

Making Sense Of Literature

Making Sense of Japanese is the fruit of one foolhardy American's thirty-year struggle to learn and teach the Language of the Infinite. Previously known as *Gone Fishin'*, this book has brought Jay Rubin more feedback than any of his literary translations or scholarly tomes, "even if," he says, "you discount the hate mail from spin-casters and the stray gill-netter." To convey his conviction that "the Japanese language is not vague," Rubin has dared to explain how some of the most challenging Japanese grammatical forms work in terms of everyday English. Reached recently at a recuperative center in the hills north of Kyoto, Rubin declared, "I'm still pretty sure that Japanese is not vague. Or at least, it's not as vague as it used to be. Probably." The notorious "subjectless sentence" of Japanese comes under close scrutiny in Part One. A sentence can't be a sentence without a subject, so even in cases where the subject seems to be lost or hiding, the author provides the tools to help you find it. Some attention is paid as well to the rest of the sentence, known technically to grammarians as "the rest of the sentence." Part Two tackles a number of expressions that have baffled students of Japanese over the decades, and concludes with Rubin's patented technique of analyzing upside-down Japanese sentences right-side up, which, he claims, is "far more restful" than the traditional way, inside-out. "The scholar," according to the great Japanese novelist Soseki Natsume, is "one who specializes in making the comprehensible incomprehensible." Despite his best scholarly efforts, Rubin seems to have done just the opposite. Previously published in the *Power Japanese* series under the same title and originally as *Gone Fishin'* in the same series.

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Boys delight in men who have had adventures, and when they are privileged to read of such exploits in thrilling story form, that is the "seventh heaven" for them. Such a "boys' man" was Jack London, whose whole life was one of stirring action on land and sea. Gifted as a story teller, he wrote books almost without end. Some of them, "The Call of the Wild," "The Sea Wolf" and "White Fang," have already been recognized as fine books for boys. Others, volumes of short stories, contain many of like interest, possessing the same qualities that have made the other and longer stories so acceptable as juveniles.

What are genes? What do genes do? These seemingly simple questions are in fact challenging to answer accurately. As a result, there are widespread misunderstandings and over-simplistic answers, which lead to common conceptions widely portrayed in the media, such as the existence of a gene 'for' a particular characteristic or disease. In reality, the DNA we inherit interacts continuously with the environment and functions differently as we age. What our parents hand down to us is just the beginning of our life story. This comprehensive book analyses and explains the gene concept, combining philosophical, historical, psychological and educational perspectives with current research in genetics and genomics. It summarises what we currently know and do not know about genes and the potential impact of genetics on all our lives. Making Sense of Genes is an accessible but rigorous introduction to contemporary genetics concepts for non-experts, undergraduate students, teachers and healthcare professionals.

The experience of madness – which might also be referred to more formally as 'schizophrenia' or 'psychosis' – consists of a complex, confusing and often distressing collection of experiences, such as hearing voices or developing unusual, seemingly unfounded

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beliefs. Madness, in its various forms and guises, seems to be a ubiquitous feature of being human, yet our ability to make sense of madness, and our knowledge of how to help those who are so troubled, is limited. *Making Sense of Madness* explores the subjective experiences of madness. Using clients' stories and verbatim descriptions, it argues that the experience of 'madness' is an integral part of what it is to be human, and that greater focus on subjective experiences can contribute to professional understandings and ways of helping those who might be troubled by these experiences. Areas of discussion include: how people who experience psychosis make sense of it themselves scientific/professional understandings of 'madness' what the public thinks about 'schizophrenia' *Making Sense of Madness* will be essential reading for all mental health professionals as well as being of great interest to people who experience psychosis and their families and friends.

"I never travel without my diary. One should always have something sensational to read in the train" (Oscar Wilde). Literature has always treated the sensational: crime, passion, violence, trauma, catastrophe. It has frequently caused, or been at the centre of scandal, censorship and moral outrage. But literature is also intricately connected with sensation in ways that are less well understood. It mediates between the sensory world, perception and cognition through rich modes of thought allied with perceptions and emotions and makes sense of profound questions that transcend the merely rational. And at its boundaries, literature engages with the uncanny realm in which knowledge, presentiment or feeling is prior to articulation in words. This book reviews the sensational dimension of literature according to themes that have too often been left to one side. Literary theory has often privileged perception over sensation, cognition over raw experience, in focusing on semantics rather than sense. The essays in this

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volume cover literature and sensation in all its facets, drawing upon a range of approaches from evolutionary theory, theories of mind, perception, philosophy and aesthetics. The works considered are drawn from various literary periods and genres, from the nineteenth century to contemporary prose and poetry, including experiments in new media. Literature and Sensation offers detailed and subtle readings of literature according to the sensations they represent, incite, or evoke in us, and will be of interest to readers of literary theory, ethics and aesthetics, and theorists of new media art.

