

File Type PDF Unsettling Narratives Postcolonial Readings Of Children S Literature By Bradford Clare Wilfrid Laurier University Press2007 Paperback

# **Unsettling Narratives Postcolonial Readings Of Children S Literature By Bradford Clare Wilfrid Laurier University Press2007 Paperback**

Unsettling the Colonial Places and Spaces of Early Childhood Education  
Kipling's Children's Literature  
Reading the Child in Children's Literature  
Unsettling Stories  
The Yearbook of the National Reading Conference  
Home Words  
Unsettling Truths  
Space and Place in Children's Literature, 1789 to the Present  
Discourses of Postcolonialism in Contemporary British Children's Literature  
Australian Literary Studies  
School Library Journal  
Unsettling the Word  
Christianity in India  
Unsettling the Settler Within  
Contemporary Children's Literature and Film  
The Swan Books Canada  
Postcolonial? Unsettling Sikh and Muslim Conflict  
Gould's Book of Fish  
Contemporary Adolescent Literature and Culture  
J.M. Coetzee and the Ethics of Power  
New World Orders in Contemporary Children's Literature  
Voices of the Other  
Picturing Canada  
Unsettling the Bildungsroman  
The Middle Ages in Popular Culture: Medievalism and Genre - Student Edition  
Unsettling Sights  
The Norton Anthology of Theory and Criticism  
Settlers, War, and Empire in the Press  
Unsettling Narratives  
Narrating Postcolonial Arab Nations  
Beyond The Borders  
Unsettled Remains  
The Mighty Child  
The Disney Middle Ages  
Connected Sociologies  
Wild Things  
The Middle Ages in Children's Literature  
Unsettling Colonialism  
Reading Race

## **Unsettling the Colonial Places and Spaces of Early Childhood Education**

David Rudd takes a lively and controversial look at the critical representation of the child in children's literature, arguing for a more open and eclectic approach: one that celebrates the diverse power, appeal and possibilities of children's literature. Drawing on psychoanalytically informed perspectives, Rudd shows how theory can be both exciting and liberating. He offers fresh and stimulating close readings of key texts, ranging from established classics – such as Alice in Wonderland, Peter Pan and Winnie-the-Pooh - to more modern works, including novels (Peter Pan in Scarlet and The Children's Book) and picture books (Zoo, The Missing Piece and Where the Wild Things Are). Sophisticated yet highly approachable, this is an essential read for anyone with an interest in the study of children's literature.

## **Kipling's Children's Literature**

Note: this is an abridged version of the book with references removed. The complete edition is available on this website. This fascinating study places multiple genres in dialogue and considers both medievalism and genre to be frameworks from which meaning can be produced. It explores works from a wide range of

File Type PDF Unsettling Narratives Postcolonial Readings Of Children S  
Literature By Bradford Clare Wilfrid Laurier University Press 2007 Paperback

genres-children's and young adult, historical, cyberpunk, fantasy, science fiction, romance, and crime-and across multiple media-fiction, film, television, video games, and music. The range of media types and genres enable comparison, and the identification of overarching trends, while also allowing comparison of contrasting phenomena. As the first volume to explore the nexus of medievalism and genre across such a wide range of texts, this collection illustrates the fractured ideologies of contemporary popular culture. The Middle Ages are more usually, and often more prominently, aligned with conservative ideologies, for example around gender roles, but the Middle Ages can also be the site of resistance and progressive politics. Exploring the interplay of past and present, and the ways writers and readers work engage with them demonstrates the conscious processes of identity construction at work throughout Western popular culture. The collection also demonstrates that while scholars may have by-and-large abandoned the concept of accuracy when considering contemporary medievalisms, the Middle Ages are widely associated with authenticity, and the authenticity of identity, in the popular imagination; the idea of the real Middle Ages matters, even when historical realities do not. This book will be of interest to scholars of medievalism, popular culture, and genre.

## **Reading the Child in Children's Literature**

You cannot discover lands already inhabited. In this prophetic blend of history,

theology, and cultural commentary, Mark Charles and Soong-Chan Rah reveal the damaging effects of the "Doctrine of Discovery," which institutionalized American triumphalism and white supremacy. This book calls our nation and churches to a truth-telling that will expose past injustices and open the door to conciliation and true community.

