
Gendered Paradoxes Educating Jordanian Women In Nation Faith And Progress By Adely Fida 2012 08 28 Paperback

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Presenting an analysis of higher education in eight countries in the Arab Middle East and North Africa, *Degrees of Dignity* works to dismantle narratives of crisis and assert approaches to institutional reform. Drawing on policy documents, media narratives, interviews, and personal experiences, Elizabeth Buckner explores how apolitical external reform models become contested and modified by local actors in ways that are simultaneously complicated, surprising, and even inspiring. *Degrees of Dignity* documents how the global

discourses of neoliberalism have legitimized specific policy models for higher education reform in the Arab world, including quality assurance, privatization, and internationalization. Through a multi-level and comparative analysis, this book examines how policy models are implemented, with often complex results, in countries throughout the region. Ultimately, *Degrees of Dignity* calls on the field of higher education development to rethink current approaches to higher education reform: rather than viewing the Arab world as a site for intervention, it argues that the Arab world can act as a source for insight on resilient higher education systems. The little-known history of public school teachers across the Arab world—and how they

wielded an unlikely influence over the modern Middle East. Today, it is hard to imagine a time and place when public school teachers were considered among the elite strata of society. But in the lands controlled by the Ottomans, and then by the British in the early and mid-twentieth century, teachers were key players in government and leading formulators of ideologies. Drawing on archival research and oral histories, *Teachers as State-Builders* brings to light educators' outsized role in shaping the politics of the modern Middle East. Hilary Falb Kalisman tells the story of the few young Arab men—and fewer young Arab women—who were lucky enough to teach public school in the territories that became Iraq, Jordan, and Palestine/Israel. Crossing Ottoman provincial and, later, Mandate and national borders for work and study, these educators were advantageously positioned to assume mid- and even high-level administrative positions in multiple government bureaucracies. All told, over one-third of the prime ministers who served in Iraq from the 1950s through the 1960s, and in Jordan from the 1940s through the early 1970s, were former public school teachers—a trend that changed only when independence, occupation, and mass education degraded the status of teaching. The first history of education across Britain's Middle Eastern Mandates, this transnational study reframes our understanding of the profession of teaching, the connections between public education and nationalism, and the fluid politics of the interwar Middle East. Examines the demographic shifts in the Middle East and North Africa, placing them in their social, political and economic contexts. How are state leaders adapting their citizen-building strategies for globalization? What outcomes are they achieving, and why? *Bedouins into Bourgeois* investigates an ambitious state-led social engineering campaign in the United Arab Emirates (UAE), where leaders aimed to encourage more entrepreneurial, market-friendly, patriotic, and civic-minded citizens, who were still loyal to the regime. Extensive ethnography - including interviews with a ruling monarch - reveals the rulers' reasoning and goals for social engineering. Through surveys and experiments, social engineering outcomes are

examined, as well as the reasons for these outcomes. While the campaign successfully increased patriotism and civic spirit, it also led to heightened entitlement - greater support for the right to a government job and lessened interest in the private sector - and a rise in 'entitled patriots.' This fascinating study illustrates how social engineering strategies that use nationalism to motivate citizens can have paradoxical effects, increasing patriotism but unexpectedly discouraging or 'crowding out' development-friendly mind-sets.

Perspectives, Practice, Instruction

Language Politics and the Abandoned Educational Dream
Islamizing Intimacies

Gender and Identity around the World [2 volumes]

Juárez Girls Rising

Qualitative Case Studies in Global Contexts

Arab Higher Education in the Global Era

Few countries as culturally rich, politically pivotal, and naturally beautiful as Indonesia are as often misrepresented in global media and conversation. Stretching 3,400 miles east to west along the equator, Indonesia is the fourth most populous country in the world and home to more than four hundred ethnic groups and several major world religions. This sprawling Southeast Asian nation is

also the world's most populous Muslim-majority country and the third largest democracy. Although in recent years the country has experienced serious challenges with regard to religious harmony, its trillion-dollar economy is booming and its press and public sphere are among the most vibrant in Asia. A land of cultural contrasts, contests, and contradictions, this ever-evolving country is today rising to even greater global prominence, even as it redefines the terms of its national, religious, and civic identity. The Routledge Handbook of Contemporary Indonesia offers an overview of the modern making and contemporary dynamics of culture, society, and politics in this powerful Asian nation. It provides a comprehensive survey of key issues in Indonesian politics, economics, religion, and society. It is divided into six sections, organized as follows: Cultural Legacies and Political Junctures Contemporary Politics and Plurality Markets and Economic Cultures Muslims and Religious Plurality Gender and Sexuality Indonesia in an Age of Multiple Globalizations Bringing together original contributions by leading scholars of Indonesia in law, political science, history, anthropology, sociology, religious studies, and gender studies this Handbook provides an up-to-date, interdisciplinary, and academically rigorous exploration of Indonesia. It will be of interest to students, academics, policymakers, and others in search of reliable information on Indonesian politics, economics, religion, and society in an accessible format.