This book is about listening to what writers were saying about sex in early Judaism and Christianity -- ancient words surprisingly relevant for today. It functions as both a summary and a conclusion to William Loader's five previous books on sexuality in a form accessible to those who may not have a background knowledge of early Judaism and Christianity. It also contains a useful subject index to those five previous volumes. In examining thoroughly all the relevant writings and related evidence of the Greco-Roman period, Loader dialogues with scholarship related to each writing in order to make his conclusions as objective as possible. By enabling the reader to listen respectfully to these ancient texts, Making Sense of Sex provides a basis for informed discussion of sexual issues today.

This book is an essential companion to The Story Cookbook, and provides a compendium of the varied and different ways stories can be analysed in research and inquiry. Drawing from a range of disciplines such as psychology, sociology and literature studies, this book is an invaluable guide for the researcher, consultant or professional keen to use storytelling as inquiry. Created itself as an iterative action inquiry, and sourced from an international assembly of contributors, the 29 chapters provide an array of ways to analyse stories including

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juxtaposition, circumambulation, strengths-analysis, grounded theory and thematic analysis approaches. Because of the detail in illuminating each analytical method, this book provides a rich diverse and valuable resource for making sense of stories.

What is research and how does it work in the context of nursing, health and social care? Now in its 7th edition, this introductory guide provides you with a concise overview of the different research methods and terminology that you will come across when undertaking research in any course related to nursing, health and social care. The book's easy-to-follow structure takes you from research novice to confident researcher, helping you to make sense of research and understand how it is implemented in healthcare practice. The new edition includes: Updates in line with the 2018 NMC standards, with more information on the impact of GDPR, consent and vulnerable groups, Personal and Public Involvement (PPI), and work-based projects. Improved case examples of real research, with more on group work, poster presentations, research output and dissemination, literature reviews, and dissertations. Upgraded activities that include reflective exercises, critical appraisal tools, a dissemination plan, and a glossary, all in the book. This is essential reading for undergraduate and postgraduate students within the health and therapy professions, nurses, midwives, physiotherapists, radiographers, occupational therapists, speech and language therapists, and paramedics.

Making Sense in Life and Literature U of Minnesota Press

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Making Sense of Self is an historical analysis of the ideological content of a broad sample of late nineteenth-century popular advice literature concerning the body and the mind.

From Fitzgerald's *The Great Gatsby* to Shelley's *Frankenstein*, *The Literature Book* documents the greatest literature ever written. Featuring over 100 best-selling books, plays and poetry from all over the world, including Latin American and African fiction, *The Literature Book* encompasses celebrated masterpieces from the most renowned authors to have ever lived. Stunning images and inspirational quotes jump out from the pages, as detailed plot summaries and helpful context bring the timeless works of literature to life. The book also offers a deeper look into the famed fiction of Shakespeare, Oscar Wilde and more, as in-depth literary criticism and interesting authorial biographies give each work of literature a new meaning. In *The Literature Book*, the world's most iconic literature and greatest writers come together for a fascinating journey through time that is a must-have for any literature student or fan of fiction.

This book takes the following question as its starting point: What are some of the crucial things the reader must do in order to make sense of a literary narrative? The book is a study of the texture of narrative fiction, using stylistics, corpus linguistic principles (especially Hoey's work on lexical patterning), narratological ideas, and cognitive stylistic work by Werth, Emmott, and others. Michael Toolan explores the

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textual/grammatical nature of fictional narratives, critically re-examining foundational ideas about the role of lexical patterning in narrative texts, and also engages the cognitive or psychological processes at play in literary reading. The study grows out of the theoretical questions that stylistic analyses of extended fictional texts raise, concerning the nature of narrative comprehension and the reader's experience in the course of reading narratives, and particularly concerning the role of language in that comprehension and experience. The ideas of situation, repetition and picturing are all central to the book's argument about how readers process story, and Toolan also considers the ethical and emotional involvement of the reader, developing hypotheses about the text-linguistic characteristics of the most ethically and emotionally involving portions of the stories examined. This book makes an important contribution to the study of narrative text and is in dialogue with recent work in corpus stylistics, cognitive stylistics, and literary text and texture.

