**PSYC3100**

**Eksempler på artikler med kvalitative tilnærminger**

**Thomas Conwaya & Pádraig MacNeel (2012). A young person's game: Immersion and distancing in bar work. *Psychology & Health Volume* *27*(8), 971-989.**

Previous research indicates that bar workers report high levels of alcohol consumption, but the bar work experience itself has been little studied as a means to understand health threats associated with this job role. The subjective experience and meaning of bar work was explored in this study by interviewing current and ex-bar workers from a district in an Irish city that had a high density of bars and busy tourism industry. A total of 12 participants took part in focus groups (FGs) and seven in individual interviews. Four themes were identified in a thematic analysis. The central depiction of bar work was of an initial immersion in an intensive lifestyle characterised by heavy drinking, with subsequent distancing from the extremes of the lifestyle. The participants affiliated strongly with the bar work occupational identity, which included alcohol use in group scenarios for drinking during work, after work and on time off. The bar work lifestyle was most intense in the ‘superpub’ environment, characterised by permissive staff drinking norms and reported stress. Although an important identity, bar work was ultimately a transient role. The findings are considered in relation to research on occupation-specific stress and alcohol use, social identity and developmental needs in young adulthood.

**Tony Cline, Sarah Crafter, Evangelia Prokopiou (2014). Child language brokering in schools: a discussion of selected findings from a survey of teachers and ex-students. *Educational and Child Psychology*, *31*(2), 34-45.**

Because the children of immigrants often learn the host language much more quickly than their parents, increasing numbers of children and young people contribute to family life by acting as child language brokers (or interpreters) (CLBs) for their parents. There is well-founded professional resistance to the use of children in the LB role in sensitive or challenging meetings, but for some purposes many immigrant parents and grandparents prefer a language broker from within their own family to an external professional interpreter. In this paper we report selected findings from parallel on-line surveys of teachers in schools where there has been some use of students as CLBs and of young adults who have acted as CLBs while at school. Our aim is to explore what can be learned about the use of CLBs from analyzing the views and experiences of these two groups who bring distinctive and complementary perspectives to the topic.

**Devitt, Kerry & Debi Roker (2009). The Role of Mobile Phones in Family Communication. *Children & Society*, *23*(3), 189–202.**

Whilst there is a wealth of research into family communication and family relationships, there is little information about whether (and if so how) mobile phones have impacted on these processes. The authors’ study involved individual semi-structured interviews with 60 families, including parents/carers and young people aged 11–17, to investigate this further. The interviews explored how mobile phones are used in family communication; participants’ views about the benefits and disadvantages of mobile phone use; and issues around safety, surveillance and privacy. The findings show that young people and parents see mobiles as a key way for families to keep in touch, and to monitor and ensure young people’s safety. However, some participants felt there was a downside to this, in relation to some young people either withdrawing into their own social worlds, or having a false feeling of security as a result of having a mobile. Gender differences in views and usage were also found. The paper concludes with some general comments about the role of mobile phones in family life.

**Lynda M Ashbourne and Kerry J Daly (2013). Changing patterns of family time in adolescence: Parents’ and teens’ reflections. *Time & Society,* *21*(3) 308–329**

**DOI: 10.1177/0961463X10387689**

Drawing on 20 qualitative family interviews with mothers, fathers, and adolescents

(aged 16 to 19 years), we explore the experiences of time in parent–

adolescent relationships. Changing time patterns comprised of a range of times

including time spent together and apart, and more ambiguous times which

incorporate elements of both being together and apart are described by

participants. These descriptions highlight not only the amount of time and individual

subjective experience of these times, but also the meaning that family

members collectively make of these times, and how these elements of time

contribute to the emergent relationship between parents and adolescents.

**Thomas Johansson & Rita Olofsson (2011). The art of becoming ‘Swedish’: Immigrant youth, school careers and life plans. *Ethnicities*, *11*(2) 184–201**

When discussing barriers to integration, we often focus on language skills, cultural

capital, supportive environments and other more obvious, distinct and material aspects

that have an impact on educational achievement. In the present study, we have instead

chosen to look at how young immigrants construct their life plans, and how this relates

to their perceptions of ethnicity, neighbourhood and identity. The sample used here

consists of a total of 10 individuals. The interviews were used to explore certain

designated dimensions and processes. All interviews were conducted in the school

environment, in classrooms and other locations within the school. The students

attended two different vocationally oriented study programmes: one focused on

health promotion, the other on pre-school children. A narrative–sociological approach

is used in the analysis. The young people’s perceptions and narratives are analysed in

relation to concepts such as: territorial stigmatization, identity, inclusion/exclusion and life

plans. The key finding is that these young people try to adapt to certain normative

expectations connected to the notion of Swedishness. Being ‘in sync’ with this normative

conception leads to self-confidence, whereas being ‘out-of-sync’ leads to low selfesteem.