One of the great transformations presently sweeping the Muslim world

involves not just political and economic change but the reshaping of young Muslims' styles of romance, courtship, and marriage. Nancy J. Smith-Hefner takes up the personal lives and sexual attitudes of educated Muslim Javanese youth in the city of Yogyakarta to explore the dramatic social and ethical changes taking place in Indonesian society. Drawing on more than 250 interviews over a fifteen-year period, her vivid, well-crafted ethnography is full of insights into the real-life struggles of young Muslims and framed by a deep understanding of Indonesia's wider debates on gender and youth culture. The changes among Muslim youth reflect an ongoing if at times unsteady attempt to balance varied ideals, ethical concerns, and aspirations. On the one hand, growing numbers of young people show a deep and pervasive desire for a more active role in their Islamic faith. On the other, even as they seek a more self-conscious and scripture-based profession of faith, many educated youth aspire to personal relationships similar to those seen among youth elsewhere—a greater measure of informality, openness, and intimacy than was typical for their parents' and grandparents' generations. Young women in particular seek freedom for self-expression, employment, and social fulfillment outside of the home. Smith-Hefner pays particular attention to their shifting roles and perspectives because it is young women who have been most dramatically affected by the upheavals transforming this Muslim-majority country. Although deeply personal, the changing aspirations of young Muslims have immense implications for social and public life throughout Indonesia. The fruit of a longitudinal study begun shortly after the fall of the authoritarian New Order government and the return to democracy in 1998–1999, the book reflects Smith-Hefner's nearly forty years of anthropological engagement with the island of Java and her continuing exploration into what it means to be both "modern" and Muslim. The culture of the new Muslim youth, the author shows, through all its nuances and variations, reflects the inexorable abandonment of traditions and practices deemed incompatible with authentic Islam and an ongoing and profound Islamization of intimacies. The Routledge Handbook of Anthropology and the City provides a comprehensive study of current and future urban issues on a global and local scale. Premised on an 'engaged' approach to urban anthropology, the volume adopts a thematic approach that covers a wide range of modern urban issues, with a particular focus on those of high public interest. Topics covered include security, displacement, social justice, privatisation, sustainability, and preservation. Offering valuable insight into how anthropologists investigate, make sense of, and then address a variety of urban issues, each chapter covers key theoretical and methodological concerns alongside rich ethnographic case study material. The volume is an essential reference for students and researchers in urban anthropology, as well as of interest for those in related disciplines, such as urban studies, sociology, and geography. Until the recent uprisings in the Middle East and North Africa, the resilience of authoritarian regimes seemed a

fundamental feature of regional politics. While economic, political, and internal security policies are most often considered in discussions of regime maintenance, Laurie Brand introduces a new factor, that of national narratives. Portrayals of a country's founding, identity, and bases of unity can be a powerful strategy in sustaining a ruling elite. Brand argues that such official stories, which are used to reinforce the right to rule, justify policies, or combat opponents, deserve careful exploration if we are to understand the full range of tools available to respond to crises that threaten a leadership's hold on power. Brand examines more than six decades of political, economic, and military challenges in two of North Africa's largest countries: Egypt and Algeria. Through a careful analysis of various texts—history and religion textbooks, constitutions, national charters, and presidential speeches—*Official Stories* demonstrates how leaderships have attempted to reconfigure narratives to confront challenges to their power. Brand's account also demonstrates how leaderships may miscalculate, thereby setting in motion opposition forces beyond their control.

Love and Marriage, Family and Care in Precarious Times
Women, Money, and Political Participation in the Middle East
Do Muslim Women Need Saving?
Arab Family Studies
Innovative Approaches to Research Across Space and Time
Schooling and Identity in Post-Soviet Tatarstan, Russia
Pedagogies of Culture

This book provides an indispensable resource for high school and college students interested in the history and current status of gender identity formation and maintenance and how it impacts LGBTQ rights throughout the world. *Gender and Identity around the World* explores a variety of gender and LGBTQ experiences and issues in countries from all the world's regions. Guided by more than 50 recognized academic experts, readers will examine how gender and LGBTQ identities are developed, fought for, perceived, and policed in countries as diverse as France, Brazil, Russia, Jordan, Iraq, and China. Each chapter opens with a general introduction to a country or group of countries and flows into a discussion of gender and identity in terms of culture, education, family life, health and wellness, law, work, and activism in that region of the world. A section on contemporary issues specific to the country or group of countries follows this discussion. Readers gain in-depth information from more than 50 recognized experts writing from around the world. Readers can compare and contrast life experiences from a number of different geopolitical and cultural regions. Each chapter explores a country or region's gender and LGBTQ experiences in terms of culture, law, family life traditions, education, health and wellness practices, work norms, and activist movements.

