

## The Kite Runner Text

Making Culture, Changing Society proposes a challenging new account of the relations between culture and society focused on how particular forms of cultural knowledge and expertise work on, order and transform society. Examining these forms of culturee(tm)s action on the social as aspects of a historically distinctive ensemble of cultural institutions, it considers the diverse ways in which culture has been produced and mobilised as a resource for governing populations. These concerns are illustrated in detailed case studies of how anthropological conceptions of the relations between race and culture have shaped e" and been shaped by e" the relationships between museums, fieldwork and governmental programmes in early twentieth-century France and Australia. These are complemented by a closely argued account of the relations between aesthetics and governance that, in contrast to conventional approaches, interprets the historical emergence of the autonomy of the aesthetic as vastly expanding the range of arte(tm)s social uses. In pursuing these concerns, particular attention is given to the role that the cultural disciplines have played in making up and distributing the freedoms through which modern forms of liberal government operate. An examination of the place that has been accorded habit as a route into the regulation of conduct within liberal social, cultural and political thought brings these questions into sharp focus. The book will be of interest to students and scholars of sociology, cultural studies, media studies, anthropology, museum and heritage studies, history, art history and cultural policy studies.

Forging an open-minded but reasoned dialogue between nine acclaimed titles of world cinema, and a range of theological perspectives that touch on the theme of human experience, World Cinema, Theology, and the Human offers fresh portals of insight for the interdisciplinary area of Theology and Film. In Sison's approach, it is the cinematic representation of vivid humanity, not necessarily propositional statements about God and religion, that lays down a bridge to a conversation with theology. Thus, the book's project is to look for the divine presence, written not on tablets of stone, but on "tablets of human hearts" depicted on screen by way of audiovisual language. Seeking to redress the interdiscipline's narrow predilection for Hollywood blockbusters, the book casts its net wider to include a culturally diverse selection of case studies— from festival gems such as Singapore's Be With Me and South Africa's Yesterday, to widely-acclaimed sleeper hits such as Britain's Slumdog Millionaire and New Zealand's Whale Rider. The book will appeal to scholars of theology and religious/cultural studies interested in the Theology/Religion-Film interface, and, because of its commitment to an examination of film qua film, a crossover readership from film studies.

Silence, Feminism, Power: Reflections at the Edges of Sound interrogates the often-unexamined assumption that silence is oppressive, to consider the multiple possibilities silence enables. The equation between voice and power informs feminist theory and activism, creating an imperative that the oppressed must 'come to voice.' Alternately, this volume explores the diverse and complex ways that differently situated groups and individuals deploy power through silence. Authors engage questions like: What forms of resistance and healing do silence make possible? What alliances might be enabled by learning to read silences? Under what conditions is it productive to move between voice and silence? The book is thematically organized to explore: Intersectionality, Privilege, and Alliances; Academia and Knowledge Production; Community, Family, and Intimacy; Memory, Healing, and Power. Essays feature diverse feminist reflections on the nuanced relationship between silence and voice to foreground the creative, healing, meditative, generative and resistive power our silences engender.

Risk, Schooling, and Equity offers insights from a range of theoretical and practical viewpoints into current conceptions of risk and its effect on access to opportunity. The authors challenge existing frameworks and approaches, discuss how children and youth experience and live with risk in and out of school, and suggest ways to reduce institutional barriers to students' full engagement in school. By examining risk at different levels and through different lenses, the volume provides a critical look at both the issues and the venues that allow us to understand the problems that persist as well as the opportunities, spaces, and places for change.

