

1. Record Nr.	UNINA9910997189503321
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Titolo	Education and Cultural Evolution in Norway's Multiethnic Society : Bridges to Belonging / / by Paul Thomas, Selma Dzemidzic Kristiansen, Jocelyne Von Hof
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Springer, , 2025
ISBN	3-031-89018-3
Edizione	[1st ed. 2025.]
Descrizione fisica	1 online resource (XVII, 203 p. 5 illus., 4 illus. in color.)
Disciplina	323.6071
Soggetti	Citizenship - Study and teaching Education and state Teachers - Training of International education Comparative education Study skills Race Citizenship Education Education Policy Teaching and Teacher Education International and Comparative Education Study and Learning Skills Race and Ethnicity Studies Política educativa Formació del professorat Educació intercultural Educació comparada Mètodes d'estudi Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Introduction -- Part One: 1. Pride and Prejudice in a "Ghetto" School in Oslo -- 2. Stigma to Empowerment in Schools -- 3. Beyond Sarees and

Samosas: Authentic Multicultural Education -- 4. Beyond Belly Dancing: Uncovering Muslim Legacy in Education -- 5. The N-Word Dilemma in Segregated Schools -- Part Two: 6. Tagore's Kabuliwala: Lost Connections in Segregated Schools -- 7. Bantustans in Norwegian Education -- 8. Sleepwalking into segregation? -- 9. Be longing to belong -- 10. Soul and School: The Pulse of Islam in the City -- Part Three: 11. Between Labels and Legacies: The Dilemma of Whiteness -- 12. The Network Society: A Double-Edged Sword -- 13. Evolving Hybrid Identities: A Call for Patience -- 14. Rethinking Teachers' Roles in Segregated Schools -- Part Four: 15. Populist Rhetoric and School Segregation -- 16. Blurring Lines: Kandinsky, Chagall, Immigration & Populism -- 17. Blame and Divide: The Populist Playbook -- 18. Populist Grievances: Neoliberal Roots -- Conclusion.

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#### Sommario/riassunto

This open access volume explores the complex dynamics of ethnic and racial segregation in Norwegian schools, particularly in Oslo. It examines how educational institutions can reflect and challenge societal norms regarding race, culture, and identity. The book argues that while Norway pursues an egalitarian ethos, recent trends in school segregation undermine these ideals. The major contribution of this book lies in its critical exploration of the intersectionality of race, culture, and education, grounded in critical pedagogy principles. Through case studies, personal narratives, and literary analyses, the authors highlight how marginalized students navigate their identities within systems that often stigmatize them. Topics include authentic multicultural education, the reclamation of space and identity by non-white students, and the examination of "ghetto schools" as sites of both challenge and empowerment. Special features include visual illustrations and engaging literary analyses. Ultimately this volume serves as a compelling call for educational reform and cultural dialogue, emphasizing the transformative potential of education in promoting social justice and community cohesion.

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