"*Arab Masculinities* provides a groundbreaking analysis of Arab men's lives in the precarious aftermath of the 2011 Arab uprisings. It challenges received wisdoms and entrenched stereotypes about Arab men, offering new understandings of *rujula*, or masculinity, across the Middle East and North Africa. The 10 individual chapters of the book foreground the voices and stories of Arab men as they face economic precarity, forced displacement, and new challenges to marriage and family life. Rich in ethnographic details, they illuminate how men develop alternative strategies of affective labor, how they attempt to care for themselves and their families within their local moral worlds, and what it means to be a good

son, husband, father, and community member. Arab Masculinities sheds light on the most private spaces of Arab men's lives—offering stories that rarely enter the public realm. It is a pioneering volume that reflects the urgent need for new anthropological scholarship on men and masculinities in a changing Middle East"— This volume provides intimate anthropological accounts of Muslim men's everyday lives in the Middle East, Asia, Africa, and diasporic communities in the West. Amid increasing political turmoil and economic precarity, Muslim men around the world are enacting nurturing roles as husbands, sons, fathers, and community members, thereby challenging broader systems of patriarchy and oppression. By focusing on the ways in which Muslim men care for those they love, this volume challenges stereotypes and showcases Muslim men's humanity.

In *Kinship, Islam, and the Politics of Marriage in Jordan*, Geoffrey Hughes sets out to trace the "marriage crisis" in Jordan and the Middle East. Rapid institutional, technological, and intellectual shifts in Jordan have challenged the traditional notions of marriage and the role of powerful patrilineal kin groups in society by promoting an alternative ideal of romantic love between husband and wife. Drawing on many years of fieldwork in rural Jordan, *Kinship, Islam, and the Politics of Marriage in Jordan* provides a firsthand look at how expectations around marriage are changing for young people in the Middle East even as they are still expected to raise money for housing, bridewealth, and a wedding. *Kinship, Islam, and the Politics of Marriage in Jordan* offers an intriguing look at the contrasts between the traditional values and social practices of rural Jordanians around marriage and the challenges and expectations of young people as their families negotiate the concept of kinship as part of the future of politics, family dynamics, and religious devotion

Education and the Making of the Modern

Middle East
Waithood
Forging the Ideal Educated Girl
The Politics of Women's Rights in Morocco
Anthropological Perspectives on Student Futures
Transitions in the Middle East and North Africa
Critical Reviews

This book examines women, money, and political participation in the Middle East and North Africa focusing on women's capacity to engage local political systems. In particular, it considers whether and how this engagement is facilitated through specific types of financial flows from abroad. Arab countries are well-known rentier states, and so a prime destination for foreign aid, worker remittances, and oil-related investment. Alongside other factors these external monies have elicited dramatic shifts in gender-related social norms and expectations both from the state and the domestic population, affording certain women the opportunity to enter the political arena, while leaving others behind. The research presented here expands the discussion of women in rentier political economy and highlights their roles as participants and agents within regional templates for economic development.

*Working and living as an authentic Muslim—comporting oneself in an Islamically appropriate way—in the global economy can be very challenging. How do middle-class Muslims living in the Middle East navigate contemporary economic demands in a distinctly Islamic way? What are the impacts of these efforts on their Islamic piety? To what authority does one turn when questions arise? What happens when the answers vary and there is little or no consensus? To answer these questions, *Everyday Piety* examines the intersection of*

globalization and Islamic religious life in the city of Amman, Jordan. Drawing on in-depth ethnographic fieldwork in Amman, Sarah A. Tobin demonstrates that Muslims combine their interests in exerting a visible Islam with the opportunities and challenges of advanced capitalism in an urban setting, which ultimately results in the cultivation of a "neoliberal Islamic piety." Neoliberal piety, Tobin contends, is created by both Islamizing economic practices and economizing Islamic piety, and is done in ways that reflect a modern, cosmopolitan style and aesthetic, revealing a keen interest in displays of authenticity on the part of the actors. Tobin highlights sites at which economic life and Islamic virtue intersect: Ramadan, the hijab, Islamic economics, Islamic banking, and consumption. Each case reflects the shift from conditions and contexts of highly regulated and legalized moral behaviors to greater levels of uncertainty and indeterminacy. In its ethnographic richness, this book shows that actors make normative claims of an authentic, real Islam in economic practice and measure them against standards that derive from Islamic law, other sources of knowledge, and the pragmatics of everyday life.

