

Read Free Epistemic  
Disobedience And Decolonial  
Healing In Norma

## Epistemic Disobedience And Decolonial Healing In Norma

This is the first anthology to trace broader themes of religion and popular culture across time and theoretical methods. It provides key readings, encouraging a broader methodological and historical understanding. With a combined experience of over 30 years dedicated to teaching undergraduates, Lisle W. Dalton, Eric Michael Mazur, and Richard J. Callahan, Jr. have ensured that the pedagogical features and structure of the volume are

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valuable to both students and their professors. Features include: - A number of units based on common semester syllabi - A blend of materials focused on method with materials focused on subject - An introduction to the texts for each unit - Questions designed to encourage and enhance post-reading reflection and classroom discussion - A glossary of terms from the unit's readings, as well as suggestions for further reading and investigation. The Reader is suitable as the foundational textbook for any undergraduate course on religion and popular culture, as well as

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theory in the study of religion.  
2019 SPE Outstanding Book  
Award Honorable Mention To be  
able to promote effective anti-  
colonial and decolonial  
education, it is imperative that  
educators employ indigenous  
epistemologies that seek to  
threaten, replace and reimagine  
colonial thinking and practice.  
Indigeneity and Decolonial  
Resistance hopes to contribute  
to the search for a more radical  
decolonial education and  
practice that allows for the  
coexistence of, and conversation  
among, “multiple-epistemes.”  
The book approaches the topics  
from three perspectives: • the

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thought that our epistemological frameworks must consider the body of the knowledge producer, place, history, politics and contexts within which knowledge is produced, • that the anti-colonial is intimately connected to decolonization, and by extension, decolonization cannot happen solely through Western science scholarship, and • that the complex problems and challenges facing the world today defy universalist solutions, but can still be remedied.

Indigeneity and Decolonial Resistance is an excellent text for use in a variety of upper-division undergraduate and

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graduate classrooms. It is also a valuable addition to the libraries of writers and researchers interested in indigenous studies and decolonialism. Perfect for courses such as: Anti-Colonial Thought, Indigenous Knowledges, and Decolonization, Education, Social Development, and Social Justice Research in Education, Race, Indigeneity, and the Colonial Politics of Recognition, Marginality and the Politics of Resistance, Indigenous Settler Relations Issues for Teachers, Education Leadership, Reform, and Curriculum Innovation, Leadership in Social-Change

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Organizations, Adaptive  
Leadership: Power, Identity, and  
Social Change, Equity & Anti-  
Oppression in Practice and the  
Promise of Diversity: Addressing  
Race and Power in Education  
Settings, Strategies and Policies  
for Narrowing Racial  
Achievement, and Major  
Concepts and Issues in  
Education.

This book brings together voices  
from the Global South and  
Global North to think through  
what it means, in practice, to  
decolonise contemporary higher  
education. Occasionally, a  
theoretical concept arises in  
academic debate that cuts

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across individual disciplines.

Such concepts - which may well have already been in use and debated for some time - become suddenly newly and increasingly important at a particular historical juncture. Right now, debates around decolonisation are on the rise globally, as we become increasingly aware that many of the old power imbalances brought into play by colonialism have not gone away in the present. The authors in this volume bring theories of decoloniality into conversation with the structural, cultural, institutional, relational and personal logics of curriculum,

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pedagogy and teaching practice.

What is enabled, in practice, when academics set out to decolonize their teaching spaces? What commonalities and differences are there where academics set out to do so in universities across disparate political and geographical spaces? This book explores what is at stake when decolonial work is taken from the level of theory into actual practice. The chapters in this book were originally published as a special issue of Third World Thematics. This book, based on components of Drama for Life, addresses the subject of “innovative methods



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for applied drama and theatre practice in African contexts” . It does so by providing chapters that share the rich, multilayered, and reflexive work that has taken place at Drama for Life from 2008 to the present day. It invites the reader to learn from the experiences of Drama for Life as shared by the authors, understand the role it has played and continues to play in advocating for, and extending the work of, Applied Drama and Theatre practice, and engage in critical, dialogical spaces to examine and interrogate current debates and practices in the field of Applied Drama and Theatre.

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The volume is invaluable for anyone interested in the extensive body of work generated by Drama for Life and its innovative approaches to learning and teaching, as well as performing arts practitioners, artists, teachers, people in community development and service work, and anyone involved in researching Applied Drama and Theatre practice, particularly in an African context, but also globally.

The Palgrave Handbook of Innovative Community and Clinical Psychologies  
Christological Paradigm Shifts in Prophetic Pentecostalism in

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South Africa

Concepts, Analytics, Praxis

Undocumented Immigrants and

New Directions in Social Science

Internal Conflict and Social

Upheaval in India

On Europe and the Caribbean

Challenges of Care in a

Neoliberal Age

Letras y Limpias is the first book to explore the literary significance of the figure of the curandera within Mexican American literature. Amanda Ellis traces the significance of the curandera and her evolution across a variety of genres written by leading Mexican American authors, including Américo Paredes, Rudolfo Anaya, Gloria E. Anzaldúa, Manuel Munoz, ire'ne lara silva, and more. Ellis