## **Unsettling Stories**

The first study of the synergies between postcolonialism and the genre of the short story composite, *Unsettling Stories* considers how the form of the interconnected short story collection is well suited to expressing thematic aspects of postcolonial writing on settler terrain. Unique for its comparative considerations of American, Canadian, and Australian literature within the purview of postcolonial studies, this is also a considered study of the difficult place of the postcolonial settler subject within academic debates and literature. Close readings of work by Tim Winton, Margaret Laurence, William Faulkner, Stephen Leacock, Sherwood Anderson, Olga Masters, Scott R. Sanders, Thea Astley, Tim O'Brien and Sandra Birdsell are positioned alongside critical discussions of postcolonial theory to show how awkward affiliations of individuals to place, home, nation, culture, and history expressed in short story composites can be usefully positioned within the broader context of settler colonialism and its aftermath.

## **The Yearbook of the National Reading Conference**

The gold standard anthology for anyone who wants to understand the development and current state of literary theory. Offering 191 pieces by 157 authors, *The Norton Anthology of Theory and Criticism*, Third Edition, is more comprehensive and more varied in its selection than any other anthology. Forty-eight NEW selections—concentrated mostly on the twentieth and twenty-first centuries—make the book not only the best overview of the history of theory, but also a remarkably up-to-date portrait of the state of theory today.

## **Home Words**

The essays in *Home Words* explore the complexity of the idea of home through various theoretical lenses and groupings of texts. One focus of this collection is the relation between the discourses of nation, which often represent the nation as home, and the discourses of home in children's literature, which variously picture home as a dwelling, family, town or region, psychological comfort, and a place to start from and return to. These essays consider the myriad ways in which discourses of home underwrite both children's and national literatures. *Home Words* reconfigures the field of Canadian children's literature as it is usually represented by setting the study of English- and French-language texts side by

side, and by paying sustained attention to the diversity of work by Canadian writers for children, including both Aboriginal peoples and racialized Canadians. It builds on the literary histories, bibliographical essays, and biographical criticism that have dominated the scholarship to date and sets out to determine and establish new directions for the study of Canadian children's literature.

## **Unsettling Truths**

This book offers a variety of approaches to children's literature from a postcolonial perspective that includes discussions of cultural appropriation, race theory, pedagogy as a colonialist activity, and multiculturalism. The eighteen essays divide into three sections: Theory, Colonialism, Postcolonialism. The first section sets the theoretical framework for postcolonial studies; essays here deal with issues of "otherness" and cultural difference, as well as the colonialist implications of pedagogic practice. These essays confront our relationships with the child and childhood as sites for the exertion of our authority and control. Section 2 presents discussions of the colonialist mind-set in children's and young adult texts from the turn of the century. Here works by writers of animal stories in Canada, the U.S. and Britain, works of early Australian colonialist literature, and Frances Hodgson Burnett's *A Little Princess* come under the scrutiny of our postmodern reading practices. Section 3 deals directly with contemporary texts for children that manifest both a postcolonial and a neo-colonial content. In this section, the longest

in the book, we have studies of children's literature from Canada, Australia, Africa, the Caribbean, and the United States.

## **Space and Place in Children's Literature, 1789 to the Present**

How do children's books relate to the cultures that produce them, and how do they influence those cultures? In *Reading Race* Clare Bradford looks at representations of Australia's indigenous peoples in texts for children. She shows how these varying representations have helped to colour the attitudes, beliefs and assumptions of different generations of Australians. To what extent have children's books enabled readers to understand Aboriginal culture, relations between Aboriginal and non-Aboriginal people, and relationships between Aboriginality and national identity? Bradford draws on examples from popular and literary children's books of all genres--fiction, non-fiction, picture books and school texts. She reveals that many children's books display the tensions and uncertainties inherent in relations between Aboriginal and non-Aboriginal people. Bradford also uncovers the different ideologies of race that have informed Australian children's texts from the nineteenth century to currently popular writers, demonstrating cultural shifts in the representation of Aboriginality over time. The result is a ground-breaking and intelligent picture of how Australian children's books, by both white and Aboriginal writers, have negotiated the matter of race. *Reading Race* will enhance the ways in which we come to read and understand the complex and delicate issues around

Aboriginal-white relations. It will be an invaluable resource in the fields of post-colonial studies, Indigenous and Aboriginal studies, literary and cultural studies and children's literature.

