

What Do We Do With A Difference France And The Debate Over Headscarves In Schools

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Explore the distinctive French approach to the enduring debate over headscarves in schools. This critical discussion often centers on France's principle of *laïcité* and its implications for the display of religious symbols in education, sparking significant controversy and raising questions about personal freedom versus state secularism within the French school system.

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What Do We Do with a Difference?: France and the Debate Over Headscarves in Schools

This book focuses on the recent debates surrounding headscarves in public schools in France, where the wearing of an article of clothing became the focus of intense national debate. The book is divided into two parts. Part One, Framing the Discussion, includes the following essays: (1) Essay: Immigration and Integration in Europe (2) France; (3) The First Veil Affair; (4) The Ban on Headscarves in Public Schools; (5) Secularism in France; (6) Secularity in the French Public Schools; (7) Mixed Origin: Religious Groups in Contemporary France; (8) The Beur Generation; and (9) Implications for Education and Democracy: a Discussion. Part Two, Primary Documents, includes the following readings: (1) What Does It Mean to Be French?; (2) Integration and Exclusion; (3) The Veil and a New Muslim Identity; (4) a Brief History of the Veil in Islam; (5) Public Schools: Where New Citizens Are Made; (6) The Veil at School; (7) The Integration of Jews in Modern France; (8) Debating the Ban of the Veil in Public Schools; (9) France Bans the Veil in Public Schools; and (10) Europeans Debating the Veil. A preface by Adam Strom and an introduction by John R. Bowen are included. A glossary is included. Individual sections contain footnotes.

What Do We Do with a Difference?

The French government's 2004 decision to ban Islamic headscarves and other religious signs from public schools puzzled many observers, both because it seemed to infringe needlessly on religious freedom, and because it was hailed by many in France as an answer to a surprisingly wide range of social ills, from violence against females in poor suburbs to anti-Semitism. Why the French Don't Like Headscarves explains why headscarves on schoolgirls caused such a furor, and why the furor yielded this law. Making sense of the dramatic debate from his perspective as an American anthropologist in

France at the time, John Bowen writes about everyday life and public events while also presenting interviews with officials and intellectuals, and analyzing French television programs and other media. Bowen argues that the focus on headscarves came from a century-old sensitivity to the public presence of religion in schools, feared links between public expressions of Islamic identity and radical Islam, and a media-driven frenzy that built support for a headscarf ban during 2003-2004. Although the defense of *laïcité* (secularity) was cited as the law's major justification, politicians, intellectuals, and the media linked the scarves to more concrete social anxieties--about "communalism," political Islam, and violence toward women. Written in engaging, jargon-free prose, *Why the French Don't Like Headscarves* is the first comprehensive and objective analysis of this subject, in any language, and it speaks to tensions between assimilation and diversity that extend well beyond France's borders.

Why the French Don't Like Headscarves

This handbook offers a global view of the historical development of educational institutions, systems of schooling, ideas about education, and educational experiences. Its 36 chapters consider changing scholarship in the field, examine nationally-oriented works by comparing themes and approaches, lend international perspective on a range of issues in education, and provide suggestions for further research and analysis. Like many other subfields of historical analysis, the history of education has been deeply affected by global processes of social and political change, especially since the 1960s. The handbook weighs the influence of various interpretive perspectives, including revisionist viewpoints, taking particular note of changes in the past half century. Contributors consider how schooling and other educational experiences have been shaped by the larger social and political context, and how these influences have affected the experiences of students, their families and the educators who have worked with them. The Handbook provides insight and perspective on a wide range of topics, including pre-modern education, colonialism and anti-colonial struggles, indigenous education, minority issues in education, comparative, international, and transnational education, childhood education, non-formal and informal education, and a range of other issues. Each contribution includes endnotes and a bibliography for readers interested in further study.