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explores the curandera in relationship to decoloniality, bioethics, and the topic of healing while recognizing the limitations and spiritual shortcomings of Western medicine. Ellis argues that our contemporary western health-care system does not know how to fully grapple with illnesses that patients face. Ellis reads the curandera's perennial representation as an ongoing example of decolonial love useful for deconstructing narrow definitions of health and personhood, and for grappling with the effects of neoliberalism and colonialism on the health-care industry. *Letras y Limpias* draws from Chicana feminist theory to assert the importance of the mindbodyspirit connection. Ellis conveys theoretical insights about the continual reimagining of the figure of the curandera as a

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watermark across Mexican American literary texts. This literary figure points to the oppressive forces that create *susto* and reminds us that healing work requires specific attention to colonialism, its legacy, and an intentional choice to carry forward the traditional practices rooted in *curanderismo* passed on from prior generations. By turning toward the figure of the *curandera*, readers are better poised to challenge prevailing ideas about health, and imagine ways to confront the ongoing problems that coloniality creates. *Letras y Limpias* shows how the figure of the *curandera* offers us ways to heal that have nothing to do with copays or medical professionals refusing care, and everything to do with honoring the beauty and complexity of any, every, and all

## Read Free Epistemic Disobedience And Decolonial Healing In Norma humans.

This anthology is about caring for all persons as a part of the revolutionary struggle against colonialism in its many forms. In recognition of the varied ways in which different forms of oppression, injustice, and violence in the world today are traceable to the legacy and continuing effects of colonialism, various authors have contributed to the volume from diverse backgrounds including differing ethnic identities, religious and cultural traditions, gender and sexual orientations, as well as communal and personal realities. As a postcolonial critique of spiritual care, it highlights the plurality of voices and concerns that have been overlooked or obscured because of the politics of race, religion, sexuality, nationalism, and other structures of

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power that have shaped what discursive spiritual care entails today. *Postcolonial Images of Spiritual Care* presents voices of practical and pastoral theologians, academics, spiritual care providers, religious leaders, students, and activists working to provide greater intercultural spiritual care and awareness in the areas of healthcare, community work, and education. The volume, as such, expands the discourse of spiritual care and participates in the ongoing paradigm shifts in the field of pastoral and practical theology.

As the nation becomes increasingly divided by economic inequality, racial injustice, xenophobic violence, and authoritarian governance, scholars in writing studies have strived to develop responsive theories and

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practices to engage students, teachers, administrators, and citizens in the crisis of division and to begin the complicated work of radically transforming our inequitable institutions and society. *Writing Across Difference* is one of the first collections to gather scholars from across the field engaged in offering theoretical, methodological, and pedagogical resources for understanding, interrogating, negotiating, and writing across difference. No text in composition has made such a sweeping attempt to place the multiple areas of translingualism, anti-racism, anticolonialism, interdisciplinarity, and disability into conversation or to represent the field as broadly unified around the concept of difference. The chapters in this book specifically



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explore how monolingual ideology is maintained in institutions and how translingual strategies can (re)include difference; how narrative-based interventions can promote writing across difference in classrooms and institutions by complicating dominant discourses; and how challenging dominant logics of class, race, ability, and disciplinarity can present opportunities for countering divisiveness. *Writing Across Difference* offers writing scholars a sustained intellectual encounter with the crisis of difference and foregrounds the possibilities such an encounter offers for collective action toward a more inclusive and equitable society. It presents a variety of approaches for intervening in classrooms and institutions in the interest of focalizing, understanding,

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negotiating, and bridging difference. The book will be a valuable resource to those disturbed by the bigotry, violence, and fanaticism that mark our political culture and who are seeking inspiration, models, and methods for collective response.

Contributors: Anis Bawarshi, Jonathan Benda, Megan Callow, James Rushing Daniel, Cherice Escobar Jones, Laura Gonzales, Juan Guerra, Stephanie Kerschbaum, Katie Malcolm, Nadya Pittendrigh, Mya Poe, Candice Rai, Iris Ruiz, Ann Shivers-McNair, Neil Simpkins, Alison Y. L. Stephens, Sumyat Thu, Katherine Xue, Shui-yin Sharon Yam

In *The Politics of Decolonial Investigations* Walter D. Mignolo provides a sweeping examination of how coloniality has operated around the world in its myriad forms from the

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sixteenth century to the twenty-first. Decolonial border thinking allows Mignolo to outline how the combination of the self-fashioned narratives of Western civilization and the hegemony of Eurocentric thought served to eradicate all knowledges in non-European languages and praxes of living and being. Mignolo also traces the geopolitical origins of racialized and gendered classifications, modernity, globalization, and cosmopolitanism, placing them all within the framework of coloniality. Drawing on the work of theorists and decolonial practitioners from the Global South and the Global East, Mignolo shows how coloniality has provoked the emergence of decolonial politics initiated by delinking from all forms of Western knowledge and subjectivities. The

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urgent task, Mignolo stresses, is the epistemic reconstitution of categories of thought and praxes of living destituted in the very process of building Western civilization and the idea of modernity. The overcoming of the long-lasting hegemony of the West and its distorted legacies is already underway in all areas of human existence. Mignolo underscores the relevance of the politics of decolonial investigations, in and outside the academy, to liberate ourselves from canonized knowledge, ways of knowing, and praxes of living.

Rethinking Mental Health

A Reader

Masculinity, Race and Identity

The Politics of Decolonial  
Investigations

Engaging First Peoples in Arts-Based  
Service Learning

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The SAGE Handbook of Political  
Science

Routledge Handbook of Critical  
Indigenous Studies

Decolonial Approaches to  
Latin American Literatures  
and Cultures engages and  
problematizes concepts

such as "decolonial" and  
"coloniality" to question  
methodologies in literary  
and cultural scholarship.