We listen to a cacophony of voices instructing us how to think and feel about nature, including our own bodies. The news media, wildlife documentaries, science magazines, and environmental NGOs are among those clamouring for our attention. But are we empowered by all this knowledge or is our dependence on various communities allowing our thoughts, sentiments and activities to be unduly governed by others? Making Sense of Nature shows that what we call 'nature' is made sense of for us in ways that make it central to social order, social change and social dissent. By utilising

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insights and extended examples from anthropology, cultural studies, human geography, philosophy, politics, sociology, science studies, this interdisciplinary text asks whether we can better make sense of nature for ourselves, and thus participate more meaningfully in momentous decisions about the future of life – human and non-human – on the planet. This book shows how ‘nature’ can be made sense of without presuming its naturalness. The challenge is not so much to rid ourselves of the idea of nature and its ‘collateral concepts’ (such as genes) but instead, we need to be more alert to how, why and with what effects ideas about ‘nature’ get fashioned and deployed in specific situations. Among other things, the book deals with science and scientists, the mass media and journalists, ecotourism, literature and cinema, environmentalists, advertising and big business. This innovative text contains numerous case studies and examples from daily life to put theory and subject matter into context, as well as study tasks, a glossary and suggested further reading. The case studies cover a range of topics, range from forestry in Canada and Guinea, to bestiality in Washington State, to how human genetics is reported in Western newspapers, to participatory science experiments in the UK. Making Sense of Nature will empower readers from a wide range of fields across the social sciences, humanities and physical sciences. Research is now an integral part of everyday practice in health and social care. The fourth edition of this essential book equips professionals in these fields with the tools to read, analyse and apply research effectively in their work. Though research topics can

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be difficult to grasp, *Making Sense of Research*, fourth edition clarifies the subject by providing a straightforward guide to the basics. Topics covered include: - The role of research in health and social care - The nature of knowledge in health and social care - The research process - Ethical issues - Searching and reviewing the literature - Making sense of data analysis. The fourth edition has been updated to include new reference material, websites and practice examples to support the development of essential critical appraisal skills for health and social care professionals.

In this book, Gumbrecht describes an intellectual trajectory that can be traced from the interdisciplinary reorientation of the humanities in Germany between 1975 and 1990 to similar issues being discussed in North America today.

Suffering may be universal, but it is not universally understood. In this collection, scholars from many nations and disciplines explore theoretical and practical approaches to understanding suffering as well as the ethics and effects of representing suffering in art and literature.

Much more is known about the past that is interesting, valuable and relevant to our problems than any one of us can ever know. *Making Sense of History* proposes we focus on Five Zones of Priority: Livelihoods, Protection from violence, Freedom, Relationships, and Ideas. Partington examines some perennial problems, such as Progress or Regression, Bias, Prejudice and Moral Judgment, Depth versus Breadth and the ongoing fabrication of myths, and accusations of genocide and cannibalism. Partington warns against looking to history for the certainties that physics or mathematics provide. We have free will and make decisions rather than react uniformly to external forces. Historical understanding is more like proverbial

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wisdom writ large than the theorems of Pythagoras or Einstein. A more serious problem is the ideological capture of much history teaching in countries like Britain, the United States, Canada, Australia and New Zealand. Partington does not advocate vainglorious national pride but defends the achievement of those countries in making a better, though imperfect, balance between freedom and security than has been made at almost every other time or place. Fiction is fascinating. All it provides us with is black letters on white pages, yet while we read we do not have the impression that we are merely perceiving abstract characters. Instead, we see the protagonists before our inner eye and hear their voices. Descriptions of sumptuous meals make our mouths water, we feel physically repelled by depictions of violence or are aroused by the erotic details of sexual conquests. We submerge ourselves in the fictional world that no longer stays on the paper but comes to life in our imagination. Reading turns into an out-of-the-body experience or, rather, an in-another-body experience, for we perceive the portrayed world not only through the protagonist's eyes but also through his ears, nose, tongue, and skin. In other words, we move through the literary text as if through a virtual reality. How does literature achieve this trick? How does it turn mere letters into vividly experienced worlds? This study argues that techniques of sensuous writing contribute decisively to bringing the text to life in the reader's imagination. In detailed interpretations of British novels of the 1980s and 1990s by writers such as John Berger, John Banville, Salman Rushdie, Jeanette Winterson, or J. M. Coetzee, it uncovers literary strategies for turning the sensuous experience into words and for conveying it to the reader, demonstrating how we make sense in, and of, literature. Both readers interested in the contemporary novel and in the sensuousness of the reading experience will profit from this innovative study that not only

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analyses the interest of contemporary authors in the senses but also pin-points literary entry points for the sensuous force of reading.