The Oxford Handbook of the History of Education

Presents research and statistics, case studies and best practices, policies and programs at pre- and post-secondary levels. Prepub price \$535.00 valid to 21.07.12, then \$595.00.

Encyclopedia of Diversity in Education

This work includes 1000 entries covering the spectrum of defining women in the contemporary world.

Encyclopedia of Women in Today's World

In 2004, the French government instituted a ban on the wearing of "conspicuous signs" of religious affiliation in public schools. Though the ban applies to everyone, it is aimed at Muslim girls wearing headscarves. Proponents of the law insist it upholds France's values of secular liberalism and regard the headscarf as symbolic of Islam's resistance to modernity. *The Politics of the Veil* is an explosive refutation of this view, one that bears important implications for us all. Joan Wallach Scott, the renowned pioneer of gender studies, argues that the law is symptomatic of France's failure to integrate its former colonial subjects as full citizens. She examines the long history of racism behind the law as well as the ideological barriers thrown up against Muslim assimilation. She emphasizes the conflicting approaches to sexuality that lie at the heart of the debate--how French supporters of the ban view sexual openness as the standard for normalcy, emancipation, and individuality, and the sexual modesty implicit in the headscarf as proof that Muslims can never become fully French. Scott maintains that the law, far from reconciling religious and ethnic differences, only exacerbates them. She shows how the insistence on homogeneity is no longer feasible for France--or the West in general--and how it creates the very "clash of civilizations" said to be at the root of these tensions. *The Politics of the Veil* calls for a new vision of community where common ground is found amid our differences, and where the embracing of diversity--not its suppression--is recognized as the best path to social harmony.

The Politics of the Veil

Essay from the year 2019 in the subject Sociology - Religion, grade: 1,3, University Institute of Lisbon, language: English, abstract: The basic assumption of this work is that the theme of the headscarf

and the strands of association linked to this symbol, such as fundamentalist Islam, cultural archaism and female oppression, are instrumentalized for a number of socially relevant secondary discourses, such as the question of the identity of the French Republic in a society that is becoming increasingly pluralistic both religiously and culturally, and the handling of a steadily growing Islamic community in France. The work is also intended to draw attention to the topic and, for example, to deal in more detail with the gender debate that is developing in subsequent work. This analysis is based on two commentaries, each of which irradiates the headscarf debate differently. Talal Asad comments on the behaviour of the state, because it cannot take the right out of it to determine what religious signs or individual orientation is. Subsequently it will be discussed to what extent it seems impossible in our modern society to drop habitualized religious symbols. Finally, a comparison of these two approaches and a personal statement on this topic will follow. One of the motifs of the investigation is the question of whether and in what way the headscarf, "alienated" from the girls in the course of the debates, served various public discourses as a legitimate means of distracting attention from the experiences of racism and exclusion of the second and third generations, of working off problems within society, and of strengthening a common, French sense of identity.

The Debate on the Ban on Headscarves in French Schools. A Symbol for the Threatened Unity of the French Republic?

The importance of the immigration issue in French politics has been highlighted by the success of Jean-Marie Le Pen, leader of the extreme-right Front National party, in reaching the second round of the presidential elections. This absorbing book closely examines the debate over immigration in contemporary France, looking not only at the development of immigration and nationality policies, but also at the changing discourse on the integration of immigrants. It analyzes the continuing racialization of discourse on immigration and anti-Islamic sentiment arising from the 'Islamic headscarf affair'. The work addresses issues such as the gendered nature of immigration and pays particular attention to the experiences of women immigrants in France. This careful analysis is then placed within the context of developments in the EU towards creating a unified immigration and asylum policy.