Keywords: cultural boundaries, exclusion, identity, strategies, multicultural, schooling, territorial stigmatization.

**Wickstrøm, Anette (2012). From individual to relational strategies: Transforming a manual-based psychoeducational course at school. *Childhood*, 20(2), 215-228.**

The present article focuses on 13-year-old girls’ meaning-making processes during participation in a manual-based psycho-educational course at school. Drawing on childhood studies and ethnographic investigations of subjectivity, the author explores how the course is realized in practice. The analyses, based on video-recordings of 13 classes, shows that the girls and the teachers, through collective transformation, move the focus from individual potential problems to relational issues. The results demonstrates the weakness of using manual-based educational courses, and indicate that cognitive methods for dealing with negative thoughts could be replaced be exercises designed to deal with interaction and strengthening the individual.

**Ditte Ejbye-Ernst, Nina Tejs Jørring og Charlotte Bredahl Jacobsen**

**(2015).** [**Klientperspektiver på anvendelsen af spørgeskemaer i opstartsfasen af et psykoterapeutisk behandlingsforløb**](https://www.idunn.no/fokus/2015/02/klientperspektiver_paa_anvendelsen_af_spoergeskemaer_i_opstar)**. *Fokus på familien*, *2*, *109-125***

Denne artikel præsenterer den første undersøgelse af, hvordan anvendelsen af spørgeskemaer i forbindelse med psykoterapeutisk behandling bliver oplevet fra et klientperspektiv. Ti familier bliver interviewet om deres oplevelse af at udfylde spørgeskemaer før opstart af psykoterapeutisk behandling. Interviewene kodes via induktiv meningskondensering.  
Af interviewene fremgår det, at familierne oplever spørgeskemaerne ud fra en række generelle diskurser om spørgeskemaer og psykoterapi. Familierne forventer, at spørgeskemaerne påvirker behandlingen, at spørgeskemaernes indhold afspejler den efterfølgende behandling og spørgeskemaerne bliver oplevet som en del af behandlingsforløbet. Dette medfører, at udfyldelsen af spørgeskemaerne skaber forventninger til og påvirker familiernes tilgang til den efterfølgende behandling.  
Ud over psykometriske egenskaber, understreger undersøgelsen derfor vigtigheden af, at man overvejer hvordan spørgeskemaer påvirker klienten og den efterfølgende behandling, når man udvælger og introducerer spørgeskemaer i forbindelse med psykoterapeutisk behandling.

**Mette Gulbrandsen (2003). Peer Relations as Arenas for Gender Constructions Among Young Teenagers. *Pedagogy, Culture and Society*, *11* (1).**

This article addresses themes of development among young teenagers. Children aged 12 and 13 were followed up on a regular basis. The girls’ vivid accounts on negotiations and reorganisations in their joint, field of peers aroused interest in their developmental efforts. Consequently, the practices and discourses connected with the personal and social project of

growing older as a girl in her social and cultural context form the main focus of analysis. The girls’ exploring of culturally approved developmental pathways brought them into the sphere of heterosexuality. Activities, interests and ways of being oneself seemed to be irrigated by the ideas of being part of a romantic couple as this is made in a modern, western way.

To grow as girls, they had to take these developmental standards into consideration, even though many of them resisted or tried to get around them. The ways the children move ‘forward’ are basically gendered. Sociocultural theories are well suited to approach human development as gendered processes, even though this advantage has not been fully

exploited so far. Constructionist/poststructuralist approaches, which include a wide array of gender studies, will thus serve as a fruitful methodological extension in this article.

