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Nota di contenuto	Chapter 1. Gender, Sexuality, and Violence in Education: A Three-Ply Yarn Approach Deevia Bhana, Shakila Singh and Thabo Msibi -- Chapter 2. 'Other' boys contesting hegemonic masculinities and violence in primary school Emmanuel Mayeza and Deevia Bhana -- Chapter 3. Desire and Distress: Girls growing up and negotiating gender, sexuality and harassment in the primary school Deevia Bhana -- Chapter 4. Primary school boys validating and resisting masculinities: "I don't appreciate violence at all. I stop the violence." Shaaista Moosa -- Chapter 5. "I don't start a fight, they start my powerful engine": Exploring how young boys construct, contest and negotiate violent masculinities at a primary school. Diloshini Govender -- Chapter 6. Rural primary school boys negotiating masculinity, sexuality and culture Senzo Nkabinde -- Chapter 7. 'Ukushela': Teenage girls and boys initiating and negotiating courtship at school Sibonsile Zibane -- Chapter 8. Teenage girls' experiences of slut-shaming through the social network site, Facebook Preenisha Naicker and

Shakila Singh -- Chapter 9. Hair-raising and Make-up interviews with young girls in school: Race, gender and sexuality Rob Pattman and Deevia Bhana -- Chapter 10. Pre-service teachers' experience of sexual harassment on campus Shakila Singh and Sibonile Kabaya -- Chapter 11. Alcohol, fear and mini-skirts: Female students' explanations of vulnerability to gender-based violence on campus Ronicka Mudaly, Shakila Singh, Asheena Singh-Pillay and Bongeka Mabaso -- Chapter 12. "It is violence that you become a victim of because you are that thing" Shakila Singh and Sibusiso Ngubane -- Chapter 13. Living on Campus: First Year Female Students' exposure to and experiences of sexual violence Bronwynne Anderson and Charnel Ruby Naidoo.

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#### Sommario/riassunto

The book focuses on the ways in which gendered and sexualised systems of power are produced in educational settings that are framed by broader social and cultural processes, both of which shape and are shaped by children and young people as they interact with each other. All these nuanced features of gender and sexuality are vital if we are to understand inequalities and violence, and fundamental to our three-ply yarn approach in this book. Focusing on the South African context, but with international relevance, the authors adopt the metaphor of the three-ply yarn (Jordan-Young, 2010): these being the cross-cutting themes of gender, sexuality and violence. Subsequently, the book illustrates the intimate ties that bind gender and sexuality with the social and cultural dimensions of violence, as experienced in educational settings. .

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