

## Britishness And Diversity Understanding Society

A lively and informative set of perspectives on the key themes that shape modern Britain.

This major new textbook will equip students with a complete understanding of contemporary politics, state and society in the United Kingdom today. Key underlying themes include: - the differences between traditional and alternative 'sites of power' and what we mean by 'political' - the relationships between politics, society and how individuals become and remain engaged with politics - the rapid transformations in contemporary social structures and their impact on social and political life - the role of human agency and its significance to social and political action and movements - contemporary cultural and social dislocations and their impact on some of the major contested areas of political life today. Key features include: - key concepts and issues - key theorists and writers - discussion questions Comprehensive and accessible, *An Introduction to Politics, State & Society* is an essential text for all undergraduate students of politics, the contemporary state, power and political sociology. James W McAuley is Professor of Political Sociology and Irish Studies in the School of Human and Health Sciences at the University of Huddersfield

Jagdish S Gundara's own early experiences have given him unique insights into both the problems and the possibilities of relationships between cultures. His book reflects a life dedicated to fostering positive intercultural relations and provides an analysis of the role of education in overcoming the barriers. All who are interested in building genuinely inclusive notions of education and citizenship will benefit from reading this impressive book' - Geoff Whitty, Karl Mannheim Professor of Sociology of Education, University of London Jagdish S Gundara raises a range of critical issues for educators as a consequence of historical and contemporary aspects of social diversity. Using a historical and social science

*A History of Modern Britain: 1714 to the Present* presents a lively introduction to the history of the modern British Isles from the Hanoverian succession to the present day. Develops themes of tradition and change, the role of the four nations of the British Isles, and Britain in a world context Complements the narrative with descriptions of fascinating personalities from Britain's past, from the arsonist James Aitken and the female adventurer Jane Digby, to the celebrity footballer George Best Includes features to help orientate the reader: illustrations, maps, royal family genealogies, chronology, and glossary; online supplements include preliminary chapter from 1688 An accompanying website containing additional support and materials for lecturers and students is available at [www.wiley.com/go/wasson](http://www.wiley.com/go/wasson)

Kish Bhatti-Sinclair is a Reader in Social Policy and Social Work and Head of Social Work Programmes at the University of Chichester. Kish is known for her work on social work, race and racism, including researching border controls and IT in the EU; globalization in relation to social work values, troubled families, and black and minority ethnic children in care; and inter-professional working in a culturally-appropriate way. Chris Smethurst is Head of the Department of Childhood, Social Work and Social Care at the University of Chichester. Chris previously worked in a range of social work and social care settings: in community work, youth work, residential child care, day services, and in learning disability and community mental health teams. This experience informed a keen interest in the impact of social attitudes on social policy and on the day-to-day work of practitioners and organizations. How has the increasing diversity of service user groups transformed the practice of social work? Social workers are increasingly working in complex and diverse situations with a wide variety of groups including those disadvantaged by social class, race, ethnicity, disability, religion, culture, gender and sexual orientation. This book is therefore for social work professionals, students, academics and practice educators. The editors and authors draw on specialist knowledge, tools and methods regarding working with diversity to support the development of practice skills and behaviours along with positive attitudes. Readers are encouraged to analyse and reflect on dilemmas in social work arising from marginalisation and discrimination, while case studies and summaries highlight assumptions, stereotypes and labels faced by diverse service user groups such as Roma people, black and ethnic minority groups, and deafblind people. Topics covered include: • Diversity and difference • Inequality and social work • Cultural competence in social work practice • Being white and feeling guilty • Professional social work identities • Religion and spirituality \*\*\* This book forms part of the *Social Work Skills in Practice* series. The series focuses on key social work skills required for working with children and adult service users, families and carers. The books offer both theoretical and evidence-informed knowledge, alongside the application of skills relevant for day-to-day social work practice. They are an invaluable resource for pre-qualifying students, newly-qualified social workers, academics teaching and researching in the field, as well as social work practitioners, including practice educators, pursuing continuous professional development.

