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Sommario/riassunto	This book seeks to provide a deeper understanding of Muslim migrant fathers' experiences of home-school cooperation in Danish schools by identifying and contradicting a phenomenon of "mistrusted masculinity." This term refers to a negative stereotype of Muslim migrant men that figures in political and media rhetoric where they are

portrayed as controlling and patriarchal. Throughout the ethnography, migrant fathers confront this stereotype and express how they must navigate around this negative image in their struggle to be acknowledged as good fathers by their children's schools. Jørgensen uses Geertzian "thick description" of micro-interaction between fathers and Danish teachers to explore the complex interplay of often-untested assumptions, misunderstandings, and untoward effects. .