Through an ethnographic study of schooling in the Republic of Tatarstan, this book explores how competing notions of nationhood and belonging are constructed, articulated and negotiated within educational spaces. Amidst major political and ideological moves toward centralization in Russia under the Putin presidency, this small provincial town in Tatarstan provides a unique case of local attempts to promote and preserve minority languages and cultures through education and schooling.

Ultimately, the study reveals that while schooling can be an effective instrument of the state to transform individuals as well as society as a whole, school also encompasses various spaces where the agency of local actors unfolds and official messages are contested. Looking at what happens inside schools and beyond—in classrooms, hallways and playgrounds to private households or local Islamic schools—Dilyara Suleymanova here offers a detailed ethnographic account of the way centrally devised educational policies are being received, negotiated and contested on the ground.

The Outside: Migration as Life in Morocco traces how migration has come to occupy a striking place in the lives of many Moroccans. A full 10 percent of the population now lives outside the country, affecting individual and collective life in countless unanticipated ways. In this intimate ethnography of rural Morocco, Alice Elliot considers the experience of migration from the point of view of the families and people, mostly women, who have not (yet) left. Elliot shows how the specter of migration has permeated life, from kinship relations to intimacy between spouses and to the imagination of the future.

The Outside seeks to answer the question, what is migration when it becomes the very foundation on which forms of social and individual life are built? New understandings of migration emerge through its intimate textures as Elliot shows how it has become, in some parts of the world, a distinctive condition of everyday life.

Education and Youth Agency
Migration as Life in Morocco
Teachers as State-Builders
Teach for Arabia

Bedouins into Bourgeois

Gender, Education, and Global Delays in Marriage and Childbearing

Arab Masculinities

Family remains the most powerful social idiom and one of the most powerful social structures throughout the Arab world. To engender love of nation among its citizens, national movements portray the nation as a family. To motivate loyalty, political leaders frame themselves as fathers, mothers, brothers, or sisters to their clients, parties, or the citizenry. To stimulate production, economic actors evoke the sense of duty and mutual commitment of family obligation. To sanctify their edicts, clerics wrap religion in the moralities of family and family in the moralities of religion. Social and political movements, from the most secular to the most religious, pull on the tender strings of family love to recruit and bind their members to each other. To call someone family is to offer them almost the highest possible intimacy, loyalty, rights, reciprocities, and dignity. In recognizing the significance of the concept of family, this state-of-the-art literature review captures the major theories, methods, and case studies carried out on Arab families over the past century. The book offers a country-by-country critical assessment of the available scholarship on Arab families.

Sixteen chapters focus on specific countries or groups of countries; seven chapters offer examinations of the literature on key topical issues. Joseph's volume provides an indispensable resource to researchers and students, and advances Arab family studies as a critical independent field of scholarship.

Immigrant Moroccan Women in Spain: Honor and Marriage provides an ethnographic study of Moroccan Muslim immigrant women in Spain, capturing the

predicaments and strategies they use in their adaptation to Spanish society. Working as domestic workers and agricultural laborers in Spain, Moroccan immigrant women illuminate the problems associated with gender, labor, modernity, and globalization. Working-class girls in Ciudad Juárez grow up in a context marked by violence against women, the devastating effects of drug cartel wars, unresponsive and abusive authorities, and predatory U.S. capitalism: under constantly precarious conditions, these girls are often struggling to shape their lives and realize their aspirations. Juárez native Claudia G. Cervantes-Soon explores the vital role that transformative secondary education can play in promoting self-empowerment and a spirit of resistance to the violence and social injustice these girls encounter. Bringing together the voices of ten female students at Preparatoria Altavista, an innovative urban high school founded in 1968 on social justice principles, Cervantes-Soon offers a nuanced analysis of how students and their teachers together enact a transformative educational philosophy that promotes learning, self-authorship, and hope. Altavista's curriculum is guided by the concept of *autogestión*, a holistic and dialectical approach to individual and collective identity formation rooted in the students' experiences and a critical understanding of their social realities.

