



Reading Practices, Postcolonial Literature, and Cultural Mediation in the Classroom

Ingrid Johnston, Jyoti Mangat

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In this book, Johnston and Mangat consider ways in which particular postcolonial and multicultural literary texts are able to provide a space of cultural mediation for readers from various backgrounds. The studies described in the five chapters of the book explore the spaces of convergence of identity, culture and literature with students and teachers in high school contexts and undergraduates in university settings. In each study, readers are responding to texts that are culturally distant from their own literary and experiential histories. An objective of each study was to consider the nature of the cultural locations of the reader and the text, and the interstitial spaces between these locations. The book interrogates readers' attempts to negotiate cultural difference in literary contexts and questions how this negotiation requires reading practices traditionally ignored in North American classrooms. The book will offer educators at the secondary and post-secondary levels rich material to draw upon for a rethinking of the school curriculum and will be of interest to scholars of postcolonial and literary studies.

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