Due to growing negative perceptions about relations between historically entrenched, dominant populations and various minority groups, issues relating to the need to better manage cultural and religious diversity have been intensifying in many countries. These negative perceptions have recently led to a significant increase in popular support for right and extreme right nationalist discourses, and have created so much public tension that national governments have had no choice but to respond. In the last two decades, in several Western contexts in particular, the issues raised by such combined challenges have culminated in the creation of government-initiated or private national commissions. This book presents the results of a multidisciplinary analysis, from a broader framework that includes the national public commissions which have addressed the challenges of managing cultural and religious diversity in Belgium, Britain, Canada (Quebec), France, Morocco and Norway (including also other cases of public management in Australia and Singapore). It includes in-depth studies of the issues and controversies examined by each of the commissions, such as the ways they perceived the issues, their results and impact, the key political players involved, the media debates and reception surrounding each commission, the communication strategies and difficulties their leaders encountered, as well as the legal aspects each commission has raised. The reports represent a rich body of work charting the fundamental

questions nations face about their nature, history and future while the impact on peoples' lives tells us much about different approaches to the issues of cultural identity between countries.

This fascinating book uses case studies to explore a number of high-profile and contemporary 'social problems' that exist in British society, including: Racism and institutional racism Ethnic and religious community segregation Social and institutional asylophobia Islamophobia and the incitement of religious hatred Homophobia, institutional homophobia and community safety At the same time the book examines various legislative and strategic movements introduced to tackle these social problems, for example strategies to counter institutional prejudices (especially in policing), hate crime legislation, managed migration, community safety and community cohesion strategies. Throughout the book, McGhee contextualizes these strategies within the Government's wider project of attempting to revitalize British citizenship. *Intolerant Britain?* is key reading for students on courses in sociology, social policy, politics, race and ethnicity studies, gender studies, media and cultural studies and criminology.

*Promoting Fundamental British Values in the Early Years* is designed to help early years professionals, leaders and managers understand their responsibilities in relation to fulfilling the Prevent duty and promoting fundamental British values in foundation stage settings. The book: - Provides a brief explanation of the Prevent aspect of the Government's counterterrorism strategy and the implications that this has for safeguarding, child protection and curriculum delivery in the early years - Takes an in-depth look at what the Government means by 'fundamental British values', explaining how these are already implicitly embedded within the EYFS - Offers activity ideas and case studies that exemplify how to promote democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs in the early years setting.

Distinguished contributors from a range of disciplines explore the question of Britishness – past, present and future. A lively and authoritative discussion of an important, timely and contemporary issue Investigates how devolution has brought a new focus on the future of Britain and the nature of Britishness Discusses the challenge of a more diverse society, with the search for a basis of social cohesion and solidarity Examines Gordon Brown's Britishness project, with its aim of producing a statement of British values

An historical introduction to the varieties of citizenship in Britain, starting in the Middle Ages and bringing the story right up to the present day. Both the status and understanding of citizenship in practice and the theoretical and advisory writings on the subject are introduced, and their inter-relationships are explored. Organised chronologically, each chapter is divided into sections in order to present the reader with different themes in a manageable form. The focus throughout is on accessibility, with no previous knowledge of the subject being assumed.

Eilean Hooper-Greenhill introduces the issues that need to be addressed in order to reorientate museum philosophies and policies to a multicultural society. The book uses case studies to show how policies are being put into practice. The complexity of ethnicity, socio-economic context, gender, race and racism provide the backdrop for discussions around contested areas such as parental authority and discipline, attitudes and views about education, and acculturation and racial and ethnic socialisation. *Parenting in Multi-racial Britain* presents the findings from an empirical study into the views and experiences of a non-clinical group of 'ordinary' parents in diverse ethnic communities in England and provides a unique insight for the range of professionals working with diverse families.

A team of seven European academics report findings from a joint research project examining how the identifications of young people from post-migration backgrounds are contextually constructed, and what factors account for this process. Centered around the civil cultures of four Western European countries--The Netherlands, Britain, Germany, and France--the project investigates ways in which the school curricula, texts, and pedagogical practices serve to transmit the ideals and preferred styles inherent in each of the civil cultures to the next generation students. The experiences of Turkish students in the four countries are compared, offering valuable insights into the changing dynamics of nation-state civil cultures in multicultural societies. Annotation : 2004 Book News, Inc., Portland, OR (booknews.com).