In a global age where people, goods and cultural products transcend the boundaries of geography and temporality as never before, it is only natural that literary and cultural studies turn their attention to Goethe's nineteenth-century notion of a Weltliteratur. Offering their own Twenty-First Century perspectives - across generations, nationalities and disciplines - the contributors to this anthology explore the idea of world literatue for what it may add of new connections and itineraries to the study of literature and culture today. Covering a vast historical material from witness accounts of the fall of Constantinople to Hari Kunzru's contemporary representations of multicultural London, these essays, by a diverse group of scholars, examine the pioneers of world literature (Juan Andres Morell, Goethe and Hugo Meltzl), and the roles played by translation, migration and literature institutions in the circulation and reception of both national and cosmopolitan literatures. They illustrate how literary analysis can be enriched by attention to the border-crossing itineraries followed by migrants, writers, publishers, translators and texts; thereby yielding new discoveries about writers and artists such as Catullus, Manuel Vicent, Jean-Luc Godard, Dubravka Ugresic, Derek Walcott, Cabral do Nascimento, Thomas Pynchon, Asger Jorn and Louis Paul Boon.

A fabulous study guide on Khaled Hosseinia s best-selling novel, including detailed notes on Afghan culture and recent history. Ideal for secondary English students.

In a time when almost any gritty topic can be featured in a young adult novel, there is one subject that is avoided by writers and publishers. Faith and belief in God seldom appear in traditional form in novels for teens. The lack of such ideas in mainstream adolescent literature can be interpreted by teens to mean that these matters are not important. Yet a significant part of growing up is struggling with issues of spirituality. The underlying problem, of course, is that there are so few writers who are willing to talk to teenagers about

God, even indirectly, or who themselves have the religious literacy for the task. *Spirituality in Young Adult Literature: The Last Taboo* tackles a subject rarely portrayed in fiction aimed at teens. In this volume, Patty Campbell examines not only realistic fiction, but young adult literature that deals with mysticism, apocalyptic end times, and even YA novels that depict the Divine Encounter. Campbell maintains that fantasy works are inherently spiritual, because the plots nearly always progress toward a showdown between good and evil. As such, the author surmises that the popularity of fantasy among teens may represent their interest in the mystical dimensions of faith and the otherworldly. In this study, Campbell examines works of fiction that express perspectives from Christianity, Judaism, Islam, Buddhism, Hinduism, and Sikhism. Distinguished YA novelist Chris Crowe provides a chapter on Mormon values and Mormon YA authors and how their novels integrate those values into their books. By looking at how spirituality is represented in novels aimed at teens, this book asks what progress, if any, has been made in slaying the taboo. Although most of the books discussed in this study are recent, an appendix lists YA books from 1967 to the present that have dealt with issues of faith. A timely look at an important subject, *Spirituality in Young Adult Literature* will be of interest to young adult librarians, junior and senior high school teachers, and students and instructors of college courses in adolescent literature, as well as to parents of teens.

1970s Afghanistan: Twelve-year-old Amir is desperate to win the local kite-fighting tournament and his loyal friend Hassan promises to help him. But neither of the boys can foresee what will happen to Hassan that afternoon, an event that is to shatter their lives... Since its publication in 2003, *The Kite Runner* has sold twenty one million copies worldwide. Through Khaled Hosseini's brilliant writing, a previously unknown part of the world was brought to life. Now in this beautifully illustrated, four-colour graphic novel adaptation, *The Kite Runner* is given a vibrant new life which is sure to compel a new generation of readers.

The discipline of American studies was established in the early days of World War II and drew on the myth of American exceptionalism. Now that the so-called American Century has come to an end, what would a truly globalized version of American studies look like? Brian T. Edwards and Dilip Parameshwar Gaonkar offer a new standard for the field's transnational aspiration with *Globalizing American Studies*. The essays here offer a comparative, multilingual, or multisited approach to ideas and representations of America. The contributors explore unexpected perspectives on the international circulation of American culture: the traffic of American movies within the British Empire, the reception of the film *Gone with the Wind* in the Arab world, the parallels between Japanese and American styles of nativism, and new incarnations of American studies itself in the Middle East and South Asia. The essays elicit a forgotten multilateralism long inherent in American history and provide vivid accounts of post-Revolutionary science communities, late-nineteenth century Mexican border crossings, African American internationalism, Cold War womanhood in the United States and Soviet Russia, and the neo-Orientalism of the new obsession with Iran, among others. Bringing together established scholars already associated with the global turn in American studies with contributors who specialize in African studies, East Asian studies, Latin American studies, media studies, anthropology, and other areas, *Globalizing American Studies* is an original response to an important disciplinary shift in academia.

