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.

Downloaded from vbn.aau.dk on: September 27, 2019
## 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
   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
   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 Gülsen 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