Through its sensitive ethnography, this book shows how female students actively construct their own meaning of *autogestión* by making choices that they consider liberating and empowering. Juárez Girls Rising provides an alternative narrative to popular and often simplistic, sensationalizing, and stigmatizing discourses about those living in this urban borderland. By merging the story of Preparatoria Altavista with the voices of its

students, this singular book provides a window into the possibilities and complexities of coming of age during a dystopic era in which youth hold on to their critical hope and cultivate their wisdom even as the options for the future appear to crumble before their eyes. The concept of “ Waithood ” was developed by political scientist Diane Singerman to describe the expanding period of time between adolescence and full adulthood as young people wait to secure steady employment and marry. The contributors to this volume employ the waithood concept as a frame for richly detailed ethnographic studies of “ youth in waiting ” from a variety of world areas, including the Middle East Africa, Asia, Europe, Latin America and the U.S, revealing that whether voluntary or involuntary, the phenomenon of youth waithood necessitates a recognition of new gender and family roles.

Degrees of Dignity

Kinship, Islam, and the Politics of Marriage in Jordan

Educating in Life

Anthropologists and Philosophers Engage with Transformations of Life Worlds

Everyday Piety

Learning in Morocco

Reconceiving Muslim Men

This textbook showcases innovative approaches to the interdisciplinary field of childhood and youth studies, examining how young people in a wide range of contemporary and historical contexts around the globe live their young lives as subjects, objects, and agents. The diverse contributions examine how children and youth are simultaneously constructed: as individual subjects through social processes and culturally-specific discourses; as objects of policy intervention and other adult power

plays; and also as active agents who act on their world and make meaning even amidst conditions of social, political, and economic marginalization. In addition, the book is centrally engaged with questions about how researchers take into consideration children ’ s and young people ’ s own conceptions of themselves and how we conceptualize child and youth potentials for agency at different ages and stages of growing up. Each chapter discusses substantive research but also engages in self-reflection about methodology, positionality, and/or disciplinarity, thus making the volume especially useful for teaching. This book will be of interest to students and scholars across a range of disciplines, including childhood studies, youth studies, girls ’ studies, development studies, research methods, sociology, anthropology, education, history, geography, public policy, cultural studies, gender and women ’ s studies and global studies.

Education is a field sometimes beset by theories-of-the-day and with easy panaceas that overpromise the degree to which they can alleviate pressing educational problems. The two-volume Encyclopedia of Educational Theory and Philosophy introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice. Drawing together a team of international scholars, this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses. In addition to interpretations of long-established theories, this work offers essays on cutting-edge research and concise, to-the-point definitions

of key concepts, ideas, schools, and figures. Features: Over 300 signed entries by trusted experts in the field are organized into two volumes and overseen by a distinguished General Editor and an international Editorial Board. Entries are followed by cross references and further reading suggestions. A Chronology of Theory within the field of education highlights developments over the centuries; a Reader's Guide groups entries thematically, and a master Bibliography facilitates further study. The Reader's Guide, detailed index, and cross references combine for strong search-and-browse capabilities in the electronic version. Available in a choice of print or electronic formats, Encyclopedia of Educational Theory and Philosophy is an ideal reference for anyone interested in the roots of contemporary educational theory.

Many Muslim societies are in the throes of tumultuous political transitions, and common to all has been heightened debate over the place of shari'a law in modern politics and ethical life. Bringing together leading scholars of Islamic politics, ethics, and law, this book examines the varied meanings and uses of Islamic law, so as to assess the prospects for democratic, plural, and gender-equitable Islamic ethics today. These essays show that, contrary to the claims of some radicals, Muslim understandings of Islamic law and ethics have always been varied and emerge, not from unchanging texts but from real and active engagement with Islamic traditions and everyday life. The ethical debates that rage in contemporary Muslim societies reveal much about the prospects for democratic societies and a pluralist Islamic ethics in the future. They also suggest that despite the tragic violence wrought in recent years by Boko Haram and the Islamic State in Iraq, we may yet see an age of ethical renewal across the

Muslim world.