Immigration and Insecurity in France

In July 2007 a conference entitled «Ethical Liberalism in Contemporary Societies» was hosted by the Collegium Polonicum in SBubice, Poland. The conference was organised through collaboration between the Interdisciplinary Centre for Ethics at the European University Viadrina Frankfurt (Oder) and the Collegium Polonicum, a joint institution of the European University Viadrina Frankfurt (Oder) and the Adam Mickiewicz University Poznań. This volume collects the contributions to this conference. The problematics of liberalism affects ethicists and philosophers not only in Europe but also in Latin America and the Middle East. Scholars from these three regions met to discuss the role that the ethical aspect of liberal thought can play in the contemporary world. They also approached ethical liberalism from a historical perspective. Focusing on ethical liberalism's interconnectedness with politics, globalisation and culture, the conference participants not only elaborated on theoretical approaches, but also turned their attention to empirical case studies. This volume presents their thoughts and contributions which, although naturally fragmentary, are symptomatic of the present day and age.

Ethical Liberalism in Contemporary Societies

This collection makes a unique contribution to the study of anti-Muslim prejudice by placing the issue in both its past and present context. The essays cover historical and contemporary subjects from the eleventh century to the present day. They examine the forms that anti-Muslim prejudice takes, the historical influences on these forms, and how they relate to other forms of prejudice such as racism, antisemitism or sexism, and indeed how anti-Muslim prejudice becomes institutionalized. This volume looks at anti-Muslim prejudice from a wide range of disciplinary perspectives, including politics, sociology, philosophy, history, international relations, law, cultural studies and comparative literature. The essays contribute to our understanding of the different levels at which anti-Muslim prejudice emerges and operates - the local, the national and the transnational – by also including case studies from a range of contexts including Britain, Europe and the US. This book contributes to a deeper understanding of contemporary political problems and controversial topics, such as issues that focus on Muslim women: the 'headscarf' debates, honour killings and forced marriages. There is also analysis of media bias in the representation of Muslims and Islam, and other urgent social and political issues such

as the social exclusion of European Muslims and the political mobilisation against Islam by far-right parties. This book was published as a special issue of *Patterns of Prejudice*.

Anti-Muslim Prejudice

Examines the practice of veiling in Muslim culture, discussing its history, its religious, social, and political significance, and its importance to both conservative and progressive Muslim women as a symbol of commitment to their beliefs.

What is Veiling?

Over the past three decades, neither France's treatment of Muslims nor changes in French, British, and German immigration laws have confirmed multiculturalist hopes or postnationalist expectations. Yet analyses positing unified national models also fall short in explaining contemporary issues of national and cultural identity. *Immigration, Islam, and the Politics of Belonging in France: A Comparative Framework* presents a more productive, multifaceted view of citizenship and nationality. Political scientist Elaine R. Thomas casts new light on recent conflicts over citizenship and national identity in France, as well as such contentious policies as laws restricting Muslim headscarves. Drawing on key methods and insights of ordinary language philosophers from Austin to Wittgenstein, Thomas looks at parliamentary debates, print journalism, radio and television transcripts, official government reports, legislation, and other primary sources related to the rights and status of immigrants and their descendants. Her analysis of French discourse shows how political strategies and varied ideas of membership have intertwined in France since the late 1970s. Thomas tracks the crystallization of a restrictive but apparently consensual interpretation of French republicanism, arguing that its ideals are increasingly strained, even as they remain politically powerful. Thomas also examines issues of Islam, immigration, and culture in other settings, including Britain and Germany. *Immigration, Islam, and the Politics of Belonging in France* gives scholarly researchers, political observers, and human rights advocates tools for better characterizing and comparing the theoretical stakes of immigration and integration and advances our understanding of an increasingly significant aspect of ethnic and religious politics in France, Europe, and beyond.

Immigration, Islam, and the Politics of Belonging in France

This much-needed text provides a clear exposition of the key theoretical perspectives of diversity management and equal opportunities approaches; combined with practice-based experience. Taking a business, rather than sociological slant on the subject, the chapters cover age, gender, legal framework and more.