Perceptions of Muslim women in Western society have been shaped by historical and sociological conditions such as colonialism, patriarchy and Orientalism. In *Muslim Women in Britain*, Sariya Contractor seeks to reinstate the Muslimah as a storyteller who tells her own story. An exploration of the lives of British Muslim women, this book examines issues of femininity, Britishness, inter-communal relations and social cohesion. Presenting the reader with incisive narratives of Muslim women on familiar topics such as the hijab, Muslim women in the media and feminist debate, particularly in a Western context, Sariya Contractor makes a valuable contribution to the existing literature on Islamic studies, social anthropology, feminist philosophy and social cohesion. Presenting a complex and nuanced retelling of Muslim women's realities as explored through their own voices, stories and experiences; this book will be of interest to scholars and students of Islamic studies, Women's studies, Social Anthropology and Sociology seeking a fresh perspective on Muslim women in Britain.

The terrorist attacks in the USA and UK on 9/11 and 7/7, and subsequent media coverage, have resulted in a heightened awareness of extremists and terrorists. Should educators be exploring terrorism and extremism within their classrooms? If so, what should they be teaching, and how? Dianne Gereluk draws together the diverging opinions surrounding these debates, exploring and critiquing the justifications used for why these issues should be addressed in schools. She goes on to consider the ways in which educators should teach these topics, providing practical suggestions. *Education, Extremism and Terrorism* is essential reading for undergraduate and postgraduate education students looking to engage with the philosophical, sociological and political issues that are central to this debate.

Labour stands at a decisive point in its history. A change of leadership can help reinvigorate the party, but winning a fourth term of government will be impossible unless Labour's ideological position and policy outlook are thoroughly refurbished. What form should these innovations take?

This book focuses on the nature of cross-cultural practice, an inevitable aspect of working as a youth and community worker in multicultural Britain today. It enables students to understand how cross-cultural dynamics can set the tone of their relationships with their clients and helps them to understand how individual action and some processes in society can contribute to the marginalisation of others. This book looks at the processes involved in the everyday relationships forged through practice and how these can inadvertently influence the dynamics of oppression through lack of self-awareness or lack of awareness of 'others' in society.

In Britain's highly politicised social climate in the aftermath of the 7/7 London bombings, this book provides an in-depth understanding of British Muslim identity. Nahid Kabir has carried out over 200 in-depth, semi-structured interviews with young Muslims in five British cities: London, Leicester, Bradford, Leeds and Cardiff. By emphasising the importance of biculturalism, Kabir conveys a realistic and hopeful vision for their successful integration into British society.

Based on papers presented at an international three-day conference, sponsored by the British Academy and held at the Institute for Arab and Islamic Studies at the University of Exeter in April 2009, this collection of essays provides a comprehensive and accessible synthesis of the most advanced specialist and scholarly knowledge to date concerning historical perspectives on relations between Britain and the Muslim World. Ranging from the early-modern period to the present day, the essays collected here represent work by leading writers and scholars from relevant fields—history, international relations, economics, religion, law, art history and design, film studies, and sociology, as well as literary and cultural studies. These essays explore the historical impacts of cross-cultural encounters between Islam and Britain by variously addressing the question of how relations between Britain and the Muslim world in the past have brought us to our current situation and, in some cases, by proposing directions for necessary further consideration and research.

This two-volume set considers the role and significance of religion in post-war Britain, focusing, in particular, upon the closely inter-related themes of the decline of a specifically 'Christian Society' and the emergence of a culturally and religiously plural society. Three core questions are examined in depth: to what extent and in what ways has religion remained a significant factor in British culture and society in the period since 1945?, what role does religion play in interpreting and understanding the development of a multi-cultural and multi-ethnic society in post-war Britain?, and to what extent has Britain remained (or ceased to be) a 'religious society' during this period. Volume 1: Traditions analyses the history and development of the major religious groups present in Britain in the period since 1945. The major religious traditions examined include the traditional Christian churches, Judaism, Islam, Hinduism, Sikhism, Afro-Caribbean religious groups, New Religious Movements, and the 'implicit' religion of the 'silent majority' who remain detached from organised religion but are by no means simply secular. Volume 2: Controversies explores some of the challenges, tensions and controversies presented by the emergence of an increasingly religiously plural society in Britain since 1945. In particular, it focuses on the impact of religious pluralism on both the Christian churches and other religious traditions, the relationship between communal and national 'identities' and religion, women and religion, and the relationship between religion and changing attitudes to personal - and especially sexual - morality.