While the eleven  
contributions produce  
diverse approaches to  
literary and cultural  
texts ranging from Pre-  
Columbian to contemporary  
works, there is a  
collective questioning of

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the very idea of “Latin America,” what “Latin American” contains or leaves out, and the various practices and locations constituting Latinamericanism. This transdisciplinary study aims to open an evolving corpus of decolonial scholarship, providing a unique entry point into the literature and material culture produced from precolonial to contemporary times. In August 2011, ethnographers Carolina Alonso Bejarano and Daniel M. Goldstein began a

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research project on undocumented immigration in the United States by volunteering at a center for migrant workers in New Jersey. Two years later, Lucia López Juárez and Mirian A. Mijangos García—two local immigrant workers from Latin America—joined Alonso Bejarano and Goldstein as research assistants and quickly became equal partners for whom ethnographic practice was inseparable from activism. In *Decolonizing Ethnography* the four coauthors offer a

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methodological and theoretical reassessment of social science research, showing how it can function as a vehicle for activism and as a tool for marginalized people to theorize their lives.

Tacking between personal narratives, ethnographic field notes, an original bilingual play about workers' rights, and examinations of anthropology as a discipline, the coauthors show how the participation of Mijangos García and López Juárez transformed the project's activist and



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academic dimensions. In so doing, they offer a guide for those wishing to expand the potential of ethnography to serve as a means for social transformation and decolonization.

This ground-breaking text explores the intersection between dominant modes of critical educational theory and the socio-political landscape of American Indian education. Grande asserts that, with few exceptions, the matters of Indigenous people and Indian education have been either

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largely-ignored or indiscriminately absorbed within critical theories of education. Furthermore, American Indian scholars and educators have largely resisted engagement with critical educational theory, tending to concentrate instead on the production of historical monographs, ethnographic studies, tribally-centered curricula, and site-based research. Such a focus stems from the fact that most American Indian scholars feel compelled to address the socio-economic urgencies of their own

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communities, against which engagement in abstract theory appears to be a luxury of the academic elite. While the author acknowledges the dire need for practical-community based research, she maintains that the global encroachment on Indigenous lands, resources, cultures and communities points to the equally urgent need to develop transcendent theories of decolonization and to build broad-based coalitions.

Extending the inquiry of his early groundbreaking books, Christopher Small

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strikes at the heart of traditional studies of Western music by asserting that music is not a thing, but rather an activity. In this new book, Small outlines a theory of what he terms "musicking," a verb that encompasses all musical activity from composing to performing to listening to a Walkman to singing in the shower. Using Gregory Bateson's philosophy of mind and a Geertzian thick description of a typical concert in a typical symphony hall, Small demonstrates how musicking

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forms a ritual through which all the participants explore and celebrate the relationships that constitute their social identity. This engaging and deftly written trip through the concert hall will have readers rethinking every aspect of their musical worlds.

Decolonial Medicine and  
Holistic Healing in  
Mexican American  
Literature

Postcoloniality -  
Decoloniality - Black  
Critique

Musicking

Latinx and Latin American

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Perspectives

Shifting Terrains of  
Exclusion

Postcolonial Orders and  
Decolonial Visions

Decolonial Christianities

**A Borderlands View of  
Latinos, Latin Americans,  
and Decolonization:  
Rethinking Mental Health is  
a work of connection and  
integration encompassing  
decolonization, third-world  
feminism, borderlands  
theory, and liberation-based  
family therapy approaches  
to examine issues of  
identity, trauma, migration,  
and resilience.**

**The evolution of surfing—from the first forms of wave-riding in Oceania, Africa, and the Americas to the inauguration of surfing as a competitive sport at the 2020 Tokyo Olympics—traverses the age of empire, the rise of globalization, and the onset of the digital age, taking on new meanings at each juncture. As corporations have sought to promote surfing as a lifestyle and leisure enterprise, the sport has also narrated its own epic myths that place North America at the center of surf**

**culture and relegate Hawai'i and other indigenous surfing cultures to the margins. The Critical Surf Studies Reader brings together eighteen interdisciplinary essays that explore surfing's history and development as a practice embedded in complex and sometimes oppositional social, political, economic, and cultural relations. Refocusing the history and culture of surfing, this volume pays particular attention to reclaiming the roles that women, indigenous peoples, and people of color have played**



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**in surfing. Contributors.**

**Douglas Booth, Peter  
Brosius, Robin Canniford,  
Krista Comer, Kevin Dawson,  
Clifton Evers, Chris Gibson,  
Dina Gilio-Whitaker, Dexter  
Zavalza Hough-Snee, Scott  
Laderman, Kristin Lawler,  
Iisahunter, Colleen McGloin,  
Patrick Moser, Tara  
Ruttenberg, Cori  
Schumacher, Alexander  
Sotelo Eastman, Glen  
Thompson, Isaiah Helekunihi  
Walker, Andrew Warren,  
Belinda Wheaton**

**This edited book on South  
Asia is part of the book  
series “Managing the Post-**

**colony.” This series is co-edited by Nimruji Jammulamadaka and Gavin Jack and is focused on managing and organising within the historical and contemporary structures of colonization and imperialism within and across nation-states and social domains especially the economic and the cultural domain. This edited book on South Asia is committed to a presentation of indigenous understandings and knowledge around the organizing, religion, language and cultural**