Managing Equality and Diversity

In this accessible combination of post-colonial theory, feminism and pedagogy, the author advocates using subversive and contemporary artistic representations of women to remodel traditional stereotypes in education. It is in this key sector that values and norms are molded and prejudice kept at bay, yet the legacy of colonialism continues to pervade official education received in classrooms as well as 'unofficial' education ingested via popular culture and the media. The result is a variety of distorted images of women and gender in which women appear as two-dimensional stereotypes. The text analyzes both current and historical colonial representations of women in a pedagogical context. In doing so, it seeks to recast our conception of what 'difference' is, challenging historical, patriarchal gender relations with their stereotypical representations that continue to marginalize minority populations in the first world and billions of women elsewhere. These distorted images, the book argues, can be subverted using the semiology provided by postcolonialism and transnational feminism and the work of contemporary artists who rethink and recontextualize the visual codes of colonialism. These resistive images, created by women who challenge and subvert patriarchal modes of representation, can be used to create educational environments that provide an alternative view of women of non-western origin.

Postcolonial Representations of Women

The war on terror has been raging for many years now, and subsequently there is a growing body of literature examining the development, motivation and effects of this US-led aggression. Virtually absent from these accounts is an examination of the central role that gender, race, class and sexuality play

in the war on terror. This lack of attention reflects a continued resistance by analysts to acknowledge and engage identity-related social issues as central elements within global politics. As this conflict spreads and deepens, it is more important than ever to examine how diverse international actors are using the war on terror as an opportunity to reinforce existing gendered, raced, classed and sexualized inter/national relations. This book examines the official war stories being told to the international community about why and against whom the war on terror is being waged. The book will benefit students, scholars and practitioners in the areas of international relations, women's studies and cultural studies.

(En)Gendering the War on Terror

This volume is a collection of verbal proceedings of debates of the Parliamentary Assembly of the Council of Europe at the fourth part of the 2005 Ordinary Session (3-7 October 2005). The Assembly meets four times every year (January, April, June and October). The Parliamentary Assembly's publications include, among others, Adopted texts, Assembly documents, and Orders of the day and minutes of proceedings.

Parliamentary Assembly-official Report of Debates-2005 Ordinary Session (Fourth Part)3-7 October 2005

The hijab is arguably the most discussed and controversial item of women's clothing today. It has become the primary global symbol of female Muslim identity for Muslims and non-Muslims alike and is the focus of much debate in the confrontation between Islam and the West. Nowhere has this debate been more acute or complex than in France. In *Hijab and the Republic*, Bronwyn Winter provides a riveting account of the controversial 2004 French law to ban Islamic headscarves and other religious signs from public schools. While much has been written on the subject, Winter offers a unique feminist perspective, carefully delineating its political and cultural aspects. Drawing on both scholarly literature and popular commentary, she examines the headscarf debate from its inception in 1989 through fluctuations in its intensity over the 1990s to its surging significance in the wake of 9 / 11 and the consequent shift in global politics.

Hijab and the Republic

The headscarf is an increasingly contentious symbol in countries across the world. Those who don the headscarf in Germany are referred to as "integration-refusers." In Turkey, support by and for headscarf-wearing women allowed a religious party to gain political power in a strictly secular state. A niqab-wearing Muslim woman was denied French citizenship for not conforming to national values. And in the Netherlands, Muslim women responded to the hatred of popular ultra-right politicians with public appeals that mixed headscarves with in-your-face humor. In a surprising way, the headscarf—a garment that conceals—has also come to reveal the changing nature of what it means to belong to a particular nation. All countries promote national narratives that turn historical diversities into imagined commonalities, appealing to shared language, religion, history, or political practice. The *Headscarf Debates* explores how the headscarf has become a symbol used to reaffirm or transform these stories of belonging. Anna Korteweg and Gökçe Yurdakul focus on France, Germany, and the Netherlands—countries with significant Muslim-immigrant populations—and Turkey, a secular Muslim state with a persistent legacy of cultural ambivalence. The authors discuss recent cultural and political events and the debates they engender, enlivening the issues with interviews with social activists, and recreating the fervor which erupts near the core of each national identity when threats are perceived and changes are proposed. The *Headscarf Debates* pays unique attention to how Muslim women speak for themselves, how their actions and statements reverberate throughout national debates. Ultimately, The *Headscarf Debates* brilliantly illuminates how belonging and nationhood is imagined and reimaged in an increasingly global world.

