

Analyse the following excerpts for how you might characterise the authors' uses of the first person. Is the author "absent"? Do their uses of first person pronouns convey personal information, or are they speaking from the more limited position of the "discursive I" (Giltrow 2002)?

1. I suggest, then, that we search for or construct those ideals the educational cultivation of which will encourage a different way of relating to otherness. (Papastephanou, Mariana. "Globalisation, Globalism and Cosmpolitanism as an Educational Ideal." *Educational Philosophy and Theory*, Vol. 37, No. 4, 2005)
2. ... I began an inquiry of sorts into what Gayatri Spivak describes as the "Third World other," "exploited, but with rich intact heritages waiting to be recovered, interpreted and circularised in English." After all, this was my own heritage I was seeking to recover, and it was a positive difference with which I could identify. However I did not know then that to embrace the "authentic" Indian produced by the Western science of anthropology would be to adopt a Western construct—a textbook or domesticated Indian. (Marcia Crosby "The construction of the Imaginary Indian")
3. Then we discuss and argue over the drafts created by each partner, a process which typically creates considerable marital discord, and often brings us to the brink of divorce. (Nora Marks Dauenhauer & Richard Dauenhauer. "The paradox of talking on the page: some aspects of the Tlingit and Haida experience" *Talking on the Page: Editing Aboriginal Oral Texts*)
4. The author decided to investigate the academic achievement of teenage mothers with whom she was working after being told repeatedly that their favourite subject was math—an unexpected and perplexing finding because girls are generally reported to feel they are not good at, and thus dislike, math (Parsons' Adler, and Kaczala 1982). (Rauch-Elnekave, Helen. "Teenage Motherhood: Its relationship to undetected learning problems" *Adolescence*, Spring 94, Vol. 29 Issue 113, 1994: 97)
5. This chapter situates adult education at the margins within academic disciplines and as an educational vocation. We draw on literature from within adult education, as well as reflecting on the broader social context. (Michelle Glowacki-Dudka, Lora B. Helvie-Mason "Adult Education at the Margins: A Literature Review" *New Directions For Adult And Continuing Education*, no. 104, Winter 2004 © Wiley Periodicals, Inc.)
6. Our field research on RVers was conducted between October 1 and December 15, 1990. Our goals were to interview as many different kinds of retired RVers as possible and to focus on Canadians travelling in the United States. We attempted to live and be like the people we wished to study. Our age and appearance facilitated this (we did not alienate potential informants by our youth, a problem encountered by some researchers attempting to work in retirement communities: see Strieb, Folts and La Greca 1984). We rented a 12-year-old, 25-foot Prowler trailer and pulled it from British Columbia to the U.S. southwest in an aging van. (Dorothy Ayers Counts & David R. Counts. "'They're my Family Now': The creation of community among RVers" *Anthropologica* 34, 1992)