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**production through the lens of anti, post and de-colonial thought. This book forces the reader to consider not just what we know but how and where we know and can be instrumental in identifying and challenging dominant modes of management knowledge production. The decolonial movement is closely associated with scholars like Walter Mignolo, Anibal Quijano and others who expose how Western rationality and science, emanating from the enlightenment project, are**

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**being used by colonial powers to consolidate their imperial projects. The authors in this book argue that a potent form of colonization is epistemic in nature. This book series seeks to present cutting-edge, critical, interdisciplinary, and geographically and culturally diverse perspectives on the contemporary nature, experience and theorization of managing and organizing in post-colonial location under conditions of coloniality. These conditions**

**subsume ongoing and new forms of colonisation/imperialism, and complex resistances to them, and lives lived outside them, and may be drawn out and investigated in regard to a multiplicity of different business- and management-related topics. The power of domination is its ability to silence other ways of knowing, being and doing. Focus on South Asia: Ways of Managing, Organising and Living delivers a profound critique of Western management theory and its universalistic claims. But, it**

**goes much further to  
advance other  
managements and ways of  
organising from the peoples  
and communities of South  
Asia. Stella M. Nkomo,  
University of Pretoria, South  
Africa I like very much the  
orientation and the  
composition of the  
volume...you have a) the  
meaning of management in  
the West changed after the  
Industrial revolution and by  
1900 became a political  
issue domestically in the US  
and before that colonial, as  
you show in the colonial  
context of South Asia; b) so**

**the constitution of the settler management as you show with McCaulay, destituted all existing local form of organizing their praxis of living; c) the task now is the reconstitution of the destituted, the pluriversal human (and animals too) self-organization subjected to Western regulations to their own benefit, while materializing their rhetoric of racial destitution (incapable of organizing like us, impossible for them to be like, us we have to teach them civilization, etc.).**

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**Walter Mignolo, William H. Wannamaker Professor of Literature and Romance Studies at Duke University, USA Very Impressive and Much Needed Pushkala Prasad, Zankel Chair Professor, Skidmore College. How can Western Modernity be analyzed and critiqued through the lens of enslavement and colonial history? The volume maps out answers to this question from the fields of Postcolonial, Decolonial, and Black Studies, delineating converging and diverging positions, approaches, and**



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**trajectories. It assembles  
contributions by renowned  
scholars of the respective  
fields, intervening in  
History, Sociology, Political  
Sciences, Gender Studies,  
Cultural and Literary  
Studies, and Philosophy."  
The Routledge International  
Handbook of Community  
Psychology  
Theory and Intervention  
State, Law, and Adivasi  
Between Uncharted Themes  
and Alternative  
Representations  
Meanings of Bandung  
The Critical Surf Studies  
Reader**

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## **Writing Across Difference**

This edited volume in the Community Psychology Book Series emphasizes applications of community psychology for disrupting dominant and hegemonic power relations. The book explores domains of work that are located within critical community psychology, as well as work that is conventionally not self-defined as community psychology but which draws on and contributes to the foundations and enactments of critical and liberatory community psychology. Specifically, the book advances conceptions and praxes for community psychology grounded within a decolonial framework. The volume heeds the call for a generation of approaches to community

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psychology that link local struggles to broader questions of power, identity, and knowledge production, bringing together examples of praxes from different contexts as a political project of highlighting indigenous struggles toward self-determination.

Collectively, the chapters in this book embody a decolonial agenda for community psychology that foregrounds social justice; the lives and knowledges of the marginalized and oppressed; epistemic disobedience and transdisciplinarity; and decolonial aesthetics. The book is divided into two parts - Part I: Conceptions of Engagement for Community Psychology delves into the conceptual framework for a decolonial community psychology,

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and Part II: Modes of Enactments  
and Praxes for Community

Psychology builds on these theoretical advancements through examples of praxis in different contexts. The audience for the book includes scholars, researchers, practitioners, activists, and students located within community psychology specifically, as well as disciplines within the health and social sciences, and arts and humanities more broadly.

In *On Decoloniality* Walter D. Mignolo and Catherine E. Walsh explore the hidden forces of the colonial matrix of power, its origination, transformation, and current presence, while asking the crucial questions of decoloniality's how, what, why, with whom, and what

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for. Interweaving theory-praxis with local histories and perspectives of struggle, they illustrate the conceptual and analytic dynamism of decolonial ways of living and thinking, as well as the creative force of resistance and re-existence. This book speaks to the urgency of these times, encourages delinkings from the colonial matrix of power and its "universals" of Western modernity and global capitalism, and engages with arguments and struggles for dignity and life against death, destruction, and civilizational despair. How can postcolonial thought be most fruitfully translated and incorporated into sociology? This special volume brings together leading sociologists to offer some answers and examples. The chapters offer new postcolonial

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readings of canonical thinkers like Karl Marx, Max Weber, Emile Durkheim and Robert Park.