**Jose F. Domene, Krista D. Socholotiuk and Richard A. (2011). The Early Stages of the Transition to Adulthood: Similarities and Differences between Mother-Daughter and Mother-Son Dyads. *Qualitative Research in Psychology*, *8*, 273–291.**

The action-project method was used to explore similarities and differences in the

goals and activities of mothers and sons, and mothers and daughters, working

together to facilitate a successful future transition to adulthood. Participants were 10

mother-daughter dyads and 8 mother-son dyads, with a range of ethnicities and income

levels. Data included video-recordings of conversations, transcripts of interviews, and

self-report logs of activities. A team-based, constructivist analysis, grounded in the

principles of action theory, yielded a complex pattern of results revealing the importance

of attending to gender in the transition process. The dyads generally pursued

similar types of transition projects (e.g., becoming more independent) and encountered

similar kinds of barriers (e.g., lack of time). However, mother-daughter dyads were

more active in pursuing their projects, engaged in more mutually open conversations,

and experienced less conflict than their mother-son counterparts. The findings are discussed

in terms of dyads’ conceptualization of adulthood and implications for gendered

patterns of education and career choice.

**Gulliksen, K.S., R.S. Nordbø, E.M.S. Espeseth, F. Skårderud & A. Holthe (2015). Process of Help-Seeking in Anorexia Nervosa: Patients’ perspective of first contact with health services. *Eating Disorders*, 23, 206–222. DOI: 10.1080/10640266.2014.981429**

In this study we explored circumstances, reflections, and reactions to first treatment contact in 34 women (aged 18–51) diagnosed with anorexia nervosa (AN) (DSM-IV). Using methods from grounded theory we identified how the meeting came about, what motivated the patients, and how they reacted to the conversation.

The results suggest that (a) health care professionals need to demonstrate effective professional communication skills and proficient knowledge about eating disorders in early contacts; (b) treatment goals other than recovery from AN should be explored; and (c) patients’ view of AN as a strategy for increased control and mastery in life may be a topic for discussion in the early contacts.

**Anne Jansen (2010). Victim or troublemaker? Young people in residential care.**

***Journal of Youth Studies*, *13*(4), 423-437.**

Young people who live in residential care are caught between discourses of being

a victim of abuse and inadequate care or being a troublemaker by their own

conduct. Both discourses are rooted in the reasons for placement, and they will

offer subject positions that are experienced as troubled. Repeated interviews with

young people living in residential care provided by child protection services

demonstrate how the youths position themselves within such prevailing discourses

and negotiate social claims and expectations of appropriate development.

While some try to normalise their problematic behaviour and thereby reject being

a troublemaker, others insist that they are victimised as a result of the placement

and thus displace the cause of their troubles. The study shows that, in this

negotiation of possible subjectivities, some youths manage to take advantage of

the placement in surprising ways, while others get blocked in their own

developmental efforts.

**Moss, Sigrun Marie & Vollhardt, Johanna Ray. “You Can’t Give a Syringe with Unity”: Rwandan Responses to the Government’s Single Recategorization Policies. *Analyses of Social Issues and Public Policy*, Vol. 00, No. 0, 2015, pp. 1-35**

Rwanda’s postgenocide government has implemented policies that resemble social

psychological models of single recategorization, banning references to ethnic

groups and replacing these with a superordinate, Rwandan identity. While social

psychological research suggests problems with this approach, little is known about

how people make sense of recategorization in the aftermath of ethnic conflict and

genocide. The present interviewstudy investigates the responses of 56 Rwandans to

these single recategorization policies. Despite strong societal pressures, a variety

of positions were apparent—showing how people actively construe categories,

and the complexity of single recategorization in real-world settings. The findings

suggest several novel insights and policy implications, including the need for

context-specific approaches, utilitarian reasons for single recategorization, the

role of malleability of identities in promoting social recategorization, and the

potential use of recategorization models as transitional measures in postconflict

societies.