This cross-disciplinary reader gives students the opportunity to read and write about significant issues across the arts and sciences and to explore how knowledge is constructed and communicated. Thirty-eight contemporary essays are preceded by introductory chapters on writing and reading and are followed by assignment sequences that juxtapose three or more essays with a central theme. Discussion, library and Internet research, and writing activities accompany each reading. While the essays are arranged in alphabetical order, the text also offers alternative thematic and disciplinary tables of contents. The Second Edition of Making Sense presents works by well-known authors such as Annie Dillard, Gloria Anzaldúa, bell hooks, Lawrence Lessig, Ralph Ellison, and Nancy Sommers, as well as selections by lesser-known writers from a variety of fields. New! Students will be engaged by the variety of new readings by writers such as Dorothy Allison and Marita Sturken. New images also appear throughout the text, ranging from Depression-era photos accompanying Dorothy Allison's essay to advertisements accompanying Stuart Ewen's essay on consumer style. New! Pre-reading questions—"What Do You Know?" and "What Do You Expect to Discover?"—guide students to uncover what they already know about a topic so they can move with more confidence into their reading of the text. These questions also help students anticipate key ideas and develop their own framework for understanding the readings. New! Updated post-reading questions are now arranged in the following four categories: Reading, Rereading, and Analysis; Responding through Writing: Building an Interpretation; Going Further: Learning from Other Sources; and Applying What You've Learned. New! Ten new assignment sequences

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invite students to read critically and to practice their revision skills. Topics include "History and Memory," with selections from bell hooks, Ralph Ellison and Julie Charlip, and "Images and Words," with selections from Arlie Hochschild, Richard Florida, and Yi-Fu Tuan. This edition offers two appendices: "Making Sense through Research" and "Writing in the Disciplines," a collection of five essays by academics and professionals on the value of effective writing in a variety of fields.

Dana Kay Nelkin presents a new account of freedom and moral responsibility, based on the view that one is responsible for an action if and only if one acts with the ability to recognize and act for good reasons. She responds to various challenges to the idea that we are free and responsible, and reaffirms our notion of ourselves as agents.

He argues that Lear's "howl," for example, targets and rewards physical hearing, physical speaking, and their accompanying emotions as somatically connected to current or remembered sensations in mouth, throat, and lungs."--BOOK JACKET.

The first conclusive, empirical demonstration of the utility of research on governance.

Health, illness and disease are topics well-suited to interdisciplinary inquiry. This book brings together scholars from around the world who share an interest in and a commitment to bridging the traditional boundaries of inquiry. We hope that this book begins new conversations that will situate health in broader socio-cultural contexts and establish connections between health, illness and disease and other socio-political issues. This book is the outcome of the first global conference on "Making Sense of: Health, Illness and Disease," held at St Catherine's College, Oxford, in June 2002. The selected papers pursue a range of topics from the cultural significance of narratives of health, illness and disease to healing practices in contemporary

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society as well as patients' illness experiences. Researchers and health care practitioners now live in the age of interdisciplinarity, which has transformed both health care delivery and research on health. The essays in this collection transcend the traditional boundaries of biomedicine and draw attention to the many ways in which health is embedded in socio-cultural norms and how these norms, in turn, shape health practices and health care. This volume is of interest not only to researchers but also to those delivering health care.

This book is a roadmap to the key decisions, processes, and procedures to use when synthesizing qualitative literacy research. Covering the major types of syntheses – including the dissertation literature review, traditional literature review, integrative literature review, meta-synthesis, and meta-ethnography – Compton-Lilly, Rogers, and Lewis Ellison offer techniques and frameworks to use when making sense of a large body of scholarship. Addressing the standard and untraditional forms a research synthesis can take, the authors provide clear and practical examples of synthesis designs and techniques, and consider how epistemological, ontological, and ethical questions arise when designing and adapting a research synthesis. The extensive appendices feature sample literature reviews, guidance on communication with editors of journals, useful charts, and more. The authors' critical reflection and analysis demonstrates how a research synthesis is not simply a means to an end, but rather reflects each scholar's interests, target audience, and message. This book is crucial reading for undergraduate and graduate students, as well as early career and more experienced researchers in literacy education.