## **Discourses of Postcolonialism in Contemporary British Children's Literature**

Unsettled Remains: Canadian Literature and the Postcolonial Gothic examines how Canadian writers have combined a postcolonial awareness with gothic metaphors of monstrosity and haunting in their response to Canadian history. The essays gathered here range from treatments of early postcolonial gothic expression in Canadian literature to attempts to define a Canadian postcolonial gothic mode. Many of these texts wrestle with Canada's colonial past and with the voices and histories that were repressed in the push for national consolidation but emerge now as uncanny reminders of that contentious history. The haunting effect can be unsettling and enabling at the same time. In recent years, many Canadian authors have turned to the gothic to challenge dominant literary, political, and social narratives. In Canadian literature, the "postcolonial gothic" has been put to multiple uses, above all to figure experiences of ambivalence that have emerged from a colonial context and persisted into the present. As these essays demonstrate, formulations of a Canadian postcolonial gothic differ radically from

one another, depending on the social and cultural positioning of who is positing it. Given the preponderance, in colonial discourse, of accounts that demonize otherness, it is not surprising that many minority writers have avoided gothic metaphors. In recent years, however, minority authors have shown an interest in the gothic, signalling an emerging critical discourse. This “spectral turn” sees minority writers reversing long-standing characterizations of their identity as “monstrous” or invisible in order to show their connections to and disconnection from stories of the nation.

## **Australian Literary Studies**

Unsettling Sights: The Fourth World on Film examines the politics of representing Aboriginality, in the process bringing frequently marginalized voices and visions, issues and debates into the limelight. Corinn Columpar uses film theory, postcolonial theory, and Indigenous theory to frame her discussion of the cinematic construction and transnational circulation of Aboriginality. The result is a broad interdisciplinary analysis of how Indigeneity is represented in cinema, supported by more than twenty rigorous and theoretically informed case studies of contemporary feature films by both First- and Fourth-World filmmakers in the United States, Canada, New Zealand, and Australia. Columpar relies heavily on textual analysis of the films but also explores contextual issues in filmmaking such as funding, personnel, modes of production, and means of distribution. Part one of

File Type PDF Unsettling Narratives Postcolonial Readings Of Children S  
Literature By Bradford Clare Wilfrid Laurier University Press 2007 Paperback

Unsettling Sights focuses on contact narratives in which the Aboriginal subject is constructed in reactive response to a colonizing or invading presence. Films such as *The Piano* and *The Proposition*, wherein a white man “goes native,” and *The New World* and *Map of the Human Heart*, which approach contact from the perspective of an Aboriginal character, serve as occasions to examine the ways in which Aboriginal identities are negotiated within dominant cinema. Part two shifts the focus from contact narratives to films that seek to define Aboriginality on its own terms, with reference to a (lost) homeland and/or Indigenous practices of (hi)story-telling: while texts such as *Once Were Warriors* and *Smoke Signals* foster an engagement with issues of deterritorialization, relocation, and urbanization, discussion of *beDevil*, *Atanarjuat*, and *The Business of Fancydancing*, among others, bring questions of voice, translation, and the relationship between cinema and oral tradition to the forefront. *Unsettling Sights* is the first significant, scholarly examination of Aboriginality and cinema in an international context and will be invaluable to scholars and students in many fields including cinema studies, anthropology, critical race studies, cultural studies, and postcolonial studies.