Debates in History Teaching encourages teachers to engage with and reflect on key issues, concepts and debates in their subject. It supports you in reaching your own informed judgements, enabling you to discuss and argue your point of view with deeper theoretical knowledge and understanding. Experts in the field consider the subject and its definition, perennial and new debates in the subject, the knowledge required to teach in the classroom, the philosophy of education and the subject, and the case for the subject in the curriculum.

This topical text provides students with a clear understanding of policy and theory in relation to community. By examining areas of government policy this book explores the difficulties that communities face, discusses new concepts and investigates what 'community' might mean in today's diverse British society.

A monograph analysing the symbolic role played by contemporary fiction in the break-up of political and cultural consensus in British public life.

This book examines a critical period in British children's publishing, from the earliest days of dedicated publishing firms for Black British audiences to the beginnings of the Black Lives Matter movement in the UK. Taking a historical approach that includes education acts, Black protest, community publishing and children's literature prizes, the study investigates the motivation behind both independent and mainstream publishing firm decisions to produce books for a specifically Black British audience. Beginning with a consideration of early reading schemes that incorporated Black and Asian characters, the book continues with a history of one of the earliest presses to publish for children, Bogle L'Ouverture. Other chapters look at the influence of community-based and independent presses, the era of multiculturalism and anti-racism, the effect of racially-motivated violence on children's publishing, and the dubious benefit of awards for Black British publishing. The volume will appeal to children's literature scholars, librarians, teachers, education-policy makers and Black British historians.

The British state between the mid-seventeenth century to the early twentieth century was essentially a Christian state. Christianity permeated society, defining the rites of passage - baptism, first communion, marriage and burial - that shaped individual lives, providing a sense of continuity between past, present and future generations, and informing social institutions and voluntary associations. Yet this religious conception of state and society was also the source of conflict. The Restoration of the monarchy in 1660 brought limited toleration for Protestant Dissenters, who felt unable to worship in the established Church, and there were challenges to faith raised by biblical and historical scholarship, science, moral questioning and social dislocations and unrest. This book brings together a distinguished team of authors who explore the interactions of religion, politics and culture that shaped and defined modern Britain. They consider expressions of civic consciousness in the expanding towns and cities, the growth of Welsh national identity, movements for popular education and temperance reform, and the influence of organised sport, popular journalism, and historical writing in defining national life. Most importantly, the contributors highlight the vital role of religious faith and religious institutions in the understanding of the modern British state.

The Magna Carta, sealed in 1215, has come to stand for the rule of law, curbs on executive power and the freedom to enjoy basic liberties. When the Universal Declaration of Human Rights was adopted by the United Nations in 1948, it was heralded as 'a Magna Carta for all human kind'. Yet in the year in which this medieval Charter's 800th anniversary is widely celebrated, the future of the UK's commitment to international human rights standards is in doubt. Are 'universal values' commendable as a benchmark by which to judge the rest of the world, but unacceptable when applied 'at home'? Francesca Klug takes us on a journey through time, exploring such topics as 'British values,' 'natural rights,' 'enlightenment values' and 'legal rights,' to

convey what is both distinctive and challenging about the ethic and practice of universal human rights. It is only through this prism, she argues, that the current debate on human rights protection in the UK can be understood. This book will be of interest to students of British Politics, Law, Human Rights and International Relations.

Seven authors describe the controversial nature of patriotism and citizenship education in their country, basing their account and recommendations upon their philosophical understanding of education and schooling. Offers differing national perspectives on patriotism across the United States, South Africa, New Zealand, Australia, Japan and England. Discusses varying accounts of how patriotism and citizenship education should be handled as part of the school curriculum. Provides crucial insights into how schools handle social and political demands on controversial topics.

