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Sommario/riassunto	This book examines how democratic education is conceptualised by exploring understandings of emotions in learning. The authors argue that emotion is both an embodiment and enhancement of democratic education: that rationality and emotion are not separate entities, but

exist on a continuum. While democratic education would not exist if it were incommensurate with reason, making judgements about the human condition could not happen without invoking emotion. Synthesising Muslim scholarship with the perspectives of the Western world, the book draws on scholars such as Ibn al-Arabi, Ibn Sina (Avicenna) and Fazlur Rahman to offer an enriched and expanded notion of democratic education. This engaging and reflective work will be of interest and value to students and scholars of educational philosophy and cultural studies. .