## **School Library Journal**

## **Unsettling the Word**

File Type PDF Unsettling Narratives Postcolonial Readings Of Children S  
Literature By Bradford Clare Wilfrid Laurier University Press 2007 Paperback

Winner of the Commonwealth Prize New York Times Book Review—Notable Fiction 2002 Entertainment Weekly—Best Fiction of 2002 Los Angeles Times Book Review—Best of the Best 2002 Washington Post Book World—Raves 2002 Chicago Tribune—Favorite Books of 2002 Christian Science Monitor—Best Books 2002 Publishers Weekly—Best Books of 2002 The Cleveland Plain Dealer—Year’s Best Books Minneapolis Star Tribune—Standout Books of 2002 Once upon a time, when the earth was still young, before the fish in the sea and all the living things on land began to be destroyed, a man named William Buelow Gould was sentenced to life imprisonment at the most feared penal colony in the British Empire, and there ordered to paint a book of fish. He fell in love with the black mistress of the warder and discovered too late that to love is not safe; he attempted to keep a record of the strange reality he saw in prison, only to realize that history is not written by those who are ruled. Acclaimed as a masterpiece around the world, Gould’s Book of Fish is at once a marvelously imagined epic of nineteenth-century Australia and a contemporary fable, a tale of horror, and a celebration of love, all transformed by a convict painter into pictures of fish.

## **Christianity in India**

Originally published: Australia: Giramondo, 2013.

## **Unsettling the Settler Within**

Unsettling the Bildungsroman combines genre and cultural theory and offers a cross-ethnic comparative approach to the tradition of the female novel of development and the American coming-of-age narrative. Examines the work of Jamaica Kincaid, Sandra Cisneros, Maxine Hong Kingston, and Audre Lorde.

## **Contemporary Children's Literature and Film**

By studying the history and sources of the Thomas Christians of India, a community of pre-colonial Christian heritage, this book revisits the assumption that Christianity is Western and colonial and that Christians in the non-West are products of colonial and post-colonial missionaries. Christians in the East have had a difficult time getting heard—let alone understood as anti-colonial. This is a problem, especially in studies on India, where the focus has typically been on North India and British colonialism and its impact in the era of globalization. This book analyzes texts and contexts to show how communities of Indian Christians predetermined Western expansionist goals and later defined the Western colonial and Indian national imaginary. Combining historical research and literary analysis, the author prompts a re-evaluation of how Indian Christians reacted to colonialism in India and its potential to influence ongoing events of religious intolerance.

## File Type PDF Unsettling Narratives Postcolonial Readings Of Children S Literature By Bradford Clare Wilfrid Laurier University Press 2007 Paperback

Through a rethinking of a postcolonial theoretical framework, this book argues that Thomas Christians attempted an anti-colonial turn in the face of ecclesiastical and civic occupation that was colonial at its core. A novel intervention, this book takes up South India and the impact of Portuguese colonialism in both the early modern and contemporary period. It will be of interest to academics in the fields of Renaissance/Early Modern Studies, Postcolonial Studies, Religious Studies, Christianity, and South Asia.

### **The Swan Book**

This book demonstrates how contemporary children's texts draw on utopian and dystopian tropes in their projections of possible futures. The authors explore the ways in which children's texts respond to social change and global politics. The book argues that children's texts are crucially implicated in shaping the values of their readers.

### **Is Canada Postcolonial?**

From the Harry Potter series to urban fairy romance, the Middle Ages comprise a rich source of stories, symbols, characters and settings in texts for the young. The Middle Ages in Children's Literature is the first thorough study of medievalism for

the young — that is, post-medieval imaginings of the Middle Ages in fiction, non-fiction and films. In this book Clare Bradford shows that medievalism for the young both provides moments of enchantment and also serves as a distancing strategy which enables texts to address contentious and difficult topics. The Middle Ages in Children's Literature examines how changing conceptions of history have influenced the writing of historical fiction. Examining representations of disabilities, monstrous bodies, and animals, Bradford shows that medievalist texts use the medieval to reflect on modernity. The book ends with a chapter which explains why so many texts for the young treat the Middle Ages as a source of comedy.