A fresh, inviting text on the content of Christian faith in our contemporary context This one-volume systematic theology presents an accessible, orthodox overview of the Christian faith for students, teachers, pastors, and serious lay readers. Cornelis van der Kooi and Gijbert van den Brink not only cover all the traditional themes-creation, sin, Jesus Christ, Scripture, and so on-but also relate those classical themes to contemporary developments like Pentecostalism, postfoundationalism, and evolutionary theory. Consisting of sixteen chapters, the book is ideal for classroom use. Each chapter begins with engaging questions and a statement of learning goals and concludes with a list of recommended further reading. Written in a student-friendly tone and style and expertly translated and edited, van der Kooi and van den Brink's *Christian Dogmatics* splendidly displays the real, practical relevance of theology to the complexities of our world today.

Many famous people have overcome difficult circumstances and gone on to become successful in their fields. This book profiles the lives of 75 courageous and persistent people who have triumphed over adversity. These individuals have conquered a range of problems, including physical, psychological, social, and economic handicaps. Individuals profiled come from a range of professions and reflect battles against religious prejudice, medical conditions, eating disorders, poverty, and other social ills. Among the people profiled are Mitch Albom, Hillary Clinton, Magic Johnson, Stephen King, Greg Louganis, and Henry Winkler. The volume includes an historical timeline, a list of relevant films documenting the achievements of these superstars, and a general bibliography. Some of the most successful people in our society have overcome great odds in order to achieve their dreams. Through courage and persistence, they have triumphed over a range of adversities and serve as models for students faced with similar circumstances. This book profiles the struggles and accomplishments of 75 such individuals from all walks of life. Each entry highlights the physical, psychological, social, or economic struggles of the person and discusses how the person won their battle against adversity. Among the individuals profiled are: Mitch Albom, Roseanne Barr, Sandra Cisneros, Hillary Clinton, Pat Conroy, Michael J. Fox, Magic Johnson, Stephen King, Greg Louganis, Jessica Lynch, Colin Powell, Salman Rushdie, Martin Sheen, Henry Winkler, and many more. The volume closes with an historical timeline, a list of films related to the achievements of these superstars, and a general bibliography. In addition to inspiring students to succeed against all odds, the book promotes respect for diversity and explores a host of social issues related to religious prejudice, eating disorders, medical conditions, poverty, and other concerns.

*Forbidden Fruit: The Censorship of Literature and Information for Young People* was a two day conference held in Southport, UK in June 2008. This collection of papers from the conference will be of interest to teachers, school and public librarians, publishers, and other professionals involved in the provision of literature and information resources for young people, as well as to researchers and students. The proceedings draw together some of the latest research in this area from a number of fields, including librarianship, education, literature, and linguistics. The topics covered include translations and adaptations, pre-censorship by authors, publishers and editors, LGBT (lesbian, gay, bi-sexual and trans) materials, and the views of young people themselves. The papers included in the proceedings deal with a wide range of issues. Research student Lucy Pearson takes a historical perspective, considering the differences in the way in which two titles, *Young Mother* in the 1960s and *Forever* in the 1970s, handle the theme of teenage sexuality. John Harer from the United States and Elizabeth Chapman and Caroline Wright from the UK also deal with the controversial issue of teenage sexuality. Both papers are concerned with the censorship of LGBT (lesbian, gay, bi-sexual, and trans) materials for young people, especially referring to issues faced by librarians in dealing with such resources in their respective countries. Another writer to examine the issue from a librarianship perspective is Wendy Stephens, who reports on her action research into students reactions to book banning and censorship in the context of a twelfth-grade English literature research project. Taking one step back from the question of access to controversial materials, Cherie Givens reports on her doctoral research examining the often neglected issue of pre-censorship-- that is, restrictions which take place, usually as a result of pressure from editors and publishers, before materials reach the library shelves. Showing a different side of the publishing industry, Christopher Gruppetta writes from the perspective of a publisher keen to promote young adult fiction in Malta. His article demonstrates the huge strides which can take place in a relatively short period of time, even in a religiously conservative country. Talks by young adult authors were also included in the conference programme. Ioanna Kaliakatsou considers how self-censorship is exercised by