Morocco is hailed by academics, international NGO workers, and the media as a trailblazer in women's rights and legal reforms. The country is considered a model for other countries in the Middle East and North African region, but has Morocco made as much progress as experts and government officials claim? In *Modernizing Patriarchy*, Katja Žvan Elliott examines why women's rights advances are lauded in Morocco in theory but are often not recognized in reality, despite the efforts of both Islamist and secular feminists. In Morocco, female literacy rates remain among the lowest in the region; many women are victims of gender-based violence despite legal reforms; and girls as young as twelve are still engaged to adult men, despite numerous reforms. Based on extensive ethnographic research and fieldwork in Oued al-Ouliya, *Modernizing Patriarchy* offers a window into the life of Moroccan Muslim women who, though often young and educated, find it difficult to lead a dignified life in a country where they are expected to have only one destiny: that of wife and mother. Žvan Elliott exposes their struggles with modernity and the legal reforms that are supposedly ameliorating their lives. In a balanced approach, she also presents male voices and their reasons for criticizing the prevailing women's rights discourse. Compelling and insightful, *Modernizing Patriarchy* exposes the rarely talked about reality of Morocco's approach toward reform.

New Perspectives on Moral Change

Moroccan Immigrant Women in Spain

Gendered Paradoxes

Educating Jordanian Women in Nation, Faith, and Progress

Comparative Perspectives on Refugee Youth

Education

Youth and the Politics of Possibility

The Routledge Handbook of Anthropology and the City

Teach for Arabia offers an ethnographic account of the experiences of students, faculty, and administrators in Education City, Qatar. Education City, home to the branch campuses of six elite American universities, represents the Qatari government's multibillion dollar investment over the last two decades in growing a local knowledge-based economy. Though leaders have eagerly welcomed these institutions, not all citizens embrace the U.S. universities in their midst. Some critics see them as emblematic of a turn away from traditional values toward Westernization. Qatari students who attend these schools often feel stereotyped and segregated within their spaces. Neha Vora considers how American branch campuses influence notions of identity and citizenship among both citizen and non-citizen residents and contribute to national imaginings of the future and a transnational Qatar. Looking beyond the branch campus, she also confronts mythologies of liberal and illiberal peoples, places, and ideologies that have developed around these universities. Supporters and detractors alike of branch campuses have long ignored the imperial histories of American universities and the exclusions and inequalities that continue to animate daily academic life. From the vantage point of Qatar, *Teach for Arabia* challenges the assumed mantle of liberalism in Western institutions and illuminates how people can contribute to decolonized university life and knowledge production.

A free ebook version of this title is available through Luminos, University of California Press's Open Access publishing program for monographs. Visit www.luminosoa.org to learn more. In *Forging the Ideal Educated Girl*, Shenila Khoja-Moolji traces the figure of the 'educated girl' to examine the evolving politics of educational reform and development campaigns in colonial India and Pakistan. She challenges the prevailing common sense associated with calls for women's and girls' education and argues that such advocacy is not simply about access to education but, more crucially, concerned with producing ideal Muslim woman-/girl-subjects with specific relationships to the patriarchal

family, paid work, Islam, and the nation-state. Thus, discourses on girls' / women's education are sites for the construction of not only gender but also class relations, religion, and the nation.

Protest has been a key method of political claim-making in Jordan from the late Ottoman period to the present day. More than moments of rupture within normal-time politics, protests have been central to challenging state power, as well as reproducing it—and the spatial dynamics of protests play a central role in the construction of both state and society. With this book, Jillian Schwedler considers how space and geography influence protests and repression, and, in challenging conventional narratives of Hashemite state-making, offers the first in-depth study of rebellion in Jordan. Based on twenty-five years of field research, *Protesting Jordan* examines protests as they are situated in the built environment, bringing together considerations of networks, spatial imaginaries, space and place-making, and political geographies at local, national, regional, and global scales. Schwedler considers the impact of time and temporality in the lifecycles of individual movements. Through a mixed interpretive methodology, this book illuminates the geographies of power and dissent and the spatial practices of protest and repression, highlighting the political stakes of competing narratives about Jordan's past, present, and future.

This volume investigates the ubiquitous education of everyday life as people contest the normal, settle on a new convention, and deal with the difficulties that arise. By documenting adolescent Dominican girls, young men in Silicon Valley, successful venture capitalists, and others imagining, explaining, and challenging the status quo, this book presents evidence that the proper starting point for education is struggle and play within and around institutionalized social and cultural conditions. Through a development of Varenne's earlier research at the intersection of anthropology and education, this book highlights transformative work that constructs new cultures, and it presents a revitalized theory of culture, difference, and education.