## **Unsettling Sikh and Muslim Conflict**

Focusing on questions of space and locale in children's literature, this collection explores how metaphorical and physical space can create landscapes of power, knowledge, and identity in texts from the early nineteenth century to the present. The collection is comprised of four sections that take up the space between children and adults, the representation of 'real world' places, fantasy travel and locales, and the physical space of the children's book-as-object. In their essays, the contributors analyze works from a range of sources and traditions by authors such as Sylvia Plath, Maria Edgeworth, Gloria Anzaldúa, Jenny Robson, C.S. Lewis, Elizabeth Knox, and Claude Ponti. While maintaining a focus on how location and spatiality aid in defining the child's relationship to the world, the essays also

address themes of borders, displacement, diaspora, exile, fantasy, gender, history, home-leaving and homecoming, hybridity, mapping, and metatextuality. With an epilogue by Philip Pullman in which he discusses his own relationship to image and locale, this collection is also a valuable resource for understanding the work of this celebrated author of children's literature.

## **Gould's Book of Fish**

For many, the middle ages depicted in Walt Disney movies have come to figure as the middle ages, forming the earliest visions of the medieval past for much of the contemporary Western (and increasingly Eastern) imagination. The essayists of *The Disney Middle Ages* explore Disney's mediation and re-creation of a fairy-tale and fantasy past, not to lament its exploitation of the middle ages for corporate ends, but to examine how and why these medieval visions prove so readily adaptable to themed entertainments many centuries after their creation. What results is a scrupulous and comprehensive examination of the intersection between the products of the Disney Corporation and popular culture's fascination with the middle ages.

## **Contemporary Adolescent Literature and Culture**

## File Type PDF Unsettling Narratives Postcolonial Readings Of Children S Literature By Bradford Clare Wilfrid Laurier University Press2007 Paperback

This book challenges the boundaries of postcolonial theory. Focusing on American literature, it examines how America's own imperial history has shaped the literature that has emerged from America, from Native American, Latino, Black and Asian-American writers. They contrast this with postcolonial literature from countries whose history has been shaped by American colonialism, from Canada, Central America and the Caribbean to Hawaii, Indonesia and Vietnam. It explores questions about national identity and multiculturalism: why, for instance, is a Native writer categorised within 'American literature' if writing on one side of the border, but as 'Canadian' and 'postcolonial' if writing on the other? This is a challenging collection that raises questions not only about the boundaries of postcolonial theory, but also about ethnicity and multiculturalism, and the impact of immigration and assimilation.

### **J.M. Coetzee and the Ethics of Power**

The study of children's illustrated books is located within the broad histories of print culture, publishing, the book trade, and concepts of childhood. An interdisciplinary history, *Picturing Canada* provides a critical understanding of the changing geographical, historical, and cultural aspects of Canadian identity, as seen through the lens of children's publishing over two centuries. Gail Edwards and Judith Saltman illuminate the connection between children's publishing and Canadian nationalism, analyse the gendered history of children's librarianship,

identify changes and continuities in narrative themes and artistic styles, and explore recent changes in the creation and consumption of children's illustrated books. Over 130 interviews with Canadian authors, illustrators, editors, librarians, booksellers, critics, and other contributors to Canadian children's book publishing, document the experiences of those who worked in the industry. An important and wholly original work, *Picturing Canada* is fundamental to our understanding of publishing history and the history of childhood itself in Canada.

## **New World Orders in Contemporary Children's Literature**

The *Mighty Child* offers an existentialist approach to the theorization and criticism of children's literature, nuancing the academic claim that children's literature, specifically defined as 'didactic', alienates childhood from adulthood and disempowers its implied child reader. This volume recentres the theoretical debate around the constructions of time and power which characterize conceptions of childhood and adulthood in children's literature. The 'hidden', didactic adult of children's literature, this volume argues, is not solely the dictatorial planner of the child's future, but also a disempowered entity, yearning for unpredictability in the semi-educational, semi-aesthetic endeavor of the children's book. Leaning on current work in the field of children's literature theory, on French phenomenological existentialism, and on the philosophy and sociology of childhood, *The Mighty Child* is addressed to contemporary theorists and critics of

children's literature.