Research has become integral to everyday practice in health and social care and it is now essential for professionals in these fields to be able to read and analyze research so that they

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can apply it in their work. In reality many people find research concepts difficult to grasp, but this book makes it easy by providing a straightforward guide to the basics. Topics covered include: the role of research in health and social care; the research process; quantitative and qualitative approaches; how to develop critical skills; and implementing research findings. For this Third Edition, new material has been added on literature searching techniques, meta-analysis, data protection, and critical appraisal tools.

Why do critics feel impelled to unmask and demystify the works that they read? What is the rationale for their conviction that language is always withholding some important truth, that the critic's task is to unearth what is unsaid, naturalized, or repressed? These are the features of critique, a mode of thought that thoroughly dominates academic criticism. In this book, Rita Felski brilliantly exposes critique's more troubling qualities and proposes alternatives to it. Critique, she argues, is not just a method but also a sensibility--one best captured by Paul Ricoeur's phrase "the hermeneutics of suspicion." As the characteristic affect of critique, suspicion, Felski shows, helps us understand critique's seductions and limitations. The questions that Felski poses about critique have implications well beyond intramural debates among literary scholars. Literary studies, says Felski, is facing a legitimation crisis thanks to a sadly depleted language of value that leaves the field struggling to find reasons why students should care about Beowulf or Baudelaire. Why is literature worth bothering with? For Felski, the tendencies to make literary texts the object of suspicious reading or, conversely, impute to them qualities of critique, forecloses too many other possibilities. Felski offers an alternative model that she calls "postcritical reading." Rather than looking behind the text for its hidden causes, conditions, and motives, she suggests that literary scholars place themselves in front

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of a text, reflecting on what it calls forth and makes possible. Here Felski enlists the work of Bruno Latour to rethink reading as a co-production between actors, rather than an unraveling of manifest meaning, a form of making rather than unmaking. As a scholar with an abiding respect for theory who has long deployed elements of critique in her own work, Felski is able to provide an insider's account of critique's limits and alternatives that will resonate widely in the humanities.

How can we become good readers? In this classic handbook, Edward W. Rosenheim lays out the basics that can help us all become sharper, more proficient readers. Looking at specific poems, novels, and plays, this excellent critical guide raises questions and offers suggestions designed to make us think more and enjoy more fully what we are reading. Designed for students of literature as well as those who simply like to read, *What Happens in Literature* helps readers appreciate literary works as unique creations, born in a particular time and place, but powerful enough to speak across centuries.

A 1998 study of Henry James's classic work of cultural criticism, *The American Scene*.

This handy pocket companion provides all the necessary guidance on how to understand medical research publications, read them critically and decide whether the content of those papers is clinically useful in the care of patients. Illustrated throughout with medically relevant examples, the accessible text encompasses all relevant aspects of study design and clinical audit to give a clear framework to support critical reading for the novice and more experienced reader.

For almost twenty years, new historicism has been a highly controversial and influential

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force in literary and cultural studies. In *Practicing the New Historicism*, two of its most distinguished practitioners reflect on its surprisingly disparate sources and far-reaching effects. In lucid and jargon-free prose, Catherine Gallagher and Stephen Greenblatt focus on five central aspects of new historicism: recurrent use of anecdotes, preoccupation with the nature of representations, fascination with the history of the body, sharp focus on neglected details, and skeptical analysis of ideology. Arguing that new historicism has always been more a passionately engaged practice of questioning and analysis than an abstract theory, Gallagher and Greenblatt demonstrate this practice in a series of characteristically dazzling readings of works ranging from paintings by Joos van Gent and Paolo Uccello to *Hamlet* and *Great Expectations*. By juxtaposing analyses of Renaissance and nineteenth-century topics, the authors uncover a number of unexpected contrasts and connections between the two periods. Are aspects of the dispute over the Roman Catholic doctrine of the Eucharist detectable in British political economists' hostility to the potato? How does Pip's isolation in *Great Expectations* shed light on *Hamlet's* doubt? Offering not only an insider's view of new historicism, but also a lively dialogue between a Renaissance scholar and a Victorianist, *Practicing the New Historicism* is an illuminating and unpredictable performance by two of America's most respected literary scholars. "Gallagher and Greenblatt offer a brilliant introduction to new historicism. In their hands, difficult ideas become coherent and accessible."—Choice "A tour de force of new literary criticism. . . .

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Gallagher and Greenblatt's virtuoso readings of paintings, potatoes (yes, spuds), religious ritual, and novels—all 'texts'—as well as essays on criticism and the significance of anecdotes, are likely to take their place as model examples of the qualities of the new critical school that they lead. . . . A zesty work for those already initiated into the incestuous world of contemporary literary criticism-and for those who might like to see what all the fuss is about."—Kirkus Reviews, starred review

This book is the sequel to *Britain Through Muslim Eyes* and examines contemporary novelistic representations of and by Muslims in Britain. It builds on studies of the five senses and 'sensuous geographies' of postcolonial Britain, and charts the development since 1988 of a fascinating and important body of fiction by Muslim-identified authors. It is a selective literary history, exploring case-study novelistic representations of and by Muslims in Britain to allow in-depth critical analysis through the lens of sensory criticism. It argues that, for authors of Muslim heritage in Britain, writing the senses is often a double-edged act of protest. Some of the key authors excoriate a suppression or cover-up of non-heteronormativity and women's rights that sometimes occurs in Muslim communities. Yet their protest is especially directed at secular culture's ocularcentrism and at successive British governments' efforts to surveil, control, and suppress Muslim bodies.

How do poems and novels create a sense of mind? What does literary criticism say in conversation with other disciplines that addresses problems of consciousness? In

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Paper Minds, Jonathan Kramnick takes up these vital questions, exploring the relations between mind and environment, the literary forms that uncover such associations, and the various fields of study that work to illuminate them. Opening with a discussion of how literary scholarship's particular methods can both complement and remain in tension with corresponding methods particular to the sciences, Paper Minds then turns to a series of sharply defined case studies. Ranging from eighteenth-century poetry and haptic theories of vision, to fiction and contemporary problems of consciousness, to landscapes in which all matter is sentient, to cognitive science and the rise of the novel, Kramnick's essays are united by a central thematic authority. This unified approach of these essays shows us what distinctive knowledge that literary texts and literary criticism can contribute to discussions of perceptual consciousness, created and natural environments, and skilled engagements with the world.

Fluid, readable and accessible ... I found the overall quality of the book to be excellent. It provides an overview of major (and preceding) developments in the field of science studies. It examines landmark works, authors, concepts and approaches ... I will certainly use this book as one of the course texts' Eileen Crist, Associate Professor, Science & Technology in Society, Virginia Tech Science is at the heart of contemporary society and is therefore central to the social sciences. Yet science studies has often encountered resistance from social scientists. This book attempts to remedy this by giving the most extensive, thorough and best argued account of the field and explaining

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to social scientists why science matters to them. This is a landmark book that demystifies science studies and successfully bridges the divide between social theory and the sociology of science. Illustrated with relevant, illuminating examples, it provides the ideal guide to science studies and social theory.

On Making Sense juxtaposes texts produced by black, Latino, and Asian queer writers and artists to understand how knowledge is acquired and produced in contexts of racial and gender oppression. From James Baldwin's 1960s novel *Another Country* to Margaret Cho's turn-of-the-century stand-up comedy, these works all exhibit a preoccupation with intelligibility, or the labor of making sense of oneself and of making sense to others. In their efforts to "make sense," these writers and artists argue against merely being accepted by society on society's terms, but articulate a desire to confront epistemic injustice—an injustice that affects people in their capacity as knowers and as communities worthy of being known. The book speaks directly to critical developments in feminist and queer studies, including the growing ambivalence to antirealist theories of identity and knowledge. In so doing, it draws on decolonial and realist theory to offer a new framework to understand queer writers and artists of color as dynamic social theorists.

Making Sense of the Future integrates the latest thinking in Future Studies with the author's expertise in world history, economics, interdisciplinary studies, knowledge organization, and political activism. The book takes a systems approach that

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recognizes the complexity of our world. It begins by suggesting a set of goals for human societies and identifying innovative strategies for achieving these goals that could gain broad support. Each chapter begins with a “How to” section that discusses how we can identify goals, strategies, trends, surprises, or implementation strategies and concludes with an integrative analysis that draws connections across the preceding discussions. Taking a cross-disciplinary approach, Szostak explores key trends and how these interact so that he can develop strategies to guide trends towards desirable futures. He discusses the ways in which we can best prepare for surprises such as epidemics and natural disasters, enabling us to react to them in beneficial ways. Supported by a list of guiding questions and suggestions for class projects, this is an accessible textbook for students of Future Studies and Future Studies courses.

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