This handbook offers a unique critical and cross-disciplinary approach to the study of Community Psychology, showing how it can address the systemic challenges arising from multiple crises facing people across the world. Addressing some of the most pressing issues of our times, the text shows how Community Psychology can contribute to principled social change, giving voice, enabling civic participation and supporting the realignment of social and economic power within planetary boundaries. Featuring a collaboration of contributions from world-leading academics, early career researchers

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and community leaders, each chapter gives theory and context with practical examples of working with those living in precarious situations, on matters that concern them most, and highlights positive ways to contribute to progressive change. The editors examine economic, ecological, demographic, gender, violence, energy, social and cultural, and political crises in relation to psychological theories, as well as public policy and lived experiences, presenting an approach situated at the intersection of public policy and lived experiences. Viewed through four different perspectives or lenses: a critical lens; a praxis lens; an ecological lens and a reflective lens, this compendium of critical

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explorations into Community Psychology shows how it can contribute to a fairer, more just, resilient and sustainable world. Also examining the lessons learnt from the COVID-19 pandemic about the pervading nature of social inequality, but also the potential of solidarity movements ranging from local to international levels, this is ideal reading for undergraduate and postgraduate students and scholars in Community Psychology and related areas, including social psychology, clinical psychology and applied psychology.

Innovative Methods for Applied  
Drama and Theatre Practice in  
African Contexts

Indigeneity and Decolonial Resistance



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Somali Students' School Experiences  
On Decoloniality

Writing Puerto Rico

Native American Social and Political  
Thought

Material Culture and the  
Reproduction of Medical Knowledge

***This book proposes a reconstruction of contemporary social theory, focusing on thematic issues rather than on authors or schools of thought. In so doing, it endeavours to bridge epistemological approaches and locate critical claims shared***

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*by the main trajectories  
and notions of  
sociological theoretical  
debate. The book  
explores the current  
forms of social science  
theorization through the  
key themes of Agency,  
Anthropocene,  
Coloniality,  
Intersectionality,  
Othering,  
Singularization,  
Technoscience and  
Uncertainty. Focusing on  
these key themes, it  
highlights their  
usefulness for  
discussions of*

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*inequality,  
neoliberalism,  
eurocentrism,  
androcentrism or  
anthropocentrism - in  
order to examine these  
issues in a new light  
and look beyond the  
classic divides of  
social theory. Intended  
for an academic audience  
interested in social  
theory, scholars and  
post-graduate students  
in sociology, social  
sciences, anthropology,  
social geography, social  
psychology and  
globalization studies*

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*will find this book  
useful.*

*This book explores the  
educational experiences  
of young male Somali  
students in British  
schools. Through  
narrative research, Abdi  
offers critical insights  
into the ways in which  
identities are  
constructed, challenged  
and negotiated in the  
classroom by sharing  
stories and artefacts  
from the students  
themselves. These  
stories are shared in a  
context where a rise in*

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*school exclusions,  
Islamophobia and  
narratives of youth  
violence push  
discussions around  
identity and belonging  
to the forefront of  
political and public  
debates—making clear the  
need for this work.  
What does it mean to  
theorize Christianity in  
light of the decolonial  
turn? This volume  
invites distinguished  
Latinx and Latin  
American scholars to a  
conversation that  
engages the rich*

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*theoretical*

*contributions of the  
decolonial turn, while  
relocating Indigenous,  
Afro-Latin American,  
Latinx, and other often  
marginalized practices  
and hermeneutical  
perspectives to the  
center-stage of  
religious discourse in  
the Americas. Keeping in  
mind that all  
religions—Christianity  
included—are cultured,  
and avoiding the  
abstract references to  
Christianity common to  
the modern Eurocentric*

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*hegemonic project, the contributors favor embodied religious practices that emerge in concrete contexts and communities. Featuring essays from scholars such as Sylvia Marcos, Enrique Dussel, and Luis Rivera-Pagán, this volume represents a major step to bring Christian theology into the conversation with decolonial theory. This book engages with decolonial social and cultural analyses of global entangled*

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*inequalities by focusing  
on their local  
articulations globally  
and, in particular, in  
Germany, Trinidad and  
Tobago and the United  
Kingdom.*

*Conflicted Democracies  
and Gendered Violence  
Shared Lineages  
For an Anti-capitalist  
Psychology of Community  
Postcolonial Images of  
Spiritual Care  
Decolonial Enactments in  
Community Psychology  
Towards Respectful and  
Mutually Beneficial  
Educational Practices*



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Healing In Norma

*The Bloomsbury Reader in  
the Study of Religion  
and Popular Culture*

**This volume presents empirical research on contemporary forms of decolonization and anti-colonialism in practice within areas of Indigeneity, citizenship, migration, education, language and social work. The contributions will be of interest to interdisciplinary education practitioners and students.**

**This volume presents an overview of the relationship between the state, law, and Adivasis that have experienced a profound political shift due to privatization of natural resources. It discusses the role of the corporates and its impact on livelihoods of the Adivasis in India.**

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**For the Indian state, a significant challenge is to establish a new normative framework for indigenous autonomy based on the values of equality and sustainability. This calls for recognition of the right to self-determination and exercise of collective rights of the Adivasis. The chapters in this volume examine:**

- 'Exclusion' as a useful framework for analyzing the various axes of inequality that affect the Adivasi communities
- How state, development, and Adivasi politics play out in entangled ways in the social, political and legal domains
- The interplay of and the deep tension between the promise of legal protection and the realities of inadequate implementation.