## **Voices of the Other**

An interdisciplinary analysis of gender, race, empire, and colonialism in fin-de-siècle Spanish literature and culture across the global Hispanic world. *Unsettling Colonialism* illuminates the interplay of race and gender in a range of fin-de-siècle Spanish narratives of empire and colonialism, including literary fictions, travel narratives, political treatises, medical discourse, and the visual arts, across the global Hispanic world. By focusing on texts by and about women and foregrounding Spain's pivotal role in the colonization of the Americas, Africa, and Asia, this book not only breaks new ground in Iberian literary and cultural studies but also significantly broadens the scope of recent debates in postcolonial feminist theory to account for the Spanish empire and its (former) colonies. Organized into three sections: colonialism and women's migrations; race, performance, and colonial ideologies; and gender and colonialism in literary and political debates, *Unsettling Colonialism* brings together the work of nine scholars. Given its interdisciplinary approach and accessible style, the book will appeal to both specialists in nineteenth-century Iberian and Latin American studies and a broader audience of scholars in gender, cultural, transatlantic, transpacific, postcolonial, and empire studies. N. Michelle Murray is Assistant Professor of Spanish at Vanderbilt University and the author of *Home Away from Home: Immigrant*

Narratives, Domesticity, and Coloniality in Contemporary Spanish Culture. Akiko Tsuchiya is Professor of Spanish and Affiliate in Women, Gender, and Sexuality Studies at Washington University in St. Louis. She is the coeditor (with William G. Acree Jr.) of *Empire's End: Transnational Connections in the Hispanic World* and the author of *Marginal Subjects: Gender and Deviance in Fin-de-Siècle Spain* and *Images of the Sign: Semiotic Consciousness in the Novels of Benito Pérez Galdós*.

## **Picturing Canada**

*Unsettling the Colonial Places and Spaces of Early Childhood Education* uncovers and interrogates some of the inherent colonialist tensions that are rarely acknowledged and often unwittingly rehearsed within contemporary early childhood education. Through building upon the prior postcolonial interventions of prominent early childhood scholars, *Unsettling the Colonial Places and Spaces of Early Childhood Education* reveals how early childhood education is implicated in the colonialist project of predominantly immigrant (post)colonial settler societies. By politicizing the silences around these specifically settler colonialist tensions, it seeks to further unsettle the innocence presumptions of early childhood education and to offer some decolonizing strategies for early childhood practitioners and scholars. Grounding their inquiries in early childhood education, the authors variously engage with postcolonial theory, place theory, feminist philosophy, the ecological humanities and indigenous onto-epistemologies.

## **Unsettling the Bildungsroman**

Offering a wide range of critical perspectives, this volume explores the moral, ideological and literary landscapes in fiction and other cultural productions aimed at young adults. Topics examined are adolescence and the natural world, nationhood and identity, the mapping of sexual awakening onto postcolonial awareness, hybridity and trans-racial romance, transgressive sexuality, the sexually abused adolescent body, music as a code for identity formation, representations of adolescent emotion, and what neuroscience research tells us about young adult readers, writers, and young artists. Throughout, the volume explores the ways writers configure their adolescent protagonists as awkward, alienated, rebellious and unhappy, so that the figure of the young adult becomes a symbol of wider political and societal concerns. Examining in depth significant contemporary novels, including those by Julia Alvarez, Stephenie Meyer, Tamora Pierce, Malorie Blackman and Meg Rosoff, among others, *Contemporary Adolescent Literature and Culture* illuminates the ways in which the cultural constructions 'adolescent' and 'young adult fiction' share some of society's most painful anxieties and contradictions.

## **The Middle Ages in Popular Culture: Medievalism and Genre - Student Edition**

## **Unsettling Sights**

This book outlines what theory for a global age might look like, posing an agenda for consideration, contestation and discussion, and a framework for the researched volumes that follow in the series. Gurminder K. Bhabra takes up the classical concerns of sociology and social theory and shows how they can be rethought through an engagement with postcolonial studies and decoloniality, two of the most distinctive critical approaches of the past decades.

## **The Norton Anthology of Theory and Criticism**

How can postcolonialism be applied to Canadian literature? In all that has been written about postcolonialism, surprisingly little has specifically addressed the position of Canada, Canadian literature, or Canadian culture. Postcolonialism is a theory that has gained credence throughout the world; it is be productive to ask if and how we, as Canadians, participate in postcolonial debates. It is also vital to examine the ways in which Canada and Canadian culture fit into global discussions as our culture reflects how we interact with our neighbours, allies, and adversaries. This collection wrestles with the problems of situating Canadian literature in the ongoing debates about culture, identity, and globalization, and of applying the

slippery term of postcolonialism to Canadian literature. The topics range in focus from discussions of specific literary works to general theoretical contemplations. The twenty-three articles in this collection grapple with the recurrent issues of postcolonialism — including hybridity, collaboration, marginality, power, resistance, and historical revisionism — from the vantage point of those working within Canada as writers and critics. While some seek to confirm the legitimacy of including Canadian literature in the discussions of postcolonialism, others challenge this very notion.

## **Settlers, War, and Empire in the Press**

This book considers how contemporary British children's books engage with some of the major cultural debates of recent years, and how they resonate with the current preoccupations and tastes of the white mainstream British reading public. A central assumption of this volume is that Britain's imperial past continues to play a key role in its representations of race, identity, and history. The insistent inclusion of questions relating to colonialism and power structures in recent children's novels exposes the complexities and contradictions surrounding the fictional treatment of race relations and ethnicity. Postcolonial children's literature in Britain has been inherently ambivalent since its cautious beginnings: it is both transgressive and authorizing, both undercutting and excluding. Grzegorzczuk considers the ways in which children's fictions have worked with and against

particular ideologies of race. The texts analyzed in this collection portray ethnic minorities as complex, hybrid products of colonialism, global migrations, and the ideology of multiculturalism. By examining the ideological content of these novels, Grzegorzczuk demonstrates the centrality of the colonial past to contemporary British writing for the young.

## **Unsettling Narratives**

In 2008, Canada established a Truth and Reconciliation Commission to mend the deep rifts between Aboriginal peoples and the settler society that created Canada's notorious residential school system. *Unsettling the Settler Within* argues that non-Aboriginal Canadians must undergo their own process of decolonization in order to truly participate in the transformative possibilities of reconciliation. Settlers must relinquish the persistent myth of themselves as peacemakers and acknowledge the destructive legacy of a society that has stubbornly ignored and devalued Indigenous experience. A compassionate call to action, this powerful book offers a new and hopeful path toward healing the wounds of the past.

## **Narrating Postcolonial Arab Nations**

Despite Kipling's popularity as an author and his standing as a politically

controversial figure, much of his work has remained relatively unexamined due to its characterization as 'children's literature'. Sue Walsh challenges the apparently clear division between 'children's' and 'adult' literature, and poses important questions about how these strict categories have influenced critical work on Kipling and on literature in general. For example, why are some of Kipling's books viewed as children's literature, and what critical assumptions does this label produce? Why is it that *Kim* is viewed by critics as transcending attempts at categorization? Using Kipling as a case study, Walsh discusses texts such as *Kim*, *The Jungle Books*, *the Just-So Stories*, *Puck of Pook's Hill*, and *Rewards and Fairies*, re-evaluating earlier critical approaches and offering fresh readings of these relatively neglected works. In the process, she suggests new directions for postcolonial and childhood studies and interrogates the way biographical criticism on children's literature in particular has tended to supersede and obstruct other kinds of readings.

## **Beyond The Borders**

The first book-length study of the relationship between children's literature and ecocriticism.

## **Unsettled Remains**

## **The Mighty Child**

Children's books seek to assist children to understand themselves and their world. *Unsettling Narratives: Postcolonial Readings of Children's Literature* demonstrates how settler-society texts position child readers as citizens of postcolonial nations, how they represent the colonial past to modern readers, what they propose about race relations, and how they conceptualize systems of power and government. Clare Bradford focuses on texts produced since 1980 in Canada, the United States, Australia, and New Zealand and includes picture books, novels, and films by Indigenous and non-Indigenous publishers and producers. From extensive readings, the author focuses on key works to produce a thorough analysis rather than a survey. *Unsettling Narratives* opens up an area of scholarship and discussion—the use of postcolonial theories—relatively new to the field of children's literature and demonstrates that many texts recycle the colonial discourses naturalized within mainstream cultures.