The diversity education literature, both nationally and internationally, is broad and diffuse. Consequently, there needs to be a systematic and logical way to organize and present the state of research for students and professionals. American citizens need to understand the dynamics of their increasingly diverse communities and institutions and the global world in which we live, work, and lead. With continually evolving information on diversity policies, practices, and programs, it is important to have one place where students, scholars, teachers, and policymakers can examine and explore research, policy, and practice issues and find answers to important questions about how diversity in U.S. education—enriched with theories, research and practices in other nations—are explained and communicated, and how they affect institutional change at both the K-12 and postsecondary levels. With about 700 signed entries with cross-references and recommended readings, the *Encyclopedia of Diversity in Education* (4 volumes, in both print and electronic formats) will present research and statistics, case studies, and best practices, policies, and programs at pre- and postsecondary levels. Diversity is a worldwide phenomenon, and while most of the entries in the *Encyclopedia* will focus on the United States, diversity issues and developments in nations around the world, including the United States, are intricately connected. Consequently, to illuminate the many aspects of diversity, this volume will contain entries from different nations in the world in order to illuminate the myriad aspects of diversity. From A-to-Z, this *Encyclopedia* will cover the full spectrum of diversity issues, including race, class, gender, religion, language, exceptionality, and the global dimensions of diversity as they relate to education. This four-volume reference work will be the definitive reference for diversity issues in education in the United States and the world.

This much-needed textbook combines historical and theoretical approaches to the issue of 'race' and ethnicity within welfare provision, including an examination of how minorities experience welfare in a range of service settings.

*Us and Them?* explores the distinction between migrant and citizen through using the concept of 'the community of value'. The challenges of migration go to the heart of equality, rights, freedom, and membership. These are not only matters for migrants but go to the heart of citizens' politics.

This book concerns the challenges and tensions rising from mass migration flows, unbalanced north-south and east-west relations and the increasing multicultural nature of society. The scope of the book's theme is global, addressing diversity and identity, intercultural encounters and conflict, and the interrogations of a new socio-political order or paradigm. Thus, it highlights some of the most poignant and challenging outcomes of cultural diversity faced more or less palpably by everyone everywhere in today's societies. The book's theme of multi- and pluriculturalism is of particular current interest in the academic, socio-political, economic and entrepreneurial spheres. It covers Western and non-Western perspectives, representing a valuable resource in terms of international dialogue and experimentation. The chapters are complimentary, completing a rigorous theoretical framework offering detailed presentation and analysis of the phenomenon of diversity as encountered in society and the educational setting and at large viewed in a multidisciplinary multiperspective fashion. Among the theories and concepts represented are those intrinsic to sociology, psychology, political science, economics, history, literature, pedagogy, communication and linguistics.

*Citizenship in Modern Britain* is a readable text that examines citizenship from a social science perspective. The subject matter has been divided into three sections, corresponding to each of the AQA AS Level modules. The text also provides all the necessary academic material required for examinable citizenship courses, supported and developed by a series of research, practical and discursive activities. These activities have been designed not only to extend to students' knowledge of the subject, but also to encourage thought, debate and evaluation. This book is essential for students taking AS level Citizenship. It also provides excellent support for students who are studying subjects that have close links to citizenship issues such as sociology, law, Government and politics and general studies.

In the urgency to respond to the challenges posed by diversity in contemporary societies, the discussion of normative foundations is often overlooked. This book takes that important first step, and offers new ways of thinking about diversity. Its contribution to an ongoing dialogue in this field lies in the construction of a normative framework which endeavours to better understand the challenges of justice in diverse societies. By applying this normative framework to specific and broader examples of injustices in the spheres of religion, culture, race, ethnicity, gender and nationality, the book demonstrates how constitutional pluralist discourses can contribute both to new and legal responses to diversity. The book will be of interest to legal professionals, policy makers, law students and scholars concerned with exploring diversity in the 21st century.

*Education, Extremism and Terrorism: What Should be Taught in Citizenship Education and Why* A&C Black

This book offers several insights into cross-cultural and multilingual learning, drawing upon recent research within two main areas: Language Studies and Multilingual Language Learning/Teaching. It places particular emphasis on the Polish learning environment and Poles abroad. Today's world is an increasingly complex network of cross-cultural and multilingual influences, forcing us to redefine our Selves to include a much broader perspective than ever before. The first part of the book explores attitudes toward multiculturalism in British political speeches, joking behaviour in multicultural working settings, culture-dependent aspects of taboos and swearing, and expressive language of the imprisoned, adding a diachronic perspective by means of a linguistic study of *The Canterbury Tales*. In turn, the studies in the second part focus on visible shifts in contemporary multilingualism research, learners' attitudes towards multiple languages they acquire, teachers' perspectives on the changing requirements related to multiculturalism, and immigrant brokers' professional experience in the UK.