Dreams and Realities in Educational Systems Worldwide

Geographies of Power and Dissent

Educational Theory and the Emergence of New Normals

A Companion to the Anthropology of Education

Encyclopedia of Educational Theory and Philosophy
Demography and Democracy
Affection and Mercy

In 2005 the World Bank released a gender assessment of the nation of Jordan, a country that, like many in the Middle East, has undergone dramatic social and gender transformations, in part by encouraging equal access to education for men and women. The resulting demographic picture there—highly educated women who still largely stay at home as mothers and caregivers—prompted the World Bank to label Jordan a “gender paradox.” In *Gendered Paradoxes*, Fida J. Adely shows that assessment to be a fallacy, taking readers into the rarely seen halls of a Jordanian public school—the al-Khatwa High School for Girls—and revealing the dynamic lives of its students, for whom such trends are far from paradoxical. Through the lives of these students, Adely explores the critical issues young people in Jordan grapple with today: nationalism and national identity, faith and the requisites of pious living, appropriate and respectable gender roles, and progress. In the process she shows the important place of education in Jordan, one less tied to the economic ends of labor and employment that are so emphasized by the rest of the developed world. In showcasing alternative values and the highly capable young women who hold them, Adely raises fundamental questions about what constitutes development, progress, and empowerment—not just for Jordanians, but for the whole world.

This book investigates the pervasive problem of corruption across the Middle East and North Africa. Drawing on the specifics of the local context, the book explores how corruption in the region is actuated through informal practices that coexist and work in parallel to formal institutions. When informal practices become vehicles for corruption, they can have negative ripple effects across many aspects of society, but on the other hand, informal practices could also have the potential to be leveraged to reinforce formal institutions to help fight corruption. Drawing on a range of cases including Morocco, Lebanon, Turkey, Jordan, Tunisia or Israel the book first explores the mechanisms and dynamics of corruption and informal practices in the region, before looking at the successes and failures of anti-corruption initiatives. The final section focuses on gender perspectives on corruption, which are often

overlooked in corruption literature, and the role of women in the Middle East. With insights drawn from a range of disciplines, this book will be of interest to researchers and students across political science, philosophy, socio-legal studies, public administration, and Middle Eastern studies, as well as to policy makers and practitioners working in the region.

Do Muslim Women Need Saving? is an indictment of a mindset that has justified all manner of foreign interference, including military invasion, in the name of rescuing women from Islam. It offers a detailed, moving portrait of the actual experiences of ordinary Muslim women, and of the contingencies with which they live.

“A score of prominent educators from South Europe and the Middle East and North Africa region speak about their upbringing, their educational and professional journeys, their academic achievements, and their struggles in order to enhance democracy, justice and equity in their countries and across the Mediterranean. The interviews in this volume shed light on educational movements, challenges, and aspirations in a region that is attaining increasing importance geo-politically, and in comparative and international studies. These are powerful and critical voices, providing readers with fresh, often unexpected insights about contexts, cultures, and convictions that deserve global attention. The interviews with these men and women inform, intrigue, but above all inspire, calling, as they do, for an earnest commitment to a vision of education as a transformative, democratising force. In contrast to the global, totalising discourse that has increasingly defined education in narrowly economic terms, here are the beginnings of alternative agendas, inviting citizens to ‘read’ and decode the world around them, and to confront power, wherever it lies. In doing so, the educators in this volume draw upon and put at our disposal a wide array of theoretical lenses, nimbly weaving these within a narrative that speaks about a lifetime lived in the hope of making a difference. These, then, are vivid, engaging, and reflexive accounts, emerging from contexts where democracy has only recently taken root, if at all, and from a region that has come to symbolize the return of the political, and the reclaiming of the public sphere as a site for transformation, contestation, revolt, and hope.”

American Universities, Liberalism, and Transnational Qatar

Official Stories

Corruption and Informal Practices in the Middle East and North Africa

Routledge Handbook of Contemporary Indonesia

The Outside

Islam and Economy in Jordan

Protesting Jordan

This book offers a comprehensive overview of studies on youth agency across various parts of the world. It explores diverse perspectives on education, citizenship and future livelihoods, modernity and tradition, gender equality, and social norms and transformations as they relate to how young people construct their agency. Drawing on case studies of young women and men from Africa, the Americas and South Asia, this book illustrates the different ways in which education affects youth 's beliefs, engagement, action, and identities in broader historical, social, cultural, economic, and political contexts. Chapters argue for education as a potential force for equity and explore how both formal schooling and informal educational programs may challenge and inspire youth through individual and collective action to change the social conditions affecting their lives and their communities. The global nature of this book gives readers a deeper understanding of youth agency as a dynamic process in relation to changing economic, political, and social environments. Featured topics include: The role of community context and relationships in shaping U.S. youth 's citizen agency. Malala Yousafzai and media narratives of girls ' education within Islam and modernity. Social capital, sexual relationships, and agency for Tanzanian youth. Boys ' agency toward higher education in urban Jamaica. Children 's economic agency in Kanchipuram, India. Vocational training and agency among Kenyan youth. Education and

Youth Agency is an essential resource for researchers, educators, practitioners, and undergraduate and graduate students across such related disciplines as developmental psychology, international and comparative education, family studies as well as public health, educational policy and politics, youth studies, and social policy.

