Rethinking Research and Professional Practices in Terms of Relationality, Subjectivity and Power

Poststructuralism at Work with Marginalised Children (Volume 3)

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About the eBook

This book aims at developing the capacity to apply poststructuralism in a setting where other discourses are dominant. It focuses on working both with students categorized as ‘emotionally/behaviourally disordered’ and their teachers in the context of a special education school. This unique work comes to understandings, using poststructuralist theory, about what it means to be positioned in the world as emotionally/behaviourally disordered.

Contents

- Researching Special Schools: A Poststructuralist Approach
- Discourses at Work: Examining the Dominant Discourses in the Special Education of Students Positioned as Emotionally/Behavioural
- The Mad: Being Positioned as ‘Mad’ and Counteracting that Positioning
- The Bad: Being Positioned as ‘Bad’ and Counteracting that Positioning
- The Sad: Being Positioned as ‘Sad’ and Counteracting that Positioning
- Counteracting Dominant Discourses: Using Poststructuralist Theory to Bring about Change

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