authors and how attitudes have changed since the early twentieth century. Yet another point at which works might be censored is when they are translated or adapted. Evangelia Moula focuses on censorship in adaptations of classic Greek tragedies, while Helen T. Frank examines Australian children's fiction translated into French to highlight the process of purification or sanitization that can occur during translations."

Fiction by writers of Muslim background forms one of the most diverse, vibrant and high-profile corpora of work being produced today - from the trail-blazing writing of Salman Rushdie and Hanif Kureishi, which challenged political and racial orthodoxies in the 1980s, to that of a new generation including Mohsin Hamid, Nadeem Aslam and Kamila Shamsie. This collection reflects the variety of those fictions. Experts in English, South Asian, and postcolonial literatures address the nature of Muslim identity: its response to political realignments since the 1980s, its tensions between religious and secular models of citizenship, and its manifestation of these tensions as conflict between generations. In considering the perceptions of Muslims, contributors also explore the roles of immigration, class, gender, and national identity, as well as the impact of 9/11. This volume includes essays on contemporary fiction by writers of Muslim origin and non-Muslims writing about Muslims. It aims to push beyond the habitual populist 'framing' of Muslims as strangers or interlopers whose ways and beliefs are at odds with those of modernity, exposing the hide-bound, conservative assumptions that underpin such perspectives. While returning to themes that are of particular significance to diasporic Muslim cultures, such as secularism, modernity, multiculturalism and citizenship, the essays reveal that 'Muslim writing' grapples with the same big questions as serve to exercise all writers and intellectuals at the present time: How does one reconcile the impulses of the individual with the requirements of community? How can one 'belong' in the modern world? What is the role of art in making sense of chaotic contemporary experience?

If you need a fun, hands-on introduction to core animation techniques - then look no further! Heather Freeman guides you through a wide range of practical projects, helping you establish and build skills in narrative animation, motion graphics and visual effects. Each chapter begins by summarizing historical and theoretical concerns and connecting them with current practice and applications - all beautifully illustrated with stills from classic commercial and independent films, as well as contemporary examples from student work. Having established this context, the remainder of the chapter focuses on walking readers through their own creative projects. Topics covered include early animation technologies and techniques, scenes and staging, character animation, animated type, visual effects and motion graphics, pre- through post-production and experimental approaches to motion graphics. Dozens of sample files are available online, for experimentation and to get readers started on each exercise. The companion website also includes example animations as well as links to recommended software tutorials, recommended artist websites, blogs and animation channels.

This book explores the ways in which transnational fiction in the post-9/11 era can intervene in discourse surrounding the "war on terror" to advocate for marginalised perspectives. Trauma and Fictions of the "War on Terror" conceptualises global political discourse about the "war on terror" as incongruous, with transnational memory frames instituted in Western nations centralising 9/11 as uniquely traumatic, excluding the historical and present-day experiences of Afghans under Western—specifically American—hegemonic violence. Recent developments in trauma studies explain how dominant Western trauma theory participates in this exclusion, failing to account for the ongoing suffering common to non-Western, colonial, and postcolonial contexts. O'Brien explores how Khaled Hosseini (*The Kite Runner*), Nadeem Aslam (*The Wasted Vigil*, *The Blind Man's Garden*), and Kamila Shamsie (*Burnt Shadows*) represent marginalised perspectives in the context of the "war on terror".

