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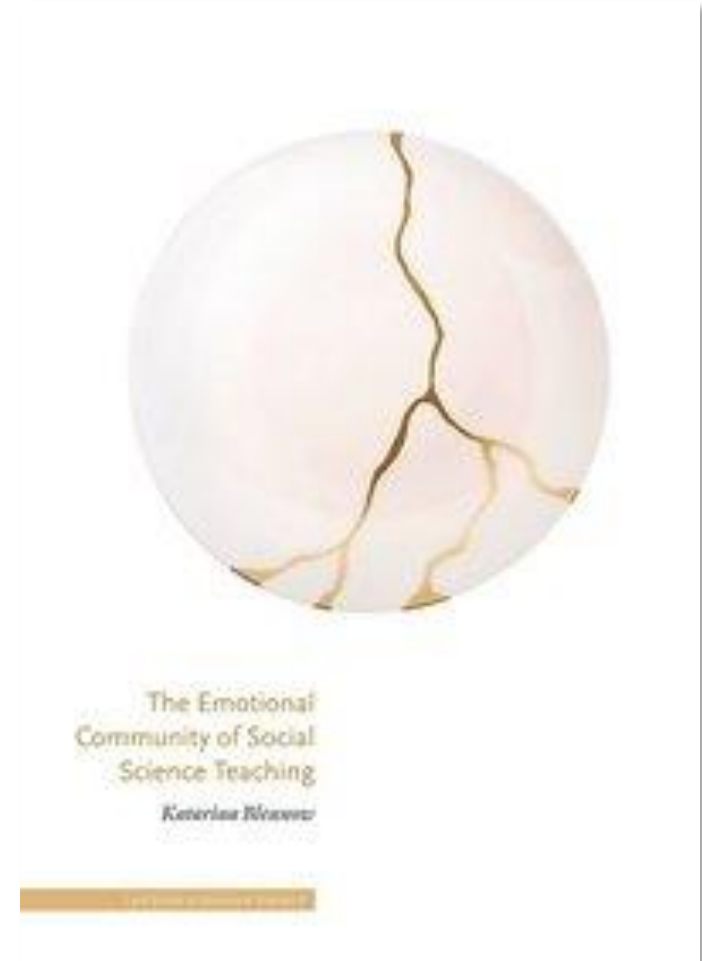
An ethnography of emotions in social science/citizenship education

KATARINA BLENNOW, LUND UNIVERSITY



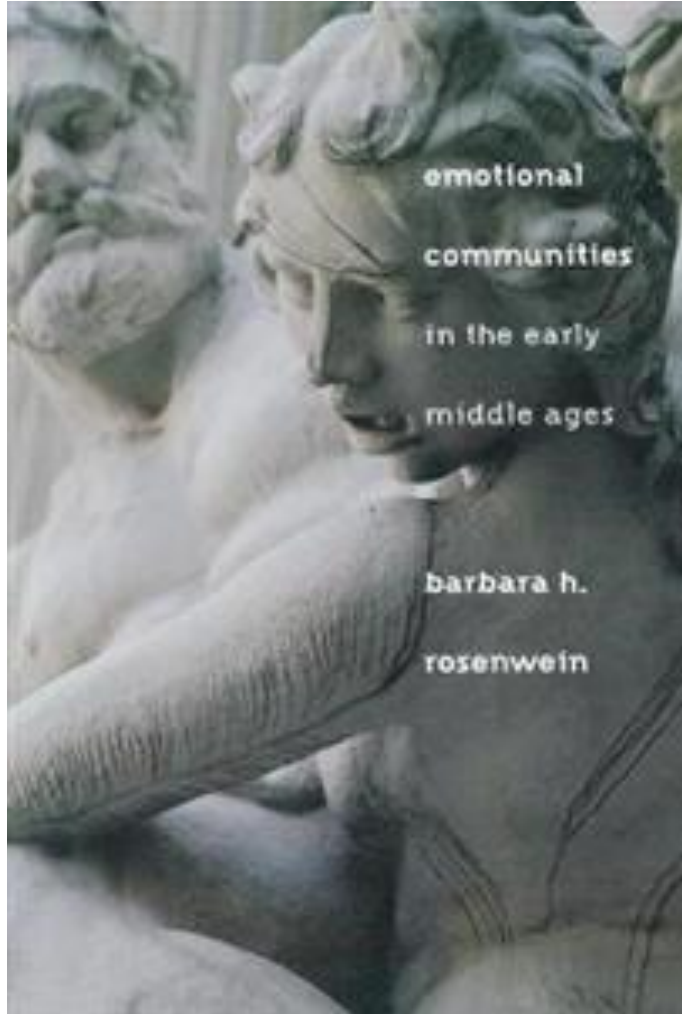
The Emotional Community of Social Science Teaching (2019)

What do emotions do in Social Science education?
What does the subject social science do to emotions
in pluralist Swedish upper secondary classrooms?



Social Science teaching

- The Swedish curriculum subject *Samhällskunskap*.
- Interdisciplinary – roots in mainly Political science, Sociology and Economics.



Emotional communities

People lived—and live—in what I propose to call "emotional communities." These are precisely the same as social communities—families, neighborhoods, parliaments, guilds, monasteries, parish church memberships—but the researcher looking at them seeks above all to uncover systems of feeling: what these communities (and the individuals within them) define and assess as valuable or harmful to them; the evaluations that they make about others' emotions; the nature of the affective bonds between people that they recognize; and the modes of emotional expression that they expect, encourage, tolerate, and deplore. (Rosenwein, 2002, p. 842)

Some results

- Professionalism of the Social Science teacher = performing "traditional social science analysis".
- Dissonance between the role emotions are supposed to play and the role they are actually playing in Social Science teaching.
- Topic emotions are also social emotions.
- These feelings are encouraged: Love of the democratic constitution and human rights. Pride in being an active citizen. Dislike for the Sweden Democrats. Contempt for terrorism and injustice.



The ethnographic approach

- Going where the action is.
- Spending extended time in the field.
- The everyday, the implicit, the unexpected.
- Capturing richness and complexity through layering meaning into closely observed details.
- Investigating cultural practices of citizenship education.
- Making the familiar strange and the strange familiar.

Capturing emotions

- Emotions are elusive.
- How can I judge that a situation is emotive?
- How do I know if an emotional expression is authentic or if it is surface acting?

Methods

- Classroom observations for 6 weeks, making fieldnotes and video-recording the teaching
- Individual video-stimulated interviews with teachers and 1/3 of the students in each class.

Leyla and the teaching of international law

Leyla: “I could say it, but if you have lived a nice life and haven’t had problems you won’t believe or feel what I am saying. Because what I am going to say, it feels, well it is difficult, so if someone would laugh, then I would just hate him or her, because it gets real so I just, I can’t cope”.



Mahmood and a discussion about a terrorist attack

**JE SUIS
CHARLIE**

Mahmood: “Everyone was like, no, you can’t think that way, it is not Sweden. I was like, yes I can think that way, because it is the way I think. If you’re going to do something in the first place, then you have to expect something back, so you get some shit back. You won’t get flowers back”.

Difficulties

- What are pluralist classrooms? How do I find them?
- Getting access.
- Large datamaterial.
- NOT using the videos as data.
- Ethics – dealing with the unsayable.

Kontroversielle emner:

Racisten og IS-sympatisøren er en mulighed for læring

Kontroversielle emner og synspunkter kan være svære at håndtere i undervisningen. Men tør man give rum for de svære diskussioner, er de et godt udgangspunkt for læring og en mulighed for at danne eleverne og nuancere deres kontroversielle synspunkter. Der er dog ingen simple løsninger, som passer til alle emner og situationer, fortæller to eksperter.

Af Mikkel kamp

Menneskerettigheder hjælper ikke i virkeligheden. Israelere kan vi ikke lide. Islamisk Stat har et fornuftigt verdenssyn. Indvandrere skal smides ud. Når kontroversielle emner er på plakaten, og elever lufter ekstreme holdninger, kan stemningen i klasseværelset blive ophedet.

Det kan være både ubehageligt og svært at håndtere for underviseren. Derfor kan det være fristende at lægge låg på eller helt at undgå diskussionerne. Det er dog ikke en god idé, for dermed misser man en god mulighed for både faglig læring og dannelse.

Det fortæller to svenske forskere, som på hver sin måde har fulgt og analyseret under-

visning i kontroversielle emner i klasser, hvor eleverne har baggrund i forskellige lande og kulturer.

"Prøver man at hjælpe eleverne til at forstå de stærke følelser, kan de lære noget om sig selv. Går man derimod ikke ind i det, risikerer man, at elever føler sig udelukket fra undervisningen – at de føler, at deres synspunkter ikke er relevante at diskutere. Så kan man tabe dem. Samtidig sidder deres klassekammerater tilbage og får aldrig en chance for at forstå, hvorfor de mener, som de gør. Det ville de ellers kunne lære af," siger Katarina Blennow, der er lektor på Lund Universitet og blandt andet forsker i undervisning i kontroversielle emner i samfundsfag.

Eleverne skal blandt andet lære, at det er en del af et demokratisk samfund, at vi ikke er enige.

"Elever kan trænes i at respektere og diskutere andres holdninger. Samtidig skal eleverne også udvikle deres egne synspunkter. Det sker både gennem rationelle analyser og gennem følelserne. De kan prøve at forstå, hvorfor de føler, som de gør omkring bestemte emner," siger Katarina Blennow.

Tænk langsommere

Følelserne er vigtige, for de er en drivkraft i forhold til elevernes engagement og dermed læring, siger Karin Flensner, der er lektor på Högskolan Väst i Trollhättan nord for Göteborg.





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