The Headscarf Debates

This volume offers perspective on modern French society and culture through thematic chapters on topics ranging from geography to popular culture. Ideal for students and general readers, this book includes insightful, current information about France's past, present, and future. France is the country most visited by international tourists. Aside from clichéd images of baguettes and the Eiffel Tower, however, what is French society and culture really like? Modern France is organized into thematic chapters covering the full range of French history and contemporary daily life. Chapter topics

include: geography; history; government and politics; economy; religion and thought; social classes and ethnicity; gender, marriage, and sexuality; education; language; etiquette; literature and drama; art and architecture; music and dance; food; leisure and sports; and media and popular culture. Each chapter contains an overview of the topic and alphabetized entries on examples of each theme. A detailed historical timeline covers prehistoric times to the presidency of Emmanuel Macron. Special appendices offer profiles of a typical day in the life of representative members of French society, a glossary, key facts and figures about France, and a holiday chart. The volume will be useful for readers looking for specific topical information and for those who want to develop an informed perspective on aspects of modern France.

Modern France

This book explores the relationship between women, the state and democratic politics in Ireland today. It highlights the conservatism of the political culture shared by all traditions on the island, and how this culture circumscribes women's political agency in Northern Ireland and Ireland. The book explores the opportunities and obstacles to women's participation and representation on each side of the border. The chapters take the view that public decision-making institutions and processes are subject to rules and practices that reinforce the gendered foundations of democratic politics. They document women's continuing quest for full participation and equal representation in these male-gendered arenas. The contributors focus on the marginalised experiences of women in modern politics in Ireland and detail their efforts to challenge the masculinized status quo. The book addresses the classical issues of citizenship, participation, representation and equal rights in a sustained analysis of the political systems on the island. It also deals with modern issues – multiculturalism, peace-building, the male-gendered legislature and the unequal nature of women's citizenship in constitutional, institutional and policy contexts. The book is completed by a comprehensive appendix of all women elected to political office on the island from 1918-2013. This book was published as a special issue of Irish Political Studies.

Asian Cities in an Era of Decentralisation

The essays collected in this volume are interdisciplinary in nature, defying the traditional boundaries that compartmentalise and contain knowledge within particular camps. Heir to the 'undisciplining' legacy of cultural studies, they attempt to transcend the restrictive frameworks of pre-established discourse, engaging in new and fruitful combinations of theories and methodologies. The general aim of the book is to indicate new perspectives for the exercise of cultural criticism on the basis of the major issues that confront us today, rather than articulate any canonical viewpoint on traditional cultural studies. These essays thus share a common denominator in that they seek to explore the field of current 'experience' through the exercise of critique. The recontextualisation of cultural studies that this book attempts occurs along the vectors of identity politics, visual culture and technology. The collection draws attention to the fact that these vectors do not consist in delimited 'camps', but rather in axes that intersect with each other at each instance.

Representing Culture

Religion and Higher Education in Europe and North America illuminates the experiences of staff and students in higher education as they negotiate the university environment. Religious extremism has been rising across Europe, whilst recent attacks have thrown public debate around the place of religion on campus, the role of universities in recognising and managing religious fundamentalism and freedom of speech on campus into sharper focus. Despite these debates, research exploring religion on campus has been largely absent from discourse on higher education outside of America, with policy and practices designed to deal with religion on campus largely founded on supposition rather than evidence. This book speaks into that void, including results from recent studies in the field which form an empirically grounded base from a broad variety of perspectives on religion at universities. Aiming to offer a deeper perspective, more dialogue, and engagement on the experiences of students, Religion and Higher Education in Europe and North America presents us not only with an opportunity to counter growing trends of intolerance, but for people to connect with the humanity of others. Focusing on what research reveals about staff and students' experiences, it incorporates research from different academic disciplines including sociology, education, social policy, theology and religious studies, and across different faith and belief groups. This thought-provoking and challenging volume features chapters written by researchers involved in informing policy and practice relating to religion and belief in higher education in the UK, US, Canada, France and the Netherlands . Spanning