Taking the discussion about cultural diversity beyond the usual topics of anti-racism and inclusion but without overlooking these issues, this book considers current debates around the alleged failure of multiculturalism, and encourages practitioners to utilise their own cultural backgrounds and experiences as a way of developing their teaching. With an optimistic outlook, and focusing on the advantages for learning that cultural diversity can offer, the book discusses the concepts of culture, multi-culturalism and inter-cultural competence, and describes the principles that underpin good practice. It is packed full of case studies from a variety of early years settings, with ideas to try out and interactive exercises to aid reflection. Issues covered in the book include: - addressing cultural diversity in staff meetings, and on short training courses - planning a critical audit of your setting - working with parents from a variety of cultural backgrounds - how to explain

diversity to young children - the overwhelmingly white British setting - settings where white British children are in the minority - curriculum developments in different parts of the UK, post-devolution. Written for all early childhood students and early years practitioners, it is relevant to anyone interested in inclusion, society and global citizenship. Peter Baldock has worked extensively in early years education as a teacher, in community development, in registration and inspection of early years services, and as an Associate Lecturer with the Open University. His publications include three books on early years services, and he is actively involved in Sheffield's 0-19+ Partnership on behalf of the voluntary sector.

The management of social, religious and ethnic diversity is a key social policy concern in Britain, and Muslims in particular have become a focus of attention in recent years. This timely and topical volume examines the position of Muslims in Britain and how they are changing and making social, political and religious space. With contributions from world renowned scholars on British Muslims and from policy makers writing on issues of concern to Muslims and others alike, the book explores how British Muslims are changing social and religious spaces such as mosques and the role of women, engaging in politics, creating media and other resources, and thus developing new perspectives on Islam and transforming Muslim society from within. Chapters cover issues of religion and politics, Britishness, governance, parallel lives, gender issues, religion in civic space, ethnicity, and inter ethnic and religious relations, as well as the role of intellectuals, chaplains and activists in reforming Islam and renovating the British political landscape. Providing a broad and comprehensive examination of the key issues surrounding Muslims in the UK, this book will be a valuable resource for students, lecturers and researchers in sociology, social policy, geography, politics, Islamic studies and other related disciplines.

Globalization, European integration, and migration are challenging national identities and changing education across Europe. The nation-state no longer serves as the sole locus of civic participation and identity formation, ceasing to have the influence it once had over the implementation of policies. Drawing on rich empirical data from four schools in Germany and Britain this groundbreaking book is the first study of its kind to examine how schools mediate government policies and create distinct educational contexts to shape youth identity negotiation and integration processes. *Negotiating Political Identities* will appeal to educationists, sociologists and political scientists whose work concerns issues of migration, identity, citizenship and ethnicity. It will also be an invaluable source of evidence for policymakers and professionals concerned with balancing cultural diversity and social cohesion in such a way as to promote more inclusive citizenship and educational policies in multiethnic, multi-faith schools.

This book visits contemporary British children's and young adult (YA) fiction alongside cosmopolitanism, exploring the notion of the nation within the context of globalization, transnationalism and citizenship. By resisting globalization's dehumanizing conflation, cosmopolitanism offers an ethical, humanitarian, and political outlook of convivial planetary community. In its pedagogical responsibility towards readers who will become future citizens, contemporary children's and YA fiction seeks to interrogate and dismantle modes of difference and instead provide aspirational models of empathetic world citizenship. McCulloch discusses texts such as J.K. Rowling's Harry Potter series, Jackie Kay's *Strawgirl*, Theresa Breslin's *Divided City*, Gillian Cross's *Where I Belong*, Kerry Drewery's *A Brighter Fear*, Saci Lloyd's *Momentum*, and Julie Bertagna's *Exodus* trilogy. This book addresses ways in which children's and YA fiction imagines not only the nation but the world beyond, seeking to disrupt binary divisions through a cosmopolitical outlook. The writers discussed envision British society's position and role within a global arena of wide-ranging topical issues, including global conflicts, gender, racial politics, ecology, and climate change.

Contemporary children's fiction has matured by depicting characters who face uncertainty just as the world itself experiences an uncertain future of global risks, such as environmental threats and terrorism. The volume will be of significant interest to the fields of children's literature, YA fiction, contemporary fiction, cosmopolitanism, ecofeminism, gender theory, and British and Scottish literature.

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