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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Introduction -- Chapter 1. Dangerous Radicals or Symbols of Crisis and Change: Re-Theorising the Status of Muslim Boys as a Threat to the Social Order; Farzana Shain -- Chapter 2. Late Modern Muslims: Theorising Islamic Identities amongst University Students; Paul Bagguley & Yasmin Hussain; Chapter 3. Education of Muslim Students in Turbulent Times; Saeeda Shah -- Chapter 4. Factoring in Faith Fairly: A Contribution from Critical Realism to the Authentic Framing of Muslims-in-Education; Matthew Wilkinson -- Chapter 5. Towards Multicultural, Multi-Religious European Societies? Schooling Turkish Students in Britain and Germany; Daniel Faas -- Chapter 6. "Uncivil" Activism: Arab, South Asian, and Afghan American Youth Politics after

9/11; Sunaina Maria -- Chapter 7. Schooling the Enemy Within: Politics and Pedagogy; Khawlah Ahmed -- Chapter 8. The Prevent Policy and the Values Discourse: Muslims and Racial Governmentality; Shamim Miah -- Chapter 9. Islamophobia in Quebec Secondary Schools: Inquiries into the Experiences of Muslim Male Youth Post-9/11; Naved Bakali -- Chapter 10. At the Intersection of Neoliberalism and Islam: Being a Muslim Woman in Turkish Universities; Pinar Enneli & Çalar Enneli -- Chapter 11. Being Uyghur or Being Muslim? Identity Construction of Tertiary-Level Uyghur Students in China; Mingyue Gu & Xiaoyan Guo -- Chapter 12. Educating Muslim Students: Late Modernity, Masculinity, Inclusion/Exclusion and the Neoliberal School; Mairtin Mac an Ghaill & Chris Haywood -- Chapter 13. Muslim Narratives of Schooling in Britain: From "Paki" to the "Would-be-Terrorist"; Tania Saeed.

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Sommario/riassunto

This edited collection brings together international leading scholars to explore why the education of Muslim students is globally associated with radicalisation, extremism and securitisation. The chapters address a wide range of topics, including neoliberal education policy and globalization; faith-based communities and Islamophobia; social mobility and inequality; securitisation and counter terrorism; and shifting youth representations. Educational sectors from a wide range of national settings are discussed, including the US, China, Turkey, Canada, Germany and the UK; this international focus enables comparative insights into emerging identities and subjectivities among young Muslim men and women across different educational institutions, and introduces the reader to the global diversity of a new generation of Muslim students who are creatively engaging with a rapidly changing twenty-first century education system. The book will appeal to those with an interest in race/ethnicity, Islamophobia, faith and multiculturalism, identity, and broader questions of education and social and global change.

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