An invaluable contribution to the area of leadership studies, the Handbook of International and Cross-Cultural Leadership Research Processes: Perspectives, Practice, Instruction brings together renowned authors with diverse cultural, academic, and practitioner backgrounds to provide a comprehensive overview and analysis of all stages of the research process. The handbook centers around authors ' international research reflections and experiences, with chapters that reflect and analyze various research experiences in order to help readers learn about the integrity of each stage of the international leadership research process with examples and discussions. Part I introduces philosophical traditions of the leadership field and discusses how established leadership and followership theories and approaches sometimes fail to capture leadership realities of different cultures and societies. Part II focuses on methodological challenges and opportunities. Scholars share insights on their research practices in different stages of international and cross-cultural studies. Part III is forward-looking in preparing readers to respond to complex realities of the leadership field: teaching, learning, publishing, and applying international and cross-cultural leadership research standards with integrity. The unifying thread amongst all the chapters is a shared intent to build knowledge of diverse and evolving leadership practices and phenomena across cultures and societies. The

handbook is an excellent resource for a broad audience including scholars across disciplines and fields, such as psychology, management, history, cognitive science, economics, anthropology, sociology, and medicine, as well as educators, consultants, and graduate and doctoral students who are interested in understanding authentic leadership practices outside of the traditional Western paradigm. This book examines diverse ways in which young people from around the world envision and prepare for their future education, careers, and families. The book features cutting-edge anthropological essays including ethnographic accounts of schooling in India, South Africa, the US, Bhutan, Tanzania, and Nigeria. Each chapter focuses on today ' s generation of students and on students' use of education to create new possibilities for themselves. This volume will be of particular interest to practicing teachers and anthropologists and to readers who seek an ethnographic understanding of the world as seen through the eyes of students.

The world we live in is constantly changing. Climate change, transforming gender conceptions, emerging issues of food consumption, novel forms of family life and technological developments are altering central areas of our forms of life. This raises questions of how to cope with and understand the moral changes implicit in such alterations.

This volume is the first to address moral change as such. It brings together anthropologists and philosophers to discuss how to study and theorize the change of norms, concepts, emotions, moral frameworks and forms of personhood.

Youth, Sexuality, and Gender in Contemporary Indonesia

Handbook of International and Cross-Cultural Leadership Research Processes

Modernizing Patriarchy

Educators of the Mediterranean... ..Up Close and Personal

Anthropological Reconceptions in Precarious Times

Honor and Marriage

The Production of Desirable Subjects in Muslim South Asia

Learning in Morocco offers a rare look inside public education in the Middle East. While policymakers see a crisis in education based on demographics and financing, Moroccan high school students point to the effects of a highly politicized Arabization policy that has never been implemented coherently. In recent years, national policies to promote the use of Arabic have come into conflict with the demands of a neoliberal job market in which competence in French is still a prerequisite for advancement. Based on long-term research inside and outside classrooms, Charis Boutieri describes how students and teachers work within, or try to circumvent, the system, whose contradictory demands ultimately lead to disengagement and, on occasion, to students taking to the streets in protest.

This volume explores the shared expectations that education is a panacea for the difficulties that refugees and their receiving countries face. This book investigates the ways in which education is both a dream solution as well as a contested landscape for refugee families and students. Using comparative, cross-national perspectives across five continents, the editors and contributors critically analyze the educational structures, policies, and practices intended to support refugee youth transition from conflict and post-conflict zones to mainstream classrooms and schools in their new communities. A Companion to the Anthropology of Education presents a comprehensive and state-of-the-art overview of the field, exploring the social and cultural dimension of educational processes in both formal and nonformal settings. Explores theoretical and applied approaches to cultural practice in a diverse range of educational settings around the world, in both formal and non-formal contexts Includes contributions by leading educational anthropologists Integrates work from and on many different national systems of scholarship, including China, the United States, Africa, the Middle East, Colombia, Mexico,

India, the United Kingdom, and Denmark Examines
the consequences of history, cultural diversity,
language policies, governmental mandates, inequality,
and literacy for everyday educational processes
Politics and National Narratives in Egypt and Algeria
Children and Youth as Subjects, Objects, Agents
Shari'a Law and Modern Muslim Ethics
Transformative Education in Times of Dystopia