

1. Record Nr.	UNINA9910781123503321
Autore	Zine Jasmin <1963->
Titolo	Canadian Islamic schools : unravelling the politics of faith, gender, knowledge, and identity // Jasmin Zine
Pubbl/distr/stampa	Toronto, [Ontario] ; ; Buffalo, [New York] ; ; London, [England] : , : University of Toronto Press, , 2008 ©2008
ISBN	1-4426-9294-4 1-4426-8750-9
Descrizione fisica	1 online resource (378 p.)
Disciplina	371.0770971
Soggetti	Islamic education - Canada Muslims - Education - Canada Muslim girls - Education - Canada Electronic books. Canada
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. Staying on the 'Straight Path': A Critical Introduction to Islamic Schooling -- 2. Framing the Analyses: An Examination of the Discursive Frameworks -- 3. Research Methodology: A Critical Ethnographic Approach -- 4. Role and Function of Islamic Schools in the Canadian Muslim Diaspora -- 5. Embodied Practices: Schooling and the Politics of Veiling -- 6. Islamic Schooling and the Construction of Gendered Identities and Gender Relations -- 7. Islamization of Knowledge and Social and Political Praxis in Islamic Schools -- 8. Politics of Teaching and Learning in Islamic Schools -- 9. Weaving the Strands of Discourse and Praxis: Mapping Future Directives for Islamic Schools.
Sommario/riassunto	Religious schooling in Canada has been a controversial subject since the secularization of the public school system, but there has been little scholarship on Islamic education. In this ethnographic study of four full-time Islamic schools, Jasmin Zine explores the social, pedagogical, and ideological functions of these alternative, and religiously-based educational institutions. Based on eighteen months of fieldwork and

interviews with forty-nine participants, *Canadian Islamic Schools* provides significant insight into the role and function that Islamic schools have in Diasporic, Canadian, educational, and gender-related contexts. Discussing issues of cultural preservation, multiculturalism, secularization, and assimilation, Zine considers pertinent topics such as the Eurocentricism of Canada's public schools and the social reproduction of Islamic identity. She further examines the politics of piety, veiling, and gender segregation paying particular attention to the ways in which gendered identities are constructed within the practices of Islamic schools and how these narratives shape and inform the negotiation of gender roles among both boys and girls. A fascinating and informative study of religious-based education, *Canadian Islamic Schools* is essential reading for educators, sociologists, as well as those interested in Immigration and Diaspora Studies.

---