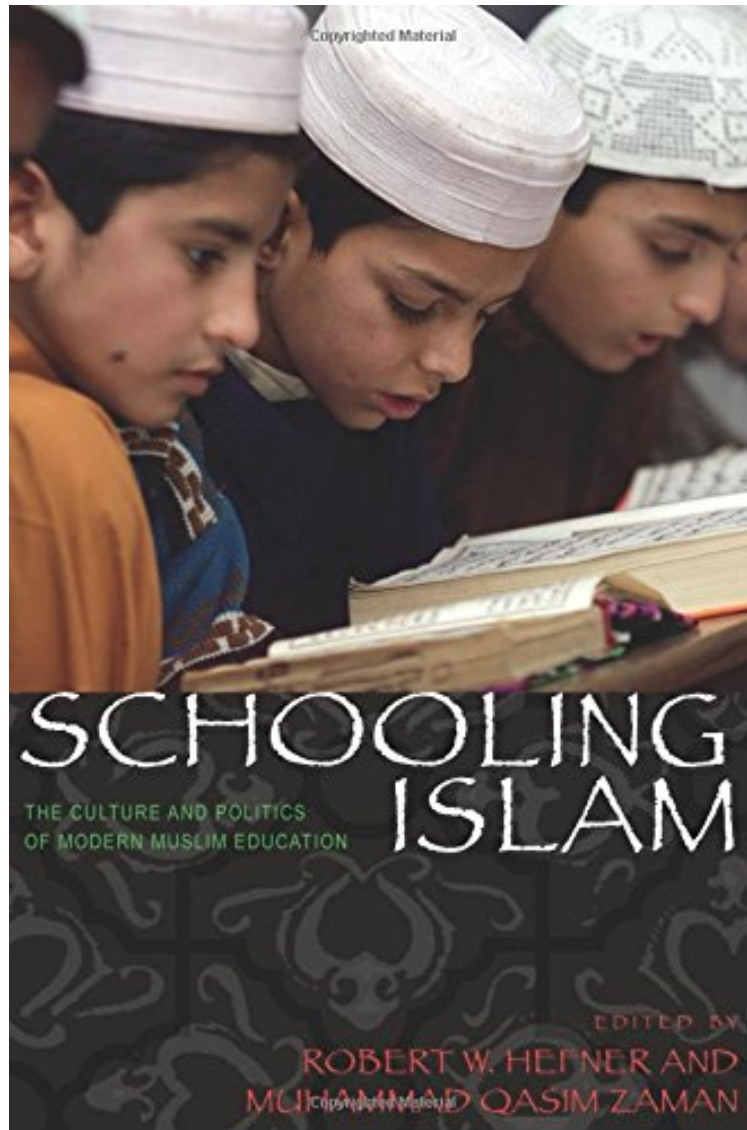


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Schooling Islam: The Culture and Politics of Modern Muslim Education (Princeton Studies in Muslim Politics)

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#1603769 in Books Robert W Hefner 2007-01-07 2007-01-07 Original language: English PDF # 1 9.20 x .73 x 6.10l, .92 #File Name: 0691129339296 pages Schooling Islam The Culture and Politics of Modern Muslim Education | File size: 31.Mb

From Robert W Hefner : Schooling Islam: The Culture and Politics of Modern Muslim Education (Princeton Studies in Muslim Politics) before purchasing it in order to gauge whether or not it would be worth my time, and all praised Schooling Islam: The Culture and Politics of Modern Muslim Education (Princeton Studies in Muslim Politics):

3 of 4 people found the following review helpful. Excellent Anthology
By Peter A. Constantian
This anthology on Islamic education has been an invaluable source for my senior research paper. The articles of Jonathan Berkey, Muhammad Qasim Zaman, Barbara Metcalf, and Malika Zeghal have each been particularly useful. Though published in 2007, many of the authors begin their chapter with reference to the western media's new found fascination with the Muslim world following the terrorist attacks of 9/11/2001. While this fascination has indeed started many discussions and contributed to the formulation of many opinions among the American populous, my hope is that the scholarly discourse on Muslim education will look beyond the popular media for sources of inspiration in the years ahead.

Since the Taliban seized Kabul in 1996, the public has grappled with the relationship between Islamic education and radical Islam. Media reports tend to paint madrasas--religious schools dedicated to Islamic learning--as medieval institutions opposed to all that is Western and as breeding grounds for terrorists. Others have claimed that without reforms, Islam and the West are doomed to a clash of civilizations. Robert Hefner and Muhammad Qasim Zaman bring together eleven internationally renowned scholars to examine the varieties of modern Muslim education and their implications for national and global politics. The contributors provide new insights into Muslim culture and politics in countries as different as Morocco, Egypt, Pakistan, India, Indonesia, Iran, and Saudi Arabia. They demonstrate that Islamic education is neither timelessly traditional nor medieval, but rather complex, evolving, and diverse in its institutions and practices. They reveal that a struggle for hearts and minds in Muslim lands started long before the Western media discovered madrasas, and that Islamic schools remain on its front line. *Schooling Islam* is the most comprehensive work available in any language on madrasas and Islamic education.

"Hefner provides the reader with an excellent historical background which can help in appreciating the scale of the change now taking place in Islamic education, and their implications for public culture and politics. . . . This book is highly recommended for American and European media pundits and politicians to read and be honest with themselves and their constituents about the positive nature of mainstream madrasas throughout the Muslim world, and stop demonizing them, and the education they provide."--Mohammed M. Aman, Ph.D., *Digest of Middle East Studies*
From the Back Cover
"This is a major contribution to the field. Over the past twenty years there has been growing public concern about Islamic education in general and Muslim madrasas in particular. The latter have come to be seen as nurturers of Islamic radicalism, indeed, as training centers for jihadi militants and terrorists. This book makes the enormously important point to those who would wish to essentialize Islam or madrasas that Islamic education is profoundly shaped by local contexts as Muslims seek the best possible ways to grasp, live, and communicate a Muslim life."--Francis Robinson, Royal Holloway, University of London
"This book is outstanding in the breadth and maturity of scholarship it assembles on a subject of surpassing importance at once academically and in the wider world of public policy. The editors and contributors lay out a thought-provoking set of studies of educational practices, institutions, intellectual content, and debates about the past, present, and likely futures of Islamic education. The richness of these accounts should put paid to scholarly as well as political stereotyping of Islamic education--from the shibboleths of 'rote learning' to the association of madrasa with terrorism. This book is a must read for all scholars and researchers on Islam."--Jon W. Anderson, Catholic University of America
About the Author
Robert W. Hefner is Director of the Program on Islam and Civil Society at the Institute on Culture and Religious Affairs at Boston University. Muhammad Qasim Zaman is Robert H. Niehaus '77 Professor of Near Eastern Studies and Religion at Princeton University.