**Ochs, Ellinor and Carolina Izquierdo (2009). Responsibility in Childhood: Three Developmental Trajectories. *ETHOS*, *37*(4), 391–413.**

In this article, we analyze the development of responsibility through the lens of the Peruvian

Matsigenka, Samoan, and middle-class Los Angeles, California, childhoods. We propose that

recognizing social awareness, social responsiveness, and self-reliance as keystone properties of responsibility supports an argument that children’s routine work at home enables not only social but also moral responsibility, in the form of respectful awareness of and responsiveness to others’ needs and reliance on knowledge that takes into consideration others’ judgments. We document distinct modes of engagement in community and family activities evidenced in community ethnographies of children in Matsigenka, Samoa, and in middle-class Los Angeles, and propose seven arguments (related to sociopolitical organization, necessity, development, school priority, independence–interdependence, attention practices, and inconsistency) that bear on these observations. A contradiction in the values and

practices for promoting independence and giving care is manifested exclusively in the L.A. families, creating a dependency dilemma for children of these families. If moral responsibility involves an active turning toward the other that engenders the capacity for compassion, our research indicates childhood socialization practices differentially facilitate or complicate achievement of this perspective.

**Aisha Phoenix (2011). Somali Young Women and Hierarchies of Belonging.**

***Young*, 19(3), 313–331**

This article examines the effect of ‘War on Terror’ discourses on the ways in

which young Somali Muslim women negotiate hierarchies of belonging in Britain.

It begins by considering how discourses of the ‘War on Terror’ have helped to

legitimize Islamophobia and to exclude Muslims from belonging to the nation. The

main part of the article draws on the findings of a study of Somali young women in

a London college. It argues that while young Somali women in London construct

themselves as unaffected by Islamophobia, their efforts to establish themselves as

‘cool’ by forging ‘new Muslim identities’ and ‘new ethnicities’ are driven by their

positioning low down in the local hierarchies of belonging as a result of Islamophobia

and racism.

**Viggo Vestel (2009). Limits of Hybridity Versus Limits of Tradition?: A Semiotics of Cultural Reproduction, Creativity, and Ambivalence among Multicultural Youth in Rudenga, East Side Oslo. *ETHOS*, *37*(4), 466–488**

Although hybridization may be understood as processes through which cultural forms

become separated from already existing practices and recombine into new expressions, identities, and practices, a more explicit and empirically informed exploration of the limits of this phenomenon on a microlevel - and the tension to its opposite, in the shape of tradition - is largely absent in the anthropological literature. On the basis of several periods of fieldwork in a youth club in a multicultural suburb, East Side Oslo, over a time span of 12 years, I explore the psychosocial processes whereby a single actor strengthens and questions central aspects of the tradition with which he originally associates while also orienting himself toward some features of a different cultural tradition. Using the phenomenological semiotics of Charles Peirce, I approach these processes as instances in which actors articulate and make meaningful relations to themselves, others, and the outside world.

Keywords: hybridization, reproduction, semiotics, multicultural youth, emotion

**Mona-Iren Hauge and Hanne Haavind (2011). Boys’ bodies and the constitution of adolescent masculinities. *Sport, Education and Society*, *16*(1), 1-16**

In the social transition between childhood and adolescence, boys draw on discourses of masculinity that address the male body in constituting themselves as adolescents. They make themselves as no longer children and acquire a sense of themselves as adolescents by performing bodily practices that position them within some of these discourses. Repeated personal interviews conducted during the course of several years with 14 boys from an inner city area of Oslo provide the data foranalysing the way the becoming as an adolescent boy affects possible and impossible ways ofbecoming an adolescent male. Some boys enacted the strong body discourse while exercising in thegym, others did so through improving their technical skills in competitive sports, and still othersdid so in aiming to achieve a body that was able to defend itself when encountering trouble in thecity centre. In positioning themselves within discourses of masculinity that address the male body, and performing practices that constitute them within some of these, the boys were able to produce

masculinities that could be valued and challenged in contexts such as schools.

Keywords: Boys; Masculinities; Adolescence; Age; Gender; Discourses of the body;

Bodily practices

**Regine Grytnes (2011). Making the Right Choice! Inquiries into the Reasoning Behind Young People’s Decisions about Education. *Young*, *19*(3) 333–351.**

The article looks at how different types of reasoning about educational choices

within a group of ninth graders have influenced their participation in the Danish

educational system. The study, based on interviews with 15-year-olds, shows how

social background and differing personal experiences and strategies influence young

people’s ability and desire to engage in the decision-making process. The article

identifies six different ideal types of reasoning about educational choice and shows

that types of reasoning are a vital component in managing the transition from compulsory

to post-compulsory education.