**The Sexual Violence and Impunity**

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**in South Asia research project (coordinated by Zubaan and supported by the International Development Research Centre) brings together, for the first time in the region, a vast body of research on this important - yet silenced - subject. Six country volumes (one each on Bangladesh, Nepal, Pakistan, Sri Lanka, and two on India, as well as two standalone volumes) comprising over fifty research papers and two book-length studies, detail the histories of sexual violence and look at the systemic, institutional, societal, individual and community structures that work together to perpetuate impunity for perpetrators. The essays in this volume focus on Nepal, which though not directly colonized, has**

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not remained immune from the influence of colonialism in its neighbourhood. In addition to home-grown feudal patriarchal structures, the writers in this volume clearly demonstrate that it is the larger colonial and post-colonial context of the subcontinent that has enabled the structuring of inequalities and power relations in ways that today allow for widespread sexual violence and impunity in the country - through legal systems, medical regimes and social institutions. The period after the 1990 democratic movement, the subsequent political transformation in the aftermath of the Maoist insurgency and the writing of the new constitution, has seen an increase in public discussion about sexual violence. The State has

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brought in a slew of legislation and action plans to address this problem. And yet, impunity for perpetrators remains intact and justice elusive. What are the structures that enable such impunity? What can be done to radically transform these? How must States understand the search for justice for victims and survivors of sexual violence? The essays in this volume attempt to trace a history of sexual violence in Nepal, look at the responses of women's groups and society at large, and suggest how this serious and wide-ranging problem may be addressed. This anthology presents a new study of the worldwide African diaspora by bringing together diverse, multidisciplinary scholarship to address the

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connectedness of Black subject identities, experiences, issues, themes, and topics, applying them dynamically to diverse locations of the Blackworld—Latin America, the Caribbean, Africa, and the United States. The book underscores three dimensions of African diaspora study. First is a global approach to the African diaspora, showing how globalism underscores the distinctive role that Africa plays in contributing to world history. Second is the extension of African diaspora study in a geographical scope to more robust inclusions of not only the African continent but also to uncharted paths and discoveries of lesser-known diaspora experiences and identities in Latin America and the Caribbean. Third is the illustration of universal

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unwritten cultural representations of humanities in the African diasporas that show the distinctive humanities' disciplinary representations of Black diaspora imaginaries and subjectivities. The contributing authors inductively apply these themes to focus the reader's attention on contemporary localized issues and historical arenas of the African diaspora. They engage their findings to critically analyze the broader norms and dimensions that characterize a given set of interrelated criteria that have come to establish parameters that increasingly standardize African diaspora studies.

**Ways of Organising, Managing and Living**  
**An International Handbook**  
**New Frontiers in the Study of the**

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**Global African Diaspora  
Decolonial Approaches to Latin  
American Literatures and Cultures  
Our Decolonial Moment  
The Meanings of Performing and  
Listening  
Handbook of Research on Mixed  
Methods Research in Information  
Science**

Mixed methods research is becoming prevalent in many fields, yet little has been done to elevate mixed methods research in information science. A comprehensive picture of information science and its problems is needed to further understand and address the issues associated with it as well as how mixed methods research can be adapted and used. The Handbook



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of Research on Mixed Methods  
Research in Information Science  
discusses the quality of mixed  
methods studies and  
methodological transparency,  
sampling in mixed methods  
research, and the application of  
theory in mixed methods research  
throughout various contexts.

Covering topics such as the issues  
and potential directions for further  
research in mixed methods, this  
comprehensive major reference  
work is ideal for researchers,  
policymakers, academicians,  
librarians, practitioners, instructors,  
and students.

This book explores recent  
developments in South African  
Pentecostalism, focusing on new

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prophetic churches. The chapters engage with a number of paradigm shifts in Christology, identified as complementing Christ, competing with Christ, removing Christ and replacing Christ. What are the implications of these shifts? Does it mean that believers no longer believe in Christ but in their leaders? Does it shift believers' faith towards materiality than the person of Christ? This volume will be valuable for scholars of African Christianity and in particular those interested in the neo-prophetic movement and Christology in a South African context.

Provides an interdisciplinary retrieval of the multiple meanings of decolonization that the famous

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Bandung Conference (1955) holds for the study of international relations.

The SAGE Handbook of Political Science presents a major retrospective and prospective overview of the discipline.

Comprising three volumes of contributions from expert authors from around the world, the handbook aims to frame, assess and synthesize research in the field, helping to define and identify its current and future developments. It does so from a truly global and cross-area perspective. Chapters cover a broad range of aspects, from providing a general introduction to exploring important subfields within the

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discipline. Each chapter is designed to provide a state-of-the-art and comprehensive overview of the topic by incorporating cross-cutting global, interdisciplinary, and, where this applies, gender perspectives.