the academic-practitioner divide, students and academics interested in the sociology of religion and of higher education, as well as those responsible for the practical management of campus life, will find this text of particular importance.

Religion and Higher Education in Europe and North America

Globalization has been the topic of heated debate in recent years, with one side asserting that it will produce a better standard of living for people around the world, and a fierce opposition arguing that it will ultimately lead to greater poverty and the destruction of unique human cultures. *Varieties of World Making* tackles the issue from a different angle, proposing that the contemporary global network of business, politics and culture be viewed from the inter-disciplinary perspective of 'world making'. Drawn from the ranks of sociology, law, international relations, political philosophy and history, the distinguished contributors cut through polarized rhetoric to examine the current global situation. Their proposed diagnoses draw upon thoughtful analyses of various political dilemmas whose ripple effects are felt around the world, such as the volatile relationship between Islam and Europe, or the legal foundations for a true international order absent in the shadows of imperialism. *Varieties of World Making* will be an essential resource for all those grappling with the complex consequences of globalization for the future.

Varieties of World Making

The public visibility of Islam is becoming increasingly controversial throughout European countries. With case studies drawn from France, Germany, Italy, Spain and the UK, this book examines a range of public issues, including mosque construction, ritual slaughter, Sharia councils and burqa bans, addressing the question of 'Islamic difference' in public life outside the confines of established normative discourses that privilege freedom of religion, minority rights or multiculturalism. Acknowledging the creative role of dissent, it explores the manner in which public controversies unsettle the religious-secular divide and reshape European norms in the domains of aesthetics, individual freedom, animal rights and law. Developing an innovative conceptual framework and elaborating the notion of controversy as a methodological tool, *Islam and Public Controversy in Europe* draws our attention to the processes of interaction, confrontation and mutual transformation, thereby opening up a new horizon for rethinking difference and pluralism in Europe. As such, it will appeal to scholars across the social sciences with interests in religion, integration, cultural difference and the public sphere.

Islam and Public Controversy in Europe

The Routledge Handbook of Political Islam provides a multidisciplinary overview of the phenomenon of political Islam, one of the key political movements of our time. Drawing on the expertise from some of the top scholars in the world it examines the main issues surrounding political Islam across the world, from aspects of Muslim integration in the West to questions of political legitimacy in the Muslim world. Bringing together an international team of renowned and respected experts on the topic, the chapters in the book present a critical account of: Theoretical foundations of political Islam Historical background Geographical spread of Islamist movements Political strategies adopted by Islamist groups Terrorism Attitudes towards democracy Relations between Muslims and the West in the international sphere Challenges of integration Gender relations. Presenting readers with the diversity of views on political Islam in a nuanced and dispassionate manner, this handbook is an essential addition to the existing literature on Islam and politics. It will be of interest across a wide range of disciplines, including political science, Islamic studies, sociology and history.

Routledge Handbook of Political Islam

What has happened to religion in its present manifestations? Containing contributions from distinguished scholars from disciplines, such as: philosophy, political theory, anthropology, classics, and religious studies, this book seeks to address this question.

Political Theologies

Based on a conference held on March 9, 2015, at the University of Toronto.

After the Paris Attacks

This valuable reference is an authoritative guide to 20th century French thought. It considers the intellectual figures, movements and publications that helped define fields as diverse as history, psychoanalysis, film, philosophy, and economics.