**Marit Råbu, Margrethe Seeger Halvorsen & Hanne Haavind (2011). Early relationship struggles: A case study of alliance formation and reparation. *Counselling and Psychotherapy Research, 11*(1), 23-33.**

Aim: A good alliance established during the early sessions of psychotherapy will most likely lead to a good outcome. As a result, there is much to learn from a case in which both the patient and therapist regarded the alliance as being poor for an extended period (the first 15 sessions), yet still managed to develop a solid and stable alliance and reach a successful

completion of therapy. The aim is to give a close inspection of this reparation process. Methods and analysis: Ratings on the Working Alliance Inventory (WAI) were used to guide the strategic selection of a case in which a depressed woman in her thirties sought help from an experienced senior male psychotherapist. A detailed analysis of the therapeutic dialogue

brought forth what the parties expected from each other and how they responded to explicit and implicit expressions about how to proceed. Post-termination interviews revealed their subjective configurations of events in therapy and their corresponding reflections. Findings and discussion: Important steps and hallmarks of the alliance formation and reparation

were identified: (i) Early in the process, incompatible expectations about what the relationship could achieve led to repetitious struggles. (ii) Their conflicting notions came forward in a more open dialogue about two specific issues (her medication and sick leave). (iii) Through the recognition of different viewpoints they were able to expand on their interactional pattern and develop playful ways to explore her decision making in everyday life. (iv) Temporary breaks seemed to consolidate her autonomy. (v) Late in the course of therapy, the therapist introduced a literary metaphor that seemed to further consolidate the alliance.

Keywords: case study; therapeutic dialogues; rupture and repair; working alliance

**Sumaira H. Malik and Neil Coulson (2008). The male experience of infertility: a thematic analysis of an online infertility support group bulletin board.**

***Journal of Reproductive and Infant Psychology*, *26*(1), 18–30.**

Past research has suggested that men and women differ in their response to the

experience of infertility. However, there is comparatively little research focusing

specifically on the male perspective of infertility. The aim of this study was to

examine communication within an online infertility support group bulletin board

for men and to obtain a richer understanding of the experiences and needs of men

affected by infertility. Inductive thematic analysis of 728 messages revealed 5

themes: ‘Supporting dearest partner is our key role’, ‘Is this a good or bad pain’,

‘Us blokes are mere spectators in most people’s eyes’, ‘Sometimes a male

perspective is needed’, and ‘I don’t want to get my hopes up but I can’t help it’.

Our findings suggest that online support groups may provide a useful venue and

context for men to open up about their fertility problems, without the inhibitions

associated with face-to-face discussions. In contrast to past research, our findings

reveal that the men participating in this online group were experiencing a range of

negative emotions and difficulties as a result of infertility.

Keywords: Infertility; men; online support groups; social support

**Irene García Ureta (2007). Addictive Buying: Causes, Processes, and Symbolic Meanings. Thematic Analysis of a Buying Addict’s Diary. *The Spanish Journal of Psychology*, *10*(2), 408-422**

The aims of this study were twofold. On the one hand, to reach an understanding of, and to

illustrate the experience of addictive buying and, on the other, to throw some light on the

controversial subject of addicts’ personal responsibility for their behavior. With these aims, a

thematic analysis of an extensive diary written by a compulsive buyer is presented. Four themesemerge from the analysis: the defining characteristics of addiction to buying that determine theboundary separating it from other forms of impulsive or careless buying; several causal factors;the role that money and material objects play in family relationships and friendships through thesymbolic meanings they adopt; and the relationship of personal values with impulsiveness andself-control. In view of the results, the moral model of addiction to buying is discussed, and anexplanatory model of the ambivalence that is characteristic of addiction to buying is proposed,based on a personal hierarchy of values.

Keywords: addiction to buying, compulsive buying, thematic analysis, symbolic consumption, personal values material.

**Carla Willig (2007). Reflections on the Use of a Phenomenological Method**

***Qualitative Research in Psychology*, *4*, 209–225.**

This paper offers reflections on the use of a phenomenological method in the exploration

of the experience of taking part in extreme sport. A phenomenological method was

chosen in an attempt to gain some understanding of the meaning and significance of an

embodied experience. The paper presents a brief account of the process and outcome

of the research. This is followed by a discussion of the researcher’s experience of conducting

phenomenological research and the kind of knowledge that was produced as a

result. Reflections revolve around the openness of the method and its ability to reveal a

phenomenon, the degree to which it is able to capture uniqueness and specificity, problems

around translation and language, recruitment of participants, and, finally, issues

around the relationship between description and interpretation. The paper concludes

with some recommendations for phenomenological research practice.

