges of new technologies of communication. The International Congress of Linguists meets every five years to reflect the development of the

field and 2018 is the first time that the congress is being held in Africa. This book is a collection of the plenary and focus papers presented at the conference and thus represents current thinking in the major branches of language study as represented by leading local and international scholars. The papers discuss the history of languages, their structure, acquisition, diversity and use. At the same time due regard is paid to the African continent in connection with its linguistic diversity, multilingualism and educational and societal concerns. The Congress is meant to affirm the value of the languages of Africa, of languages and Linguistics in general, as well as to inspire and equip younger scholars to undertake advanced research into language in its many facets.

The prevalence of global pandemics has been timeless and universal. In 1918, the Spanish Flue grounded Spain and her neighbours. In 1997, 2014 and 2020, the Ebola virus wreaked havoc in West Africa in the same manner that polio had ravaged the globe. Since 2019, the Coronavirus has forced most economies onto a downward spiral. Despite concerted global attempts at observing World Health Organization guidelines, the Coronavirus has been changing peoples' lives, forcing most economies onto their knees, endangering lives and livelihoods, making a mockery of global medicine and causing the widespread despair and helplessness that has come to be known as 'the new normal'. Unlike the other pandemics, the mayhem, complexities and dialectics caused by Covid-19 have been matchless, requiring a systematic study and necessitating a volume like this one. The volume's 16 well-researched chapters argue that despite Covid-19's enormous lessons and predictions about even greater future pandemics, humanity can ill-afford to relent in its determination to conquer the pandemic in the same way that human resolve has defeated past pandemic. As such, the volume provides hope and direction to the global community on how best to deal with Covid-19 and pandemics of similar or even higher magnitude in the future.

First published in 1996. Routledge is an imprint of Taylor & Francis, an informa company.

Eschewing the often romanticized Underground Railroad narrative that portrays southern Ontario as the welcoming destination of Blacks fleeing from slavery, The Promised Land reveals the Chatham-Kent area as a crucial settlement site for an early Black presence in Canada. The contributors present the everyday lives and professional activities of individuals and families in these communities and highlight early cross-border activism to end slavery in the United States and to promote civil rights in the United States and Canada. Essays also reflect on the frequent intermingling of local Black, White, and First Nations people. Using a cultural studies framework for their collective investigations, the authors trace physical and intellectual trajectories of Blackness that have radiated from southern Ontario to other parts of Canada, the United States, the Caribbean, and Africa. The result is a collection that represents the presence and diffusion of Blackness and inventively challenges the grand narrative of history.

&ltl>The Dialectics of African Education and Western Discourses addresses how continental Africans who have worked or are currently working in the Canadian academy address their dual legacy of African and Euro-American knowledge paradigms. Reflecting a range of approaches to hegemonic Euro-American paradigms that can be summarized as -appropriation, ambivalence and alternatives, - the authors bring African indigenous knowledge and praxes into play in addressing issues in

various sub-fields of education from philosophy and gnosis to teacher education and classroom practice, memory work and storying to higher education policy and development studies, language and mathematics pedagogy to giftedness and special education. By simultaneously engaging Western and African worldviews, theory, policy and practice, the twelve essays provide an intervention in and contribution to critical approaches to education as a comprehensive global field and as an aspect of African studies."

Africa is now in a much-improved position to support its poor and vulnerable people. It has more money, more policy commitment and abundant intervention programmes. Yet the number of citizens living lives of desperation, or at risk of destitution, is at an all-time high, and still rising. What is turning such positive prospects into such a disappointing result? Politics, Public Policy and Social Protection in Africa reveals key answers, drawing on empirical studies of cash transfer programmes in Botswana, Ghana, Kenya, Nigeria and Uganda. Social cash transfer might be the most effective "safety net" formula to emerge so far. The country chapters in this book explore why it works and how it might be harnessed for poverty alleviation. The studies uncover the very different motives of donors, politicians and the poor themselves for making it their preferred choice; why governments are not expanding the donor-driven pilot programmes as expected, and why ruling elites are not trying to help or hinder a concept which, on the face of it, could derail one of their most lucrative gravy trains. This book will be of value and interest to researchers and students of African politics, African social policy and sociology, as well as policy maker and donors.

The Dialectics of African Education and Western DiscoursesCounter-hegemonic PerspectivesPeter Lang Pub Incorporated

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