Pedagogized Muslimness

Religion and Culture as Identity Politics in the Classroom

Buchardt, Mette

Publication date:
2014

Document Version
Publisher's PDF, also known as Version of record

Link to publication from Aalborg University

Citation for published version (APA):

General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

? Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
? You may not further distribute the material or use it for any profit-making activity or commercial gain
? You may freely distribute the URL identifying the publication in the public portal

Take down policy
If you believe that this document breaches copyright please contact us at vbn@aub.aau.dk providing details, and we will remove access to the work immediately and investigate your claim.
Contents

Acknowledgements .................................................................................................................................................. 8

PART 1
STUDYING THE CURRICULUM
OF ‘RELIGION’ AS SOCIAL PRACTICE .............................................................................................................. 9

1. Prologue: The desire for knowledge of ‘the Muslim pupil’:
a problematization of a problematization .................................................................................................. 9
   1.1 Gülsen in the mosque and the church.
      The knowledge desire of the researcher ............................................................................................... 11
   1.2 September 12: Monoculturalism, multiculturalism, and anti-racism
      in education? ......................................................................................................................................... 14
   1.3 The main questions, the object, the data ............................................................................................. 16
   1.4 From dissertation to book – from Danish into English: Studies of Danish
      schooling in an international context .................................................................................................... 17
   1.5 The structure of the book .................................................................................................................. 19

2. The approach to curriculum, knowledge, and the classroom ................................................................. 21
   2.1 The understanding of curriculum in relation to research on education ............................................ 21
   2.2 Recontextualizing, pedagogizing, and the pedagogic device ............................................................ 23
      Model I .................................................................................................................................................. 25
   2.3 Forms of curricular knowledge conceptualized sociologically and
      social-epistemologically ....................................................................................................................... 26
   2.4 Top-down or micro-politics? Locating curriculum through
      the concept of recontextualizing ........................................................................................................... 28
   2.5 Recontextualizing knowledge about ‘religion,’ ‘culture,’ and ‘identity’–
      an initial localization as a framework for asking questions in the classroom ... 30
   2.6 The emergence of ‘the immigrant pupil’ ............................................................................................... 32
   2.7 Research on religion in schools and its impact on this study ............................................................ 34
   2.8 ‘Religion’/‘culture’ as knowledge and identity politics ....................................................................... 36

3. Conceptual architecture: recontextualizing and the pedagogic field
   of practice studied as discursive regularity and social economy .......................................................... 38
   3.1 Operationalizing the Bernsteinian understanding of field
       and discourse ......................................................................................................................................... 38
      Model II .................................................................................................................................................. 39
   3.2 Pedagogic discourse and discursive regularity .................................................................................... 40
   3.3 The grammar of the classroom: language as social practice .............................................................. 42
   3.4 Classroom as social space: positioning and dispositions of the agents ........................................... 44
   3.5 Forms of capital: The economy of the symbolic –
      the symbolism of economy ................................................................................................................ 45
   3.6 Conceptualizing the classroom: social classification and knowledge .............................................. 47

4. Two classrooms in the socioeconomic landscape. Constructing
   the empirical material .................................................................................................................................. 48
   4.1 Constructing the data – constructing the classroom ............................................................................ 48
   4.2 The official text of the classroom ........................................................................................................ 55
4.3 The detailed focal points in analyzing classroom conversation ...............................58
4.4 Practices of the turn-taking system .........................................................................63
4.5 The socioeconomic backgrounds of the pupils: teacher, pupil, and parent descriptions and information ......................................................................................64
4.6 Between and across the analysis of dispositions, positions, and positioning and the analysis of knowledge- and subject production ..........................................................65