Key words:description and interpretation; extreme sport; language in phenomenological

research; phenomenological method

**Inger Skjelsbæk (2006). Victim and Survivor: Narrated Social Identities of**

**Women Who Experienced Rape During the War in Bosnia-Herzegovina *Feminism & Psychology,* (16) 373-404.**

This article presents a narrative analysis of interviews with five women who were victims

of war rape during the Bosnian war. By giving a voice to women who have experienced

such an ordeal and letting them position their experiences, we gain insight into the diverse

impacts that war rapes have on different victims, their families and relationships. The narrative analysis makes it possible to analyze the war-rape experiences as unique and different from other war-trauma experiences, while simultaneously recognizing the totality in

which the war rapes occurred.

Key words: Bosnia-Herzegovina, gender, narrative analysis, sexual violence

**Tine K. Jensen, Hanne Haavind, Wenke Gulbrandsen, Svein Mossige, Sissel Reichelt and Odd Arne Tjersland (2010). What constitutes a good working alliance in therapy with children that may have been sexually abused? *Qualitative Social Work,* *9*(4), 461–478**

The use of qualitative methods in a case by case study of fifteen psychotherapies with children allowed for inquiries into how the working alliance can be established when children

are involved. Therapy hours were recorded, and the children’s, their caregivers’ and the therapists’ views aboutwhat happened during therapy were collected at the end

of therapy and at one year follow-up. The referral to psychotherapywas a suspicion of sexual abuse. The resultsshow how the working alliance is related to not only the

child’s, but also the caregiver’s understanding of the

Keywords: therapeutic alliance, child, psychotherapy, sexual abuse

**Shauna Pomerantz and Rebecca Raby (2011). ‘Oh, she’s *so* smart’: girls’ complex engagements with post/feminist narratives of academic success. *Gender and Education*,**

***23*(5), 549-564**

This article explores how six teenage girls talk about being smart in the wake of

celebratory discourses touting gender equality in education and beyond. Set against

the neo-liberal backdrop of ‘What about the boys?’ and ‘girl power’, it is assumed

that smart girls today ‘have it all’ and, therefore, no longer require feminist

interventions in the school. Issuing a challenge to these post-feminist assumptions,

we highlight complex narratives of girls’ academic success, including post-feminist

narratives of individualisation and the ‘supergirl’, alongside feminist narratives of

gender inequality in the school and the broader social world. We conclude by

highlighting the impossible terms within which post-feminism frames girls, and the

dangers that this pervasive discourse poses to girls’ educations.

Keywords:girls; post-feminism; feminism; academic success; schooling;

qualitative research

**Ulrika Eskner Skoger, Lene Lindberg, Eva Magnusson (2011). Neutrality, gender stereotypes, and analytical voids: The ideals and practices of Swedish child psychologists. *Feminism & Psychology*, *21*(3) 372–392**

This article reports a study of the meanings of gender that are active in Swedish child

psychologists’ narratives about their practice. The analysis is informed by constructionist

and discourse-psychological approaches. We identify and describe four different

interpretative repertoires: a repertoire of neutrality and equal treatment, based on a

liberal political vision of equality in combination with a neutral knowledge ideal; an

individualizing repertoire that focuses on individual differences and symptoms, and

reduces the impact of context for children’s problems; a repertoire of gender-specific

characteristics, in which notions of fundamental internal differences between girls and

boys are central when assessing what is normal; and a repertoire of gender-specific

expectations, focusing on how girls and boys are raised differently. The repertoires

were often used unreflectingly, and narratives tended to slide between the different

meanings of gender, often ending in accounts of individualizing and symptom-focused

treatments. In the analysis, these patterns are brought into a more general discussion of

the limited, and limiting, analytical tools that these psychologists relied on in their work.