It is a new critical analysis of Khaled Hosseini's masterwork, *The Kite Runner*. It provides a complete social, cultural, historical, and political background of the novel. It facilitates the readers of Khaled Hosseini. In this new analysis, the text of *The Kite Runner* has been evaluated from multiple dimensions. It explores the novel. It sheds light on different angles of Khaled Hosseini's craft and art of fiction writing. It analyses the plot structure, characters, and culture of Afghanistan. It is a satiated and comprehensive study of the novel, *The Kite Runner*. This book guides you about Afghanistan's culture. This work helps you to understand the historical and cultural context of *The Kite Runner*. This analysis provides you an understanding of the text and context of *The Kite Runner*.

A riveting and powerful story of an unforgiving time, an unlikely friendship and an indestructible love

Over 21 million copies sold worldwide

Now in its fourth edition, this popular textbook introduces prospective and practicing English teachers to current methods of teaching literature in middle and high school classrooms. This new edition broadens its focus to cover important topics such as critical race theory; perspectives on teaching fiction, nonfiction, and drama; the integration of digital literacy; and teacher research for ongoing learning and professional development. It underscores the value of providing students with a range of different critical approaches and tools for interpreting texts. It also addresses the need to organize literature instruction around topics and issues of interest to today's adolescents. By using authentic dilemmas and contemporary issues, the authors encourage preservice English teachers and their instructors to raise and explore inquiry-based questions that center on the teaching of a variety of literary texts, both classic and contemporary, traditional and digital. New to the Fourth Edition: Expanded attention to digital tools, multimodal learning, and teaching online New examples of teaching contemporary texts Expanded discussion and illustration of formative assessment Revised response activities for incorporating young adult literature into the literature curriculum Real-world examples of student work to illustrate how students respond to the suggested strategies Extended focus on infusing multicultural and diverse literature in the classroom Each chapter is organized around specific questions that preservice teachers consistently raise as they prepare to become English language arts teachers. The authors model critical inquiry throughout the text by offering authentic case narratives that raise important considerations of both theory and practice. A companion website, a favorite of English education instructors, <http://teachingliterature.pbworks.com>, provides resources and enrichment activities, inviting teachers to consider important issues in the context of their current or future classrooms.

This book offers a materialist critique of mainstream human rights discourse in the period following 9/11, examining literary works, critical histories, international declarations, government statutes, NGO manifestos, and a documentary film. The author points out some of the contradictions that emerge in contemporary rights language when material relations are not sufficiently perceived or acknowledged, and he directs attention to the role of some rights talk in maintaining and managing the accelerated global project of capital accumulation. Even as rights discourse points to injustices—for example, injustices related to labor, gender, the citizen's relationship to the state, or the movement of refugees—it can simultaneously maintain systems of oppression. By constructing subjects who are aligned to the interests of capital, by emphasizing individual "empowerment," and/or by containing social disenchantment, it reinforces the process of wealth accumulation, supports neoliberal ideologies, and diminishes the possibility of real transformation through collective struggle.

This book offers both a scholarly and practical overview of an integrated language and literature approach in the 16-19 English classroom. Providing a comprehensive overview of the identity of the subject, it outlines the pedagogical benefits of studying a unified English at post-16 and provides case studies of innovative classroom practice across a range of topics and text types.

Including contributions from practising teachers and higher education practitioners with extensive experience of the post-16 classroom and drawing on a range of literature, this book covers the teaching of topics such as: Mind style in contemporary fiction Comparative poetry analysis Insights from linguistic cohesion Criticality through creative response Written to complement the two other Teaching English 16–19 titles in the NATE series, Teaching English Language and Literature 16–19 is the ideal companion for all practising A-level English teachers, of all levels of experience.

