



University
of Victoria

Graduate Studies

Notice of the Final Oral Examination
for the Degree of Doctor of Philosophy

of

MOUSSA MAGASSA

MA (Royal Roads University, 2005)
BA Hons (KwaZulu Natal University, 2001)

**“How Muslim Students Endure Ambient Islamophobia on Campus and
in the Community: Resistance, Coping and Survival Strategies”**

Department of Curriculum and Instruction

Wednesday August 28, 2019
11:00 A.M.
Clearihue Building
Room B007

Supervisory Committee:

Dr. Jason Price, Department of Curriculum and Instruction, University of Victoria (Supervisor)
Dr. Nick Claxton, School of Child and Youth Care, UVic (Member)
Dr. Honore France de Rodriguez, Department of Educational Psychology and Leadership Studies,
UVic (Non-Unit Member)

External Examiner:

Dr. Bonnie Lee, Health Science, University of Lethbridge

Chair of Oral Examination:

Dr. Ben Nadler, Department of Mechanical Engineering, UVic

Dr. David Capson, Dean, Faculty of Graduate Studies

Abstract

This study critically explores Muslim students' experiences on campus and in the community and identifies the opportunities, barriers, and constraints in students' social relations with peers, university personnel and communities at large. The study provides practical recommendations grounded in evidence to university administrators, faculty, staff and other stakeholders for service delivery, policy, programs, and educational curriculum development and instruction.. My study used a constructivist grounded theory methodology informed by semi-structured individual and focus groups interviews of 34 Muslim students in undergraduate and graduate programs as data collection methods; and Atlas.ti as a qualitative data analysis and interpretation tool. Ambient Islamophobia was uncovered as the central phenomenon and core category in my study. This core category defines the constructivist grounded theory, **enduring ambient Islamophobia**, in my study. A group of theoretical categories, subdivided in properties and dimensions, illustrate my theory. These theoretical categories are further regrouped into five themes. These themes illustrate (1) the ambient and endemic nature of Islamophobia on campus and in the community; (2) the causal conditions of ambient Islamophobia and the processes where Muslim students *become aware* and *contextualize* the complex and multilayered Eurocentric and Orientalist ideologies, beliefs, attitudes and behaviors that entrench Islamophobia; (3) the impacts/ consequences of ambient Islamophobia that affect Muslim students cognitively, affectively and behaviorally; (4) the coping and resistance strategies Muslim students develop to counter ambient Islamophobia and achieve social well-being, academic success; and (5) belonging, an expectation and longing they have held about Canada prior to arriving at the university. Such an understanding of the processes and ideological and cultural foundations of ambient Islamophobia can be used by university administrators, faculty and stakeholders to develop more inclusive policies and program toward the inclusion and equitable accommodation of Muslim students on campus and in the community.