Since their analytical tools stop short of the societal level, gendered patterns of power

are left outside of their understanding of ‘the psychological’. As a consequence, it would

**Renee N. Carey, Ngaire Donaghue, Pia Broderick (2010). ‘What you look like is such a big factor’: Girls’ own reflections about the appearance culture in an all-girls’ school *Feminism & Psychology*, *21*(3) 299–316.**

High school is a key venue for the development and expression of body image concerns

in adolescent girls. Researchers have begun to investigate the role of school-based

‘appearance cultures’ in magnifying the body image concerns of students. To date,

however, no research has examined girls’ experience as participants within these cultures,

and thus the opportunity to learn how girls account for the development and

maintenance of these cultures has been missed. In interviews with nine girls attending an

all-girls’ school, the existence of a strong ‘appearance culture’ in the school was identified

as a major influence on the body image concerns of students. Girls talked about

the ways in which appearance-focused conversations, dieting, and weight monitoring

occurred as part of the everyday interaction with friends and peers at school. They also

identified many ways in which their school attempted to address body image concerns,

although these attempts were often portrayed as ineffective, if not counter-productive.

These findings suggest that attempts to address the body image concerns of students

will need to be sensitive to the lived reality of appearance cultures within schools.

Keywords: appearance culture, body image, dieting, peer influence, thin-ideal

**Rosalind Edwards, Melanie Mauthner and Lucy Hadfield (2005). Children’s sibling relationships and gendered practices: talk, activity and dealing with change.**

***Gender and Education, 17*(5), 499–513.**

This article addresses children’s sibling relationships as a site of social learning involving the

(re)production of femininity and masculinity, drawing on in-depth qualitative interviews with

children aged 8–12. We begin by noting the lack of focus on gender in the majority of previous work on siblings. After introducing our own study, we look at the ways in which children understood their siblings in relation to themselves, highlighting points of closeness and division, and pointing to class distinctions around individuality and collectivity. We then explore how ‘talk’ and ‘activity’ are keygendered features of children’s relationships with their sisters and brothers, revealing versions of femininity and masculinity, and interplays of power. Finally, we consider how these gendered features of sibling practices have implications for children’s ability to deal with change in relationships with their sisters and brothers, especially living apart from each other, and we return to class as a feature of their understandings.

**Rob Pattman, Stephen Frosh and Ann Phoenix (2005). Constructing and experiencing**

**boyhoods in research in London. *Gender and Education, 17*(5), 555–561.**

When Rob was about 14-years-old, at an all male boarding school, he was so glad that he did not have a tiny penis like another boy who was called girl. He was popular because he was good at sport, missed his mum and dog terribly but never showed it (except a little to his mum and dog) and talked a lot about girls he fancied. These memories were triggered by an interview based study on the identities of 11- to 14-year-old boys in London which we conducted from 1997–2000. Rob was the interviewer, and he interviewed boys in groups (45: 36 single sex and nine mixed) and individually (79) in 12 London schools.

**Birgitta Fagrell, Hakan Larsson and Karin Redelius (2011). The game within the game: girls’ underperforming position in Physical Education. *Gender and Education*, DOI:10.1080/09540253.2011.582032**

Since 1980 the Swedish compulsory school curriculum has stipulated that Physical

Education (PE) should be taught co-ed and schools are legally required to promote

gender equality. The latest evaluation of PE in Sweden shows that more boys than

girls ranked the subject highly and that they had a higher level of activity during the

PE lessons. Drawing on a case study, the aim of this article is to illuminate how

games placed girls and boys in different subject positions. The logic governing

the observed lessons was ‘proper game’, i.e. playing according to the official

rules. Combined with hegemonic masculinity and the passivity of the teacher,

this kind of logic resulted in the game being dominated by several dominant

boys and by the ball-playing girls either being positioned or allowing themselves

to be placed in situations in which they consistently underperformed. A gender

category in late modernity, resting on hegemonic masculinity, can be seen as a

cultural flashpoint that reflects problems in society rather than problems in the gym.

Keywords: Physical Education; body; embodiment; hegemonic masculinity;

gender; subjectivity; subject position; learning

**Jennifer Esposito (2011). Hill girls, consumption practices, power, and city style: raced and classed production of femininities in a higher education setting. *Gender and Education. 23*(1), 87–104**& 2loaE/5 0@An s3F19dpr gr05(

This study investigated the ways a diverse group of university women in the USA

utilised racialised and classed discourses of femininity in the creation of

subjectivities. Interview and focus group data were collected over a two-year time

period and focused on how women navigated the higher education setting. Two

forms of femininity, ‘Hill girl’ and ‘City style’, were salient. Hill girl femininity

was based on markers such as white skin that had been tanned, and consumption

practices. City style femininity was also defined through consumption practices

and identification as a woman of colour. Material markers like race and class both

limited and expanded the discourses available to women. New subjectivities were

created with particular rights, while simultaneously making them subject to

policing. The women in this study used contrasting and, at times, contradictory

discourses to explore various forms of femininity that were connected to

institutional power and privilege.