Following a long historical legacy, Muslim women's lives continue to be represented and circulate widely as a vehicle of intercultural understanding within a context of the "war on terror." Following Edward Said's thesis that these cultural forms reflect and participate in the power plays of empire, this volume examines the popular and widespread production and reception of Muslim women's lives and narratives in literature, poetry, cinema, television and popular culture within the politics of a post-9/11 world. This edited collection provides a timely exploration into the pedagogical and ethical possibilities opened up by transnational, feminist, and anti-colonial readings that can work against sensationalized and stereotypical representations of Muslim women. It addresses the gap in contemporary theoretical discourse amongst educators teaching literary and cultural texts by and about Muslim Women, and brings scholars from the fields of education, literary and cultural studies, and Muslim women's studies to examine the politics and ethics of transnational anti-colonial reading practices and pedagogy. The book features interviews with Muslim women artists and cultural producers who provide engaging reflections on the transformative role of the arts as a form of critical public pedagogy.

Offering readers an engaging, accessible, and balanced account of the contributions of American Muslims to the contemporary United States, this important book serves to clarify misrepresentations and misunderstandings regarding Muslim Americans and Islam.

- Identifies the contributions of Muslims to American fiction, poetry, music, food, architecture, and other cultural forms to document the breadth of their contributions
- Highlights the ways in which Muslims have been, and continue to be, routinely depicted negatively in American literature, film, and religious discourse, and documents the potential effects that such depictions can have on individual Muslims and their communities
- Offers readers useful tools that allow them to apply a critical eye to the representations of Muslims in the news

Encourage students to make connections in history concerning social classes and divisions in societies while becoming familiar with this well-known novel by completing fun, challenging activities and lessons provided in this instructional guide for literature. These appealing and rigorous cross-curricular lessons and activities work in conjunction with the text to teach students how to analyze and comprehend rich, complex literature. Everything you need is packed into this guide that is the perfect tool to teach students how to analyze story elements in multiple ways, practice close reading and text-based vocabulary, determine meaning through text-dependent questions, and more. This is the perfect way to add rigor to your students' explorations of rich, complex literature.

This best-selling textbook is the essential coursebook for any student studying in this field. The second edition has been fully revised to reflect recent developments in the field and incorporates: a new chapter that addresses issues of ethics and ideology; examples and exercises from new genres; new project-driven exercises; updated references and further reading; and a companion website featuring further examples and tasks.

This textbook provides an innovative introduction to core areas of grammar: a systematic guide to the structure of English, arranged hierarchically from the word to the sentence to the paragraph level. Using a linguistic framework, activities and exercises, and diverse authentic texts, the book connects grammar knowledge to writing development, strengthening student understanding of language as a tool for text construction. Students of linguistics and English language will develop foundational knowledge about grammar and texts, as will writing students. Aligning with state curricular standards around the world, the book will be particularly useful for students of English Education.

Travel writing has, for centuries, composed an essential historical record and wide-ranging literary form, reflecting the rich diversity of travel as a social and cultural practice, metaphorical process, and driver of globalization. This interdisciplinary volume brings together anthropologists, literary scholars, social historians, and other scholars to illuminate travel writing in all its forms. With studies ranging from colonial adventurism to the legacies of the Holocaust, *The Long Journey* offers a unique dual focus on experience and genre as it applies to three key realms: memory and trauma, confrontations with the Other, and the cultivation of cultural perspective.

How do teachers inspire students to learn to appreciate different Englishes? Has anyone tried to teach world Englishes? If so, what do they do and how do they feel about it? Most importantly, do students see the benefits in learning about world Englishes? This book responds to these questions by 1) offering a clear and solid foundation for the development of English as an International Language (EIL)-oriented curricula in an English Language program and a teacher education program, 2) critically reviewing the current pedagogical principles and practices of teaching EIL, and 3) offering an alternative way of conceptualising and teaching EIL. Using a three-year undergraduate program of EIL in an Australian university as a research site, this book provides a detailed account of actual classroom practices that raise students' awareness of world Englishes and engage them in learning how to communicate interculturally. This book is the first of its kind that explores the teaching of EIL in a country where English is a predominant and national language.

