

LEARNING from
EXPERIENCE
MINORITY
IDENTITIES,
MULTICULTURAL
STRUGGLES
PAULA M. L. MOYA

Learning From Experience Minority Identities Multicultural Struggles

Nitasha Kaul



Learning From Experience Minority Identities Multicultural Struggles:

Learning from Experience Paula M. L. Moya, 2002-02-01 In *Learning from Experience* Paula Moya offers an alternative to some influential philosophical assumptions about identity and experience in contemporary literary theory. Arguing that the texts and lived experiences of subordinated people are rich sources of insight about our society, Moya presents a nuanced universalist justification for identity based work in ethnic studies. This strikingly original book provides eloquent analyses of such postmodernist feminists as Judith Butler, Donna Haraway, Norma Alarcón and Chela Sandoval, and counters the assimilationist proposals of minority neoconservatives such as Shelby Steele and Richard Rodriguez. It advances realist proposals for multicultural education and offers an understanding of the interpretive power of Chicana feminists including Cherríe Moraga, Gloria Anzaldúa and Helena María Viramontes. *Learning from Experience* enlarges our concept of identity and offers new ways to situate aspects of race, gender, class and sexual orientation in discursive and sociopolitical contexts.

Learning from Experience Paula M. L. Moya, 2002 In *Learning from Experience* Paula Moya offers an alternative to some influential philosophical assumptions about identity and experience in contemporary literary theory. Arguing that the texts and lived experiences of subordinated people are rich sources of insight about our society, Moya presents a nuanced universalist justification for identity based work in ethnic studies. Learning from Experience Paula M. L. Moya, 2002

The Souls of Mixed Folk Michele Elam, 2011-02-21 *The Souls of Mixed Folk* examines representations of mixed race in literature and the arts that redefine new millennial aesthetics and politics. Focusing on black white mixes, Elam analyzes expressive works: novels, drama, graphic narrative, late night television, art installations, as artistic rejoinders to the perception that post Civil Rights politics are bereft and post Black art is apolitical. Reorienting attention to the cultural invention of mixed race from the social sciences to the humanities, Elam considers the creative work of Lezley Saar, Aaron McGruder, Nate Creekmore, Danzy Senna, Colson Whitehead, Emily Raboteau, Carl Hancock Rux, and Dave Chappelle. All these writers and artists address mixed race as both an aesthetic challenge and a social concern, and together they gesture toward a poetics of social justice for the mulatto millennium. *The Souls of Mixed Folk* seeks a middle way between competing hagiographic and apocalyptic impulses in mixed race scholarship: between those who proselytize mixed race as the great hallelujah to the race problem and those who can only hear the alarmist bells of civil rights destruction. Both approaches can obscure some of the more critically astute engagements with new millennial iterations of mixed race by the multi-generic cohort of contemporary writers, artists, and performers discussed in this book. *The Souls of Mixed Folk* offers case studies of their creative work in an effort to expand the contemporary idiom about mixed race in the so-called post-race moment, asking how might new millennial expressive forms suggest an aesthetics of mixed race. And how might such an aesthetics productively reimagine the relations between race, art, and social equity in the twenty-first century. **Inquiry as Stance** Marilyn

Cochran-Smith, Susan L. Lytle, 2015-04-25 In this long-awaited sequel to *Inside/Outside: Teacher Research and Knowledge*, two

leaders in the field of practitioner research offer a radically different view of the relationship of knowledge and practice and of the role of practitioners in educational change. In their new book, the authors put forward the notion of inquiry as stance as a challenge to the current arrangements and outcomes of schools and other educational contexts. They call for practitioner researchers in local settings across the United States and around the world to ally their work with others as part of larger social and intellectual movements for social change and social justice. Part I is a set of five essays that conceptualize inquiry as a stance and as a transformative theory of action that repositions the collective intellectual capacity of practitioners. Part II is a set of eight chapters written by eight differently positioned practitioners who are or were engaged in practitioner research in K-12 schools or teacher education. Part III offers a unique format for exploring inquiry as stance in the next generation: a readers theatre script that juxtaposes and co-mingles 20 practitioners' voices in a performance-oriented format. Together, the three parts of the book point to rich possibilities for practitioner inquiry in the next generation.

Contributors: Rebecca Akin, Gerald Campano, Delvin Dinkins, Kelly A. Harper, Gillian Maimon, Gary McPhail, Swati Mehta, Rob Simon, and Diane Waff. Cochran, Smith, and Lytle once again prove themselves to be among the best at melding theory and practice. Instead of merely making the case for practitioner inquiry, they go the next step to show us exactly what this genre brings to our field: rigor, relevance, and passion. The interplay of conceptual clarity and powerful exemplars makes this a text we will read well into the next decade.

Gloria Ladson-Billings, University of Wisconsin-Madison. Once again, Marilyn Cochran-Smith and Susan Lytle point the way to new and hopeful understandings of practitioner research. Rather than blame teachers for all that is wrong with education, they and their fellow authors remind us that if school reform is to have any chance of fulfilling its stated goal of equal opportunity for all students, teachers must have a significant voice in research policy and practice. With its focus on social justice and its view of practitioner research as transformative, this is a powerful and welcome sequel to their classic *Inside/Outside*.

Sonia Nieto, Professor Emerita, University of Massachusetts-Amherst. *Inquiry as Stance* should be a blockbuster. This brilliant sequel recalibrates relationships between practitioner inquiry and social justice.

Carole Edelsky, Professor Emerita, Arizona State University. This optimistic and generous book is sure to become a central reference for teacher researchers in K-16 schools and their colleagues and supporters throughout the system.

Elyse Eidman-Aadahl, Director, National Programs and Site Development, National Writing Project, University of California-Berkeley. This view of the intellectual and personal work of teaching is a major counter to the contemporary emphasis on testing and packaged curricula.

Cynthia Ballenger, reading specialist, Cambridge Public Schools. Once again, Cochran-Smith, Lytle, and their colleagues bring us an invaluable book on the enormous possibilities of practitioner research.

Luis C. Moll, College of Education, University of Arizona.

Decolonizing Epistemologies Ada María Isasi-Díaz, Eduardo Mendieta, 2012. This anthology gathers the work of three generations of Latina/o theologians and philosopher who have taken up the task of decolonizing epistemology by transforming their respective disciplines from the standpoint of liberation thought and of what

has been called the decolonial turn in social theory theology and philosophy At the heart of this collection is the unveiling of subjugated knowledge elaborated by Latina o scholars who take seriously their social location and that of their communities of accountability and how these impact the development of a different episteme Refusing to continue to allow to be made invisible by the dominant discourse this group of scholars show the unsuspecting and original ways in which Latina o social and historical loci in the US are generative places for the creation of new matrixes of knowledge The book articulates a new point of departure for the self understanding of Latinas as for other marginalized and oppress groups and for all those seeking to engage the move beyond coloniality as it continues to be present in this age of globalization Convergences Maria del Guadalupe Davidson, Kathryn Sophia Belle, Donna-Dale L. Marcano, 2010-10-01 A range of themes race and gender sexuality otherness sisterhood and agency run throughout this collection and the chapters constitute a collective discourse at the intersection of Black feminist thought and continental philosophy converging on a similar set of questions and concerns These convergences are not random or forced but are in many ways natural and necessary the same issues of agency identity alienation and power inevitably are addressed by both camps Never before has a group of scholars worked together to examine the resources these two traditions can offer one another By bringing the relationship between these two critical fields of thought to the forefront the book will encourage scholars to engage in new dialogues about how each can inform the other If contemporary philosophy is troubled by the fact that it can be too limited too closed too white too male then this groundbreaking book confronts and challenges these problems *Double Agency*, 2005 In *Double Agency* Tina Chen proposes impersonation as a paradigm for teasing out the performative dimensions of Asian American literature and culture Asian American acts of impersonation she argues foreground the limits of subjectivity even as they insist on the undeniable importance of subjecthood By decoupling imposture from impersonation Chen shows how Asian American performances have often been misinterpreted read as acts of betrayal rather than multiple allegiance A central paradox informing the book impersonation as a performance of divided allegiance that simultaneously pays homage to and challenges authenticity and authority thus becomes a site for reconsidering the implications of Asian Americans as double agents In exploring the possibilities that impersonation affords for refusing the binary logics of loyalty disloyalty real fake and Asian American *Double Agency* attends to the possibilities of reading such acts as impersonations dynamic performances and a performance dynamics through which Asian Americans constitute themselves as speaking and acting subjects **Exploring Multimodal Composition and Digital Writing** Ferdig, Richard E., Pytash, Kristine E., 2013-07-31 While traditional writing is typically understood as a language based on the combination of words phrases and sentences to communicate meaning modern technologies have led educators to reevaluate the notion that writing is restricted to this definition *Exploring Multimodal Composition and Digital Writing* investigates the use of digital technologies to create multi media documents that utilize video audio and web based elements to further written communication beyond what can be accomplished by words alone

Educators scholars researchers and professionals will use this critical resource to explore theoretical and empirical developments in the creation of digital and multimodal documents throughout the education system **Digital**

Multimedia: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2017-09-13 Contemporary society resides in an age of ubiquitous technology With the consistent creation and wide availability of multimedia content it has become imperative to remain updated on the latest trends and applications in this field Digital Multimedia Concepts Methodologies Tools and Applications is an innovative source of scholarly content on the latest trends perspectives techniques and implementations of multimedia technologies Including a comprehensive range of topics such as interactive media mobile technology and data management this multi volume book is an ideal reference source for engineers professionals students academics and researchers seeking emerging information on digital multimedia

Partnering with Immigrant Communities Gerald Campano, María Paula Ghiso, Bethany J. Welch, 2016 In a period of increasing economic and social uncertainty how do immigrant communities come together to advocate for educational access and their rights This book is based on a 5 year university partnership with members from Indonesian Vietnamese Latino Filipino African American and Irish American communities Sharing rich examples the authors examine how these diverse groups use language and literacy practices to advocate for greater opportunities This unique partnership demonstrates how to draw on the knowledge and interests of a multilingual community to inform literacy teaching and learning both in and out of school It also provides guidelines for reimagining university community collaborations and the practice of ethical partnering Partnering with Immigrant Communities focuses on Minoritized immigrant populations including groups with undocumented status and those who came to the United States to flee religious persecution The intellectual and activist legacies that are already present in communities as people come together to take action on matters that directly impact their lives A local cosmopolitanism that serves as a refuge for many immigrants who may otherwise be scapegoated within the dominant culture A coalition of multilingual multiethnic communities whose experiences are intertwined by overlapping histories of colonization and shared present struggles Ethical and effective community based research including concrete and theoretically informed examples Supported by theory and written with clarity this inspiring account sets the gold standard for research that is both committed and ethical Hilary Janks emeritus professor Wits University A game changing text Elizabeth Dutro University of Colorado Boulder A powerful illustration of intentional ethical engagement through practitioner and participatory research methodologies to support sustainable community based inquiries toward social and political transformation Tarajeau Yazzie Mintz senior program officer for Tribal College and University TCU Early Childhood Education Initiatives American Indian College Fund *Continental Shifts* John D. Riofrio, 2015-10-15 Applying a broad geographical approach to comparative Latino literary and cultural studies Continental Shifts illuminates how the discursive treatment of Latinos changed dramatically following the enactment of NAFTA a shift exacerbated by 9 11 While previous

studies of immigrant representation have focused on single regions the US Mexico border in particular specific genres literature vs political rhetoric or individual groups Continental Shifts unites these disparate discussions in a provocative in depth examination Bringing together a wide range of groups and genres this intercultural study explores novels by Latin American and Latino writers a border film by Tommy Lee Jones and Guillermo Arriaga viral videos of political speeches popular television programming particularly shows that feature incarceration and public shaming and user generated YouTube videos These cultural products reveal the complexity of Latino representations in contemporary discourse While tropes of Latino migrants as threatening diseased foreign bodies date back to the nineteenth century Continental Shifts marks the more pernicious recent images of Latino laborers legal and not in a variety of contemporary media Using vivid examples John Riofrio demonstrates the connections between rhetorical and ideological violence and the physical and psychological violence that has more intensely plagued Latino communities in recent decades Culminating with a consideration of the American identity this eye opening work ultimately probes the nation s ongoing struggle to uphold democratic ideals amid dehumanizing multiethnic tension

Theories of the Flesh Andrea J. Pitts, 2020 A theory in the flesh means one where the physical realities of our lives all fuse to create a politic born of necessity writes activist Cherr e L Moraga This volume of new essays stages an intergenerational dialogue among philosophers to introduce and deepen engagement with U S Latinx and Latin American feminist philosophy and to explore their theories in the flesh It explores specific intellectual contributions in various topics in U S Latinx and Latin American feminisms that stand alone and are unique and valuable analyzes critical contributions that U S Latinx and Latin American interventions have made in feminist thought more generally over the last several decades and shows the intellectual and transformative value of reading U S Latinx and Latin American feminist theorizing The collection features a series of essays analyzing decolonial approaches within U S Latinx and Latin American feminist philosophy including studies of the functions of gender within feminist theory everyday modes of resistance and methodological questions regarding the scope and breadth of decolonization as a critical praxis Additionally essays examine theoretical contributions to feminist discussions of selfhood narrativity and genealogy as well as novel epistemic and hermeneutical approaches within the field A number of contributors in the book address themes of aesthetics and embodiment including issues of visual representation queer desire and disability within U S Latinx and Latin American feminisms Together the essays in this volume are groundbreaking and powerful contributions in the fields of U S Latinx and Latin American feminist philosophy

Critical Feminism and Critical Education Jennifer Gale De Saxe, 2016-03-31 Challenging the current state of public education and teacher preparation this book argues for a re imagination of teacher education through a critical feminist and critical education perspective Offering a rich discussion of the promise and pedagogy of self reflexivity and testimonio which emerges from critical feminism this book brings together theory and practice in critical feminism critical education and testimonio to serve as a platform in which to reconceptualize

the philosophy of traditional teacher education arguing that too many programs prepare teachers who often preserve rather than challenge the status quo

Identity in Education S. Sánchez-Casal, 2009-05-25 This volume explores the impact of social identity on teaching and learning The contributors argue from the perspective of diverse disciplinary and educational contexts that mobilizing identities in the classroom is a necessary part of progressive educators efforts to transform knowledge making and to create a more just and democratic society

Transnational Latina Narratives in the Twenty-first Century Juanita Heredia, 2009-08-03 Transnational Latina Narratives is the first critical study of its kind to examine twenty first century Latina narratives by female authors of diverse Latin American heritages based in the U S Heredia s comparative perspective on gender race and migrations between Latin America and the U S demonstrates the changing national landscape that needs to accommodate an ever growing Latino a presence This book draws on the work of Denise Ch vez Sandra Cisneros Marta Moreno Vega Angie Cruz and Marie Arana as well as a diverse blend of popular culture Heredia s thought provoking insights seek to empower the representation of women who are transnational ambassadors in modern trans American literature

Transnational Testimonios Patricia DeRocher, 2018-10-16 The activist storytelling practice of testimonio long associated with Latin American struggles for justice forges coalitions across social differences for the purpose of social change Beyond Central and South America Patricia DeRocher examines testimonios from a wide range of geopolitical sites including Argentina Egypt Haiti India Jamaica and Trinidad as well as the United States and suggests that feminist testimonios offer a model for cross border feminist alliance building Transnational Testimonios focuses on the questions of translation knowledge and power that characterize the creation and reception of these life writings DeRocher demonstrates how these stories can mobilize social activism and intervene in epistemological impasses between the Global North and South offering vital tools for reimagining transnational feminist politics

Imagining Economics Otherwise Nitasha Kaul, 2007-10-04 The result of a multifaceted investigation into the nature of knowledge produced by economics this book re examines certain understood ways of thinking about economics as a discipline especially in relation to questions of identity and difference

Restless Travellers Antonio José Miralles Pérez, 2011-08-08 The first part of this book deals with Britain s imperial age its militants and its critics The selection of works generates a large field of debate explored using traditional or innovative approaches The 19th century is presented as a time for writers J E Aylmer E Marryat Norris G A Henty Conan Doyle who tell stories of Europeans venturing forth into uncivilised regions of the world where they meet other races But writers of a different outlook are also considered Before the twilight of Empire women were born in England Virginia Woolf and in Ireland Elizabeth Bowen who would use the ductile means of literature to narrate journeys into the female self instead of masculine tales set in distant lands The imperial experience is a subject of concern and reflection with special interest when authored by natives of former colonies such as Michael Ondaatje s Hindu Sirk hero in *The English Patient* and the Nigerian girls in some of Patience Agbabi s poems The idea of travelling into or out of the culture to which

one apparently belongs and the contradictory feelings such an experience causes pervades the writer's mind and the ensuing narrative. The second part can be regarded as a North American miscellany mostly devoted to the African culture although also dealing with European heritage. In order to recognise Asian and South American influences as well, authors such as Fred Wah, Ariel Dorfman and Julia Alvarez have been included. Black literature is represented by two 19th century writers, Mary Ann Shadd and Martin R. Delany, who remind us of the fight against slavery and segregation and the path to equality. Various 20th century writers, Toni Morrison, Ernest Gaines, Harryette Mullen, August Wilson, address the African American's quest for identity presented by some as a journey southwards away from the place of birth or an unsatisfactory life and in search of self-knowledge in the land of their forefathers. These journeys provide materials for different genres and tones, enabling readers to examine the aspirations and fears of a community whose contribution to the history and literature of America has stimulated continuous study. The two parts of the book are connected by the underlying discussion of essential conflicts that have occupied travellers traversing imperial spaces or experiencing foreign lands as well as travellers who instead of exotic adventures or romantic sojourns want to settle in a new country, be accepted by a nation their ancestors did not know or exercise rights they were denied on their native soil.

Race, Rights, and Recognition Dean Franco, 2012-06-15

In *Race Rights and Recognition*, Dean J. Franco explores the work of recent Jewish American writers, many of whom have taken unpopular stances on social issues, distancing themselves from the politics and public practice of multiculturalism. While these writers explore the same themes of group-based rights and recognition that preoccupy Latino, African American, and Native American writers, they are generally suspicious of group identities and are more likely to adopt postmodern distancing techniques than to presume to speak for their people. Ranging from Philip Roth's scandalous 1969 novel *Portnoy's Complaint* to Gary Shteyngart's *Absurdistan* in 2006, the literature Franco examines in this book is at once critical of and deeply invested in the problems of race and the rise of multicultural philosophies and policies in America. Franco argues that from the formative years of multiculturalism (1965-1975), Jewish writers probed the ethics and not just the politics of civil rights and cultural recognition; this perspective arose from a stance of keen awareness of the limits and possibilities of consensus-based civil and human rights. Contemporary Jewish writers are now responding to global problems of cultural conflict and pluralism and thinking through the challenges and responsibilities of cosmopolitanism. Indeed, if the United States is now correctly and cautiously identifying itself as a post-ethnic nation, it may be said that Jewish writing has been well ahead of the curve in imagining what a post-ethnic future might look like and in critiquing the social conventions of race and ethnicity.

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