The Handbook is arranged over seven core thematic sections: Part 1: Political Theory Part 2: Methods Part 3: Political Sociology Part 4: Comparative Politics Part 5: Public Policies and Administration Part 6: International Relations Part 7: Major Challenges for Politics and Political Science in the 21st Century

Framing Social Theory

Red Pedagogy

Letras y Limpías

Decolonization and Anti-colonial

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Praxis

Making Sense of Medicine

Reassembling the Lexicon of  
Contemporary Social Sciences

Decolonizing Ethnography

**The chapters in this book call attention to vulnerabilities, challenges and risks for applied linguistics researchers and the communities they work with across a broad range of contexts from the Global North and South, and in both signed and spoken languages. Together they provide insights on both academic and professional practice across several areas: the vulnerabilities involved in researching, the limitations of**

**traditional epistemologies, the challenges inherent in the repertoire of methodologies and pedagogies employed by applied linguists, and the effectiveness of practical responses to language-related problems. The book encourages those involved in applied linguistics to consider their own practice and their relationship with the communities, policies and educational contexts they engage with in the course of their teaching, research and activism.**

**This handbook highlights a range of ground breaking, radical and liberatory clinical**

**and critical community psychology projects from around the world. The disciplines of critical community psychology and clinical psychology are currently experiencing radical innovations that in this book are characterised as moving from the individualising practice realm toward an altogether more contextualising orientation. Both fields are responding to an array of political, social and economic injustices and a global political context. Community and clinical psychologists have found themselves reorienting their**

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**practice to confront, resist and subvert the structures that are so damaging to the lives of the vulnerable people they work with. This text posits that these approaches refute and resist the psychologising that has strengthened oppressive structures. Such practices are starting to engage in the political character of power-knowledge relationships that demand a more action-oriented and less clinical psychology praxis and there is a growing interest in, and commitment to, social justice in the field of mental wellbeing. Using examples of scholar, activist and practitioner work from**



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**around the world, this collection explores and documents those practices where the traditional remits of community and clinical psychology have been subverted, altered, stretched, changed and reworked in order to reframe practice around human rights, creativity, political activism, social change, space and place, systemic violence, community transformation, resource allocation and radical practices of disruption and direct action. Carl Walker is a community psychologist at the University of Brighton and a borough councillor in**

**Worthing, UK. He is on the British Psychological Society's Community Psychology section committee. Sally Zlotowitz is a clinical and community psychologist working in various roles including as Director of Public Health and Prevention at MAC-UK. She is past chair of the British Psychological Society's Community Psychology section and a co-founder of Psychologists for Social Change. Anna Zoli is a senior lecturer in Psychology, and course leader of the MA Community Psychology at the University of Brighton, UK. She is on the British**

**Psychological Society's  
Community Psychology section  
committee, and a fellow of the  
Higher Education Academy  
(FHEA).**

**The Routledge Handbook of  
Critical Indigenous Studies is  
the first comprehensive  
overview of the rapidly  
expanding field of Indigenous  
scholarship. The book is  
ambitious in scope, ranging  
across disciplines and national  
boundaries, with particular  
reference to the lived  
conditions of Indigenous  
peoples in the first world. The  
contributors are all themselves  
Indigenous scholars who  
provide critical understandings**

**of indigeneity in relation to ontology (ways of being), epistemology (ways of knowing), and axiology (ways of doing) with a view to providing insights into how Indigenous peoples and communities engage and examine the worlds in which they are immersed. Sections include: • Indigenous Sovereignty • Indigeneity in the 21st Century • Indigenous Epistemologies • The Field of Indigenous Studies • Global Indigeneity This handbook contributes to the re-centring of Indigenous knowledges, providing material and ideational analyses of social,**

**political, and cultural institutions and critiquing and considering how Indigenous peoples situate themselves within, outside, and in relation to dominant discourses, dominant postcolonial cultures and prevailing Western thought. This book will be of interest to scholars with an interest in Indigenous peoples across Literature, History, Sociology, Critical Geographies, Philosophy, Cultural Studies, Postcolonial Studies, Native Studies, Māori Studies, Hawaiian Studies, Native American Studies, Indigenous Studies, Race Studies, Queer Studies,**

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**Politics, Law, and Feminism. This volume offers educators, higher education institutions, communities and organizations critical understandings and resources that can underpin respectful, reciprocal and transformative educative relationships with First Peoples internationally. With a focus on service learning, each chapter provides concrete examples of how arts-based, community-led projects can enhance and support the quality and sustainability of First Peoples' cultural content in higher education. In partnership with communities across Australia,**

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**Aotearoa New Zealand, Canada  
and the United States,  
contributors reflect on diverse  
projects and activities, offer  
rich and engaging first-hand  
accounts of student,  
community and staff  
experiences, share  
recommendations for arts-  
based service learning projects  
and outline future directions  
in the field.**

**Facing Global Crises with Hope  
Drama for Life**

**Bringing Decolonial Theory  
into Contact with Teaching  
Practice**

**Postcolonial Sociologies  
Alternatives to Colonial  
Thinking and Practice**

**Vulnerabilities, Challenges and  
Risks in Applied Linguistics  
Managing the Post-Colony  
South Asia Focus**

Anti-capitalist political struggle is a site of struggling psychologies. Conscious political action is never far from unconscious desire, and the fight for material justice is always also the fight for dignity and psychological well-being. Yet, how might community psychologists conceive of their discipline in a way that opposes the very capitalist political economy that, historically, most of the psy-disciplines have bolstered



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in return for disciplinary legitimacy? In its consideration of an anti-capitalist psychology of community, this book does not ignore or try to resolve the contradictory position of such a psychology. Instead, it draws on these contradictions to enliven psychology to the shifting demands - both creative and destructive - of a community-centred anti-capitalism. Using practical examples, the book deals with the psychological components of building community-centred social movements that challenge neoliberal

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capitalism as a political system, an ideology, and a mode of governing rationality. The book also offers several theoretical contributions that grapple with how an anti-capitalist psychology of community can remain attentive to the psychological elements of anti-capitalist struggle; what the psychological can tell us about anti-capitalist politics; and how these politics can shape the psychological. This book is a manifesto-like consideration of the potentialities of radical political thought and action in

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contemporary Puerto Rico. Framed within the context of the present economic crisis, of austerity measures, PROMESA and mass migration, this book engages recent literary, artistic and activist work on the island in order to highlight the manners in which such work—however precarious, innocuous and/or fleeting—fosters hope among audiences, artists, protesters and onlookers alike for a more egalitarian and just society. Autoethnographically grounded, informal in tone, and with an eye toward intersectionality, this book

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serves as a unique contribution to the field of Puerto Rican Studies, by offering alternate points of departure for emergent theorizing and intellectual production across academic disciplines.