The Columbia History of Twentieth-century French Thought

The creation of a secular education system was one of the great social experiments designed to break down religious intolerance within society. One element of this design was administrative, involving the creation of non-denominational schools, and another element involved a centralised curriculum. In this collection of essays, political philosophers, lawyers, sociologists, theologians and educators explore the role of state schools in promoting tolerance within 21st century multicultural, religiously pluralistic societies. How may different models of liberalism in the secular state have different outcomes in relation to religious tolerance in the education system? Does a state education system have a role in teaching values such as tolerance, and if so, how is this best achieved? How are epistemology and truth connected with tolerance? How does the ideal of a 'value free' secular education mask the values that the secular state teaches? The essays are written from both theoretical and practical perspectives and engage with each other directly to address one of the significant issues of our day. This is the fourth volume arising from a series of conferences on the theme of 'Negotiating the Sacred'. Previous volumes have included *Blasphemy and Sacrilege in a Multicultural Society*; *Blasphemy and Sacrilege in the Arts*; and *Medicine, Religion and the Body*.

Documents

Building on the critical foundations established by Edward Said in *Orientalism*, *Foreign Bodies* examines the relationship between the Orientalist tradition in French art and literature and France's colonial history. It focuses on a central dimension of this exchange: the prevalent figure of the "oriental woman," and the interplay of race and gender in both domestic and colonial history. It also offers a genealogy of contemporary French attitudes to Islamic culture, in which beliefs about sexuality and gender relations continue to occupy a privileged place. The author examines the extent to which the rhetorical status and political implications of Orientalism register the changing circumstances of French colonial activity, tracing the convergence, or divergence, of colonial practice and the literary record. She also argues against the tendency, in both historical and theoretical writing on colonialism, to divide center from margins, metropolitan from colonial. Instead, she shows how colonial products and ideas permeated the domestic culture and shaped its evolution. Finally, the book proposes that the feminine figures of Orientalist texts are often interwoven with representations of language, and more specifically with representations of language as an alien and resistant code—something other than the transparent medium of ideas. It suggests that in promoting awareness that language is not simply the neutral medium of thought and experience, these veiled figures of language function as "foreign bodies," creating disruptive effects within an economy orchestrated toward the production of knowledge of the other. However, the book also argues against the view, espoused by certain critics, that the self-reflexivity of Orientalist writing fully counteracts its polarizing political effects, arguing instead for a process of "double reading" that acknowledges both the geopolitical power encoded within Orientalist representation and the ways in which specific texts resist this power.

Religious Tolerance, Education and the Curriculum

This text tells the story of *Zellers v. Huff*, which challenged Catholic religious employed in public schools in 1948. The 'Dixon case,' as it was known nationally, was the most famous in a series of midcentury lawsuits, all targeting what opponents provocatively dubbed 'captive schools'.

Foreign Bodies

The Inclusion of Other Women brings together insights and narratives of three women, of European, Arab and of Rom? descent, who address issues of feminism and social inclusion within the framework of adult education and learning. The authors discuss the experiences of the "other women": non-academic women who have been historically silenced from the feminist mainstream discourse and are now claiming their voice. This volume provides a rigorous theoretical analysis of feminist thought and real womena??s lives, drawing the connection between marginalized womena??s social participation, dialogically oriented adult education and solidarity, as key elements in the creation of personal meaning and social transformation. Grounded in a dialogic educational perspective, the authora?? insightful work and the voices of the "other women" make this a highly unique, engaging, accessible reading

experience. This book will prove of great value to professors, researchers, graduate students, teachers and teacher trainers with a strong interest in Adult Education, Lifelong Learning and Women's Studies.

Religious Lessons

This text explains why the French government decided to ban religious clothing from public schools and why the 2004 law, which targeted Islamic headscarves, created such a fury.