This book is based on a comparative study from 2018, of four different approaches to education, according to 2,500 Australians' experiences of them, on a range of topics. It shows that whilst the critical approach has strong research-based support across the board, sometimes a liberal, conservative or post-modern approach may have some merit for certain outcomes. This is a book about challenging our biases and calling on ourselves to aim higher for education, than what our own pre-conceived ideas might allow. What and who is valued in education, and the social roles and identity messages learned, differ wildly from school to school. Education is most impacted by the orientation of education dominant in that context – whether conservative, liberal, critical or post-modern. These terms are often used with little practical data on the real-life schooling they entail. Who learns what in which approach? Who learns best with which approach, on which topic and why? This book provides this previously missing information. It offers holistic, detailed descriptions of conservative, liberal, critical and post-modern approaches to education broadly. It provides statistics and stories from real students on how the four approaches work practically in schools in relation to: age, gender, sexuality, social class, race, news-media, popular culture and technology. Chapters offer background information to the four perspectives, data from student participants, tutorial questions and activities, and suggestions for further reading.

*Imagining Afghanistan* examines how Afghanistan has been imagined in literary and visual texts that were published after the 9/11 attacks and the subsequent U.S.-led invasion—the era that propelled Afghanistan into the center of global media visibility. Through an analysis of fiction, graphic novels, memoirs, drama, and film, the book demonstrates that writing and screening “Afghanistan” has become a

conduit for understanding our shared post-9/11 condition. "Afghanistan" serves as a lens through which contemporary cultural producers contend with the moral ambiguities of twenty-first-century humanitarianism, interpret the legacy of the Cold War, debate the role of the U.S. in the rise of transnational terror, and grapple with the long-term impact of war on both human and nonhuman ecologies. Post-9/11 global Afghanistan literary production remains largely NATO-centric insofar as it is marked by an uncritical investment in humanitarianism as an approach to Third World suffering and in anti-communism as an unquestioned premise. The book's first half exposes how persisting anti-socialist biases—including anti-statist bias—not only shaped recent literary and visual texts on Afghanistan, resulting in a distorted portrayal of its tragic history, but also informed these texts' reception by critics. In the book's second half, the author examines cultural texts that challenge this limited horizon and forge alternative ways of representing traumatic histories. Captured by the author through the concepts of deep time, nonhuman witness, and war as a multispecies ecology, these new aesthetics bring readers a sophisticated portrait of Afghanistan as a rich multispecies habitat affected in dramatic ways by decades of war but not annihilated.

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

This book examines how contemporary global novels by Salman Rushdie, David Mitchell, Rana Dasgupta and Rachel Kushner have evolved new aesthetics to represent global economic and ecological crises. Paying close attention to the interrelations between postcolonial, world, and global literatures, this book argues that postcolonial literary studies cannot account for global crises that exceed the national and anti-colonial. Advocating an interdisciplinary framework informed by a synthesis of materialist literary theory with world-systems theory, combining Fredric Jameson and Georg Lukács with Giovanni Arrighi and Jason W. Moore, this book examines how global literatures metabolise not only socioeconomic conditions, but also transformations in the world-ecology, and emergent developmental and epochal crises of capitalism.