Medical knowledge manifests in materials, and materials are integral to the reproduction of medical knowledge. From the novice student to the expert practitioner, those who study and work in and around medicine rely on material guidance in their everyday practice and as they seek to further their craft. Students,

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just as experts, pore over textbooks, photographs and films. They put up and copy down chalkboard illustrations, manipulate plastic models and inspect organic specimens fixed in formalin. They pass through grand university libraries and try not to contaminate anything in cramped surgical theatres. Students, just as experts, learn within an expansive material culture of medicine, they learn from explicitly educative materials, from the workaday tools used for diagnosis and in treatment, they learn in everyday spaces

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and as part of sprawling infrastructures. While the specific constellation of material varies across time and space, many materials have remained constant, key actors in the spread of medical practices and in the steady, global expansion of biomedical frameworks of health and disease. This collection focuses on the materials, objects, tools and technologies which facilitate the reproduction of medical knowledge and often reify understandings of medical science. The training of doctors is changing rapidly in

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response to technological development as well to the evolving needs and expectations of patients. Medical schools are beginning to respond to these challenges through curricula redesign and the purchase or endorsement of new teaching aids, simulations and pedagogies. Often, this means that medical schools are embracing the digital at the expense of older teaching materials. Medical education is at a critical juncture and there is momentum to radically rethink its approaches. This collection offers a reflection

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on these challenges by presenting an innovative and expansive overview of the role of materiality in the training of doctors and in the social reproduction of medicine in general. Experimental in form, and with ethnographic, museological and historical cases, and traces from around the world, this edited volume is the first to fully explore the matter of medical education in the modern world. Supported by the European Research Council under the European Union's Horizon 2020 research and innovation programme. An academic text,



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it will be most relevant to academics and graduate students in the fields of health and material culture, but will also have a wider readership with those working on medical education and knowledge and medical history

Those who are younger continue to be objects of injustice and inequity; those who are younger, people of color, females, and human beings living in poverty have never been included in equitable performances of justice, care, respect, and fairness. The authors in this international volume use

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existing social values and institutions--and the strengths of these varied perspectives--to address justice in ways that have not previously been considered. The aim is to create more just worlds for those who are young--as well as for the rest of us. The first set of chapters, Bodies, Beings, and Relations in More Just Worlds, place at the forefront the lives of those who are younger who are commonly situated in positions of invisibility, disqualification, and even erasure. In the second section, Performances of Care and

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Education for More Just Worlds, the authors acknowledge that needed (re)conceptualizations of those who are younger, along with appreciation for human diversity and entanglements between the so-called human and nonhuman worlds, are the foundations for more just care and education environments. From the critique of neoliberal reform discourses to reconceptualizing human relations with nonhuman animal and material worlds, care and learning environments are rethought. The set of chapters in the final

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section, Stir of Echoes: 20th Century Childhoods in the 21st, take-up the 20th century critical concerns with constructions of "child" that have dominated and continue to govern perspectives imposed on those who are younger. Suggestions for becoming-with those who are younger through resources like reconceptualist scholarship, Black and Indigenous Studies, and various posthuman perspectives are provided throughout. Whatever the emphasis or focus of a section or chapter, throughout the

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volume is the recognition that dominant discourses (e.g. neoliberal capitalism, conservatism, progressivism, human exceptionalism) and the policies they create (and that facilitate them), influence possibilities for, and limitations to, more just childhood worlds. Therefore, each section includes chapters that address these complex discourses and policy issues. The reader is invited to engage with these complexities, to become-with the various texts, and to generate unthought

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possibilities for childhoods in more just worlds. Perfect for courses such as: Curriculum Theory ? Multicultural Education ? Cultural Knowledge of Teachers and Teaching ? Sociocultural Foundations ? Anthropology of Education ? Identity, Agency, and Education ? Race and Ethnic Relations in Schools ? Philosophical Foundations of Education ? Educational Epistemologies ? Theorizing and Researching Teaching and Learning ? Qualitative Research in Education: Paradigms, Theories, and Exemplars ?

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Epistemologies and Theories  
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Studies ? Curricular  
Approaches to Multicultural  
and Equity Studies in  
Education ? Culturally  
Relevant Pedagogy (3) ?  
Multicultural and Global  
Perspectives in Teaching and  
Learning ? Teaching for Social  
Justice ? Diversity and Equity  
in Education ? 21st Century  
Childhood Curriculum ?  
Childhood and Globalization  
Decolonising Curricula and  
Pedagogy in Higher Education  
Decolonial Perspectives on  
Entangled Inequalities  
Childhoods in More Just

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Worlds

A Borderlands View on  
Latinos, Latin Americans, and  
Decolonization  
Joints and Fissures