## **The Disney Middle Ages**

Bringing together leading and emerging scholars, this book argues for the significance of theory for reading texts written and produced for young people. Integrating perspectives from across feminism, ecocriticism, postcolonialism and

poststructuralism, it demonstrates how these inform approaches to a range of contemporary literature and film.

## **Connected Sociologies**

Conflict between Sikhs and Muslims is often remarked upon but rarely investigated rigorously. Such conflict is typically described as being due to angry youth or ethnic hatred and religious passions. This book interrogates such explanations, by focusing upon the relationship between diaspora and the articulation of a postcolonial Sikh identity.

## **Wild Things**

In *J. M. Coetzee and the Ethics of Power*, Emanuela Tegla offers an exploration of the interconnectedness between morality and individual conscience in Coetzee's fiction, as well as a narratological analysis of important stylistic aspects, such as tense, narrative silence or the moral implications of the novels' endings.

## **The Middle Ages in Children's Literature**

## **Unsettling Colonialism**

This book explores how public commentary framed Australian involvement in the Waikato War (1863-64), the Sudan crisis (1885), and the South African War (1899-1902), a succession of conflicts that reverberated around the British Empire and which the newspaper press reported at length. It reconstructs the ways these conflicts were understood and reflected in the colonial and British press, and how commentators responded to the shifting circumstances that shaped the mood of their coverage. Studying each conflict in turn, the book explores the expressions of feeling that arose within and between the Australian colonies and Britain. It argues that settler and imperial narratives required constant defending and maintaining. This process led to tensions between Britain and the colonies, and also to vivid displays of mutual affection. The book examines how war narratives merged with ideas of territorial ownership and productivity, racial anxieties, self-governance, and foundational violence. In doing so it draws out the rationales and emotions that both fortified and unsettled settler societies.

## **Reading Race**

Narrating Postcolonial Arab Nations significantly enhances the interface between postcolonial literary studies and the hitherto under-studied Arab world. Lindsey

File Type PDF Unsettling Narratives Postcolonial Readings Of Children S  
Literature By Bradford Clare Wilfrid Laurier University Press2007 Paperback

Moore brings together canonical and less familiar Arab novels and memoirs from the last half century to consider colonial continuities and consequences. Literary narratives are shown to oppose repressive versions of nationalism and to track desire lines toward more hospitable nations. The literatures discussed in this book enable a deeper historical understanding of twenty-first century Arab uprisings and their aftermaths. The book analyzes four rich sites of literary production: Egypt, Algeria, Lebanon, and Palestine. Moore explores ways in which authors critique particular nation-state formations and decolonizing histories, engage the general problematic of 'the nation', and redefine, repurpose, and transcend national literary canons. Chapter One contrasts Egyptian literary representations of popular revolt with official revolutionary discourse. Chapter Two addresses the enduring legacy of anti-colonial violence in Algeria and the place of Albert Camus in its literature. Chapter Three uses narratives of gender violence on the Beirut front line to reveal the divisibility and intersectional identity politics of postcolonial nation-states. Chapter Four emphasizes ways in which Palestinian memoirs insist upon remembering towards a postcolonial future. The book provides detailed analysis of literary narratives by Etel Adnan, Rabih Alameddine, Alaa al-Aswany, Rachid Boudjedra, Albert Camus, Rashid al-Daïf, Assia Djebar, Ghada Karmi, Naguib Mahfouz, Jean Said Makdisi, Edward Said, Boualem Sansal, Raja Shehadeh, Miral al-Tahawy, and Latifa al-Zayyat. It is an indispensable volume for students and scholars of Postcolonial, Arab, and World literatures.

File Type PDF Unsettling Narratives Postcolonial Readings Of Children S  
Literature By Bradford Clare Wilfrid Laurier University Press2007 Paperback

[ROMANCE](#) [ACTION & ADVENTURE](#) [MYSTERY & THRILLER](#) [BIOGRAPHIES &  
HISTORY](#) [CHILDREN'S](#) [YOUNG ADULT](#) [FANTASY](#) [HISTORICAL FICTION](#) [HORROR](#)  
[LITERARY FICTION](#) [NON-FICTION](#) [SCIENCE FICTION](#)