PART 2
DIFFERENTIATED ‘MUSLIM’ CLASS STRUCTURE ........................................68
5. The teacher articulation of the official classroom text ........................................69
  5.1 A differentiated ideal of respect ........................................................................69
  5.2 ‘The Muslim pupil’ as a structuring figure .......................................................71
  5.3 Separate and stable, yet flexibly changeable ....................................................72
6. Muslimness as differentiated school capital ....................................................74
  6.1 Culture as religion, religion as culture in the teacher’s characterizations ......75
  6.2 To be or not to be legitimate, to be or not to be ‘subject matter-relevant’ ......84
  6.3 Those in whom one can invest expectations ....................................................87
  6.4 Summing up: the socioeconomic landscape ...............................................92
7. Production of ‘the Muslim subjects’ ...............................................................95
  7.1 Situating the text sample: educational module and lesson .........................96
  7.2 Ritual as the structuring theme – Sulayman as the content .........................99
  7.3 Intimacy and distance ...................................................................................102
  7.4 Modality at work .........................................................................................103
  7.5 Summing up: the Muslim subjects .............................................................106
8. Intimization and flexibilization of acknowledged ‘Muslimness’ .....................108
  8.1 Social classification: recognition of dispositions and position ..................108
  8.2 Pupils in the game of knowledge and experience .......................................110
  8.3 Categories of knowledge, production of subjects ........................................110

PART 3
SUBJECTIVITY WITHIN THE PERIMETER OF ‘MUSLIM TRADITION’: MUSLIM AS ‘LOW CLASS’ ......................................................112
9. The school and the teachers’ articulation of curriculum .....................................113
  9.1 The educational module and the teacher speech about curriculum .............114
  9.2 Muslims and Christians: experience knowledge and factual knowledge ......116
10. ‘Christianity’ as ‘universal human conditions’ versus the predictable ‘Muslim tradition’ ........................................................................................................119
  10.1 The universal human funeral: organization of ‘Christianity’ and ‘funeral’ ....120
  10.2 The ‘Muslim’ tradition: organizing ‘Islam’ and ‘funeral’ .............................127
  10.3 Producing subjects, generating pupil experience .......................................136
  10.4 Summing up: constructing the objects Christianity and Islam .................139
11. The hierarchy of problematization: teachers’ interest and teachers’ concern ........................................................................................................143
11.1 The empirical material.................................................................................143
11.2 Gülsem and Amalie: “A kind of girl that … lacks some social filters”
and “The most social and diplomatic child” ......................................................146
11.3 The girl group hierarchy: the academics’ daughter, a girl who
thinks she’s clever, and one who’s out of proportion .......................................151
11.4 Those that bring bad influences from other institutions and those
that bring it from home ......................................................................................154
11.5 The categorization practices of the teachers in descriptions of pupils ..........158
11.6 Summing up: pupil disposition and -positioning, teacher
recognition and the opposite ...........................................................................162

12. Assembling knowledge production and social classification ..................165
12.1 Speech about types of pupils and forms of knowledge ..............................166
12.2 Remaining an under-achiever; winning a space, but not legitimacy ..........167
12.3 Knowledge and speakers in an agent-, practice-, and capital perspective .....168

PART 4
RELIGION AND CULTURE AS KNOWLEDGE AND SOCIAL
CLASSIFICATION ..................................................................................................172
13. Pedagogizing religion. Concluding remarks ..............................................172
13.1 Religion as race and class ..........................................................................172
13.2 Religion as ‘experience knowledge’ ............................................................174
13.3 The differentiated Muslim class structure at the
B-school: the Muslim subjects .........................................................................175
13.4 Subjectivity within the perimeter of ‘Muslim tradition.’ The Muslim
underclass at the C-schools highly differentiated class structure ..................177
13.5 Recapitulation: production of knowledge and production of social
classification as interlinked .............................................................................178
13.6 The school’s production and classification of knowledge and bodies.
‘Muslimness’ and ‘universal Danish Christianity’ pedagogized .......................179

References ..........................................................................................................181
Legislation and other documents ......................................................................191
Appendix A: The B-school, selected text sample. Original Danish version ....193
Appendix B: The C-school, selected text samples, original Danish version ....195
Text sample 1 (TRT1-6) .....................................................................................195
Text sample 2 (TRT1-6) .....................................................................................196
Text sample 3 ....................................................................................................197