Over the past fifty years, debates about human rights have assumed an increasingly prominent place in postcolonial literature and theory. Writers from Salman Rushdie to Nawal El Saadawi have used the novel to explore both the possibilities and challenges of enacting and protecting human rights, particularly in the Global South. In *Fictions of Dignity*, Elizabeth S. Anker shows how the dual enabling fictions of human dignity and bodily integrity contribute to an anxiety about the body that helps to explain many of the contemporary and historical failures of human rights, revealing why and how lives are excluded from human rights protections along the lines of race, gender, class, disability, and species membership. In the process, Anker examines the vital work performed by a particular kind of narrative imagination in fostering respect for human rights. Drawing on phenomenology, Anker suggests how an embodied politics of reading might restore a vital fleshiness to the overly abstract, decorporealized subject of liberal rights. Each of the novels Anker examines approaches human rights in terms of limits and paradoxes. Rushdie's *Midnight's Children* addresses the obstacles to incorporating rights into a formerly colonized nation's legal culture. El Saadawi's *Woman at Point Zero* takes up controversies over women's freedoms in Islamic society. In *Disgrace*, J. M. Coetzee considers the disappointments of post-apartheid reconciliation in South Africa. And in *The God of Small Things*, Arundhati Roy confronts an array of human rights abuses widespread in contemporary India. Each of these literary case studies further demonstrates the relevance of embodiment to both comprehending and redressing the failures of human rights, even while those narratives refuse simplistic ideals or solutions.

Afghanistan, 1975: Twelve-year-old Amir is desperate to win the local kite-fighting tournament and his loyal friend Hassan promises to help him. But neither of the boys can foresee what will happen to Hassan that afternoon, an event that is to shatter their lives. After the Russians invade and the family is forced to flee to America, Amir realises that one day he must return to Afghanistan under Taliban rule to find the one thing that his new world cannot grant him: redemption.

The Oxford Handbook of Postcolonial Studies provides a comprehensive overview of the latest scholarship in postcolonial studies, while also considering possible future developments in the field. Original chapters written by a worldwide team of contributors are organised into five cross-referenced sections, 'The Imperial Past', 'The Colonial Present', 'Theory and Practice', 'Across the Disciplines', and 'Across the World'. The chapters offer both country-specific and comparative approaches to current issues, offering a wide range of new and interesting perspectives. The Handbook reflects the increasingly multidisciplinary nature of postcolonial studies and reiterates its continuing relevance to the study of both the colonial past, in its multiple manifestations, and the contemporary globalized world. Taken together, these essays, the dialogues they pursue, and the editorial comments that surround them constitute nothing less than a blueprint for the future of a much-contested but intellectually vibrant and politically engaged field.

The #1 New York Times bestselling novel beloved by millions of readers the world over. "A vivid and engaging story that reminds us how long his people [of Afghanistan] have been struggling to triumph over the forces of violence—forces that continue to threaten them even today." –New York Times Book Review The unforgettable, heartbreaking story of the unlikely friendship between a wealthy boy and the son of his father's servant, caught in the tragic sweep of history, *The Kite Runner* transports readers to Afghanistan at a tense and crucial moment of change and destruction. A powerful story of friendship, it is also about the power of reading, the price of betrayal, and the possibility of redemption; and an exploration of the power of fathers over sons—their love, their sacrifices, their lies. Since its publication in 2003 *Kite Runner* has become a beloved, one-of-a-kind classic of contemporary literature, touching millions of readers, and launching the career of one of America's most treasured writers.

Media depictions of Arabs and Muslims continue to be framed by images of camels, belly dancers, and dagger-wearing terrorists. But do only Hollywood movies and TV news have the power to frame public discourse? This interdisciplinary study transfers media framing theory to literary studies to show how life writing (re-)frames Orientalist stereotypes. The innovative analysis of the post-9/11 autobiographies »West of Kabul, East of New York«, »Letters from Cairo«, and »Howling in Mesopotamia« makes a powerful claim to approach literature based on a theory of production and reception, thus enhancing the multi-disciplinary potential of framing theory.

A Study Guide (New Edition) for Khaled Hosseini's "The Kite Runner", excerpted from Gale's acclaimed *Novels for Students*. This concise study guide includes plot summary; character analysis; author biography; study questions; historical context; suggestions for further reading; and much more. For any literature project, trust *Novels for Students* for all of your research needs."

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