The Inclusion of Other Women

International migration has emerged in the last decade as one of the world's most controversial and pressing issues. This thought-provoking textbook offers the reader a more nuanced and knowledgeable understanding of the complex economic, political, cultural, and moral concerns that arise when people move across borders seeking admission into other countries. Splitting the text into five broad sections, Steiner facilitates easy navigation of the complex discussions that surround the issue of migration: Section One – Introduction: examines how the central questions that frame the book will be addressed, including: what criteria should be used to admit migrants? and How should a country grant citizenship? Section Two – Immigrants: discusses the criteria for accepting immigrants, dealing with the unwanted, and assessing the economic, cultural and political impacts. Section Three – Refugees: evaluates the methods used to protect refugees, the controversies surrounding asylum and the shortcomings of current refugee definitions. Section Four – Citizenship: charts the rise of nationalism, presents modern issues of minority rights and diversity, and examines processes of naturalization across the globe. Section Five – Conclusion: considers more unconventional approaches to migration and citizenship, and suggests moving towards a more holistic approach. Carefully constructed to spark discussion and student reflection and featuring suggested resources at the end of each section, this book offers dozens of contemporary examples and case studies from across the globe. *International Migration and Citizenship Today* is essential reading for not only students of migration and citizenship, but also globalization, international relations, and democracies.

Why the French Don't Like Headscarves

This resource gives students and teachers a greater understanding of identity, membership, citizenship, and belonging in the UK. In a time when debates about national identity and integration have taken on increased urgency, *Facing History and Ourselves* introduces, "Identity and Belonging in a Changing Great Britain". It reveals experiences of newcomers and the dilemmas surrounding immigration--from the individual to the collective--through memoirs, journalistic accounts, and interviews. "Identity and Belonging in a Changing Great Britain" is a critical and relevant resource for British educators in schools and other organizations that are addressing the duty to promote community cohesion. This is also an important resource for political science, sociology, education and religious studies courses at the university level. Individual sections contain footnotes. [Funding for this paper was provided by the Deutsche Bank.].

International Migration and Citizenship Today

In *Divided Houses*, Caroline Ford examines how the so-called feminization of religion in France from the French Revolution to the First World War contributed to the formation of a distinctive secular (laïc) republican political culture in France. She also reveals the effect of women's close association with religion on their civil and social status, which gave rise in France to heated debates about the limits of female agency, women's property rights, and women's role in the family and in society. She argues that religious women were often far more than the passive instruments of a male ecclesiastical hierarchy. In showing that these women could dispose of their bodies, souls, and properties in ways that were unimaginable to their secular counterparts, Ford's book obliges one to rethink the categories of tradition and modernity that have structured most thinking about this subject. Ford's book is centered on a set of microhistories and causes célèbres whose narratives are fascinating in and of themselves. They include conflicts within religious orders, the cults of some latter-day female saints, and riveting legal disputes involving women who converted to Catholicism. Perhaps most intriguingly, Ford brings current debates concerning pluralism and cultural difference in France into sharp historical focus. The fact that women have been portrayed as the quintessential carriers of religion ever since France embraced laïcité sheds light on problems faced by the secular French state today as it attempts to regulate religious expression--including emblems of Islam--in the public sphere.

Identity and Belonging in a Changing Great Britain

In *Unveiling the French Republic*, Per-Erik Nilsson engages in a critical analysis of national identity, secularism, and Islam in France. He argues that secular ideology has been used to justify religious intolerance, mask ethnic prejudice, and reify French national identity.

Divided Houses

This two-volume compendium brings together leading scholars from around the world who provide authoritative studies of the old and new epistemic motifs and theoretical strands that have characterized the interdisciplinary field of comparative and international education in the last 50 years. It analyses the shifting agendas of scholarly research, the different intellectual and ideological perspectives and the changing methodological approaches used to examine and interpret education and pedagogy across different political formations, societies and cultures.

Unveiling the French Republic: National Identity, Secularism, and Islam in Contemporary France

International Handbook of Comparative Education