Keywords:femininities; discourse; gender; lived identities; race

**Barbara Read (2011). Britney, Beyoncé, and me – primary school girls’ role models and**

**constructions of the ‘popular’ girl. *Gender and Education*. *23*(1), 1–13**

This paper looks at the ways in which the gendered social construction of the

‘popular girl’ infuses girls’ ideas as to their role models: those representing who

they would like to be when they ‘grow up’. It will look at the ways in which the

gendered characteristics that are seen to be of most value to girls (often embodied

by ‘celebrities’ such as Britney and Beyoncé) often reflect socially dominant

constructions of femininity. These characteristics can in some ways be seen to

emphasise passivity rather than agency and power – for an example in an emphasis

on attractiveness and appearance rather than activity and accomplishments.

However, such desired characteristics are also those considered to characterise the

‘popular’ girl at school – a position of power and influence amongst girls’ peers.

Therefore such desires are complexly located within both the constraints of

hegemonic femininities and the dynamics of power relations between girls themselves.

**Hanne Strømme, Siri Erika Gullestad, Eric Stanicke & Bjørn Killingmo (2010). A Widened Scope on Therapist Development: Designing a Research Interview Informed by Psychoanalysis. *Qualitative Research in Psychology*, 7(), 214–232.**

This article presents a qualitative research interview method informed by psychoanalysis,

which can collect data beyond the subjective report of the participants. The method

has been used to study acquisition of psychodynamic understanding and therapy technique

among student therapists in psychology. Within the psychodynamic tradition, the

subjective report of every person is viewed as potentially distorted by defense processes.

Moreover, relational patterns in an interaction are viewed as significant data

about the intrapsychic object relations of a person provided that the person is placed in

a projective situation. Since common qualitative interview methods focus primarily on

verbal data, such psychodynamic assumptions represent a methodological challenge.

To collect a wider scope of data than merely the subjective report, a research interview

has been developed based on a certain degree of projection, a psychoanalytic listening

perspective, and the use of emotional expression in the interview relation as data.

Subsequently, relational scenarios and incidences of defense processes in the research

participants are inferred.

**Anne Jansen and Hanne Haavind (2011). “If only” and “despite all”. Narrative configuration among young people living in residential care. *Narrative Inquiry*, *21*(1), 68-87.**

First-person narratives are meaning-making devices that can be used as powerful tools to direct developmental changes. For young people who have endured difficulties in their lives, the selection and configuration of such experiences may contribute in significant ways to how they come to understand themselves and what possibilities they hold. Repeated interviews with young people living in residential homes provided by Child Protection Services have demonstrated how the young people give accounts of their past and present as well as their

future prospects. Some tell stories that speak of how things have turned out well despite everything that has troubled them. The hindrances to their development are turned around and adversity is spoken of as something from which they have benefitted. Others dwell on how things might have been better if only previous conditions had been otherwise. They get “stuck” because the things that could have made a difference belong to the past. The exploration of narrative configurations in the format of ”Despite all” and ”If only” may illuminate how personal accounts of events have significance in terms of subjectivation and further development.

The configuration of self-narratives offers alternative understanding of

how out- of-home placement sometimes fails as a measure to support development

and how some young people manage despite adversity.

**Anne Jansen and Agnes Andenæs (2013). ‘Heading for Japan’: Prospective narratives and development among young people living in residential care. *Qualitative Social Work, 12(2), 119-134.***

Young people who live in residential homes provided by Child Protection Services

generally have less favourable life conditions and poorer future prospects than young

people in general. Repeated interviews with twelve young persons in residential care

brought to attention how their prospective narratives are efficacious and significant for

developmental processes. The ideas these youths hold about the future are conditioned

by both discourses of development and ideas of what adolescence should lead to, their

personal history and the context in which the stories are created and told. Studying

these narratives shows how narratives of the future are intertwined with the sense of

present being. It illuminates the dynamics between the present and the future and

exceeds our understanding of development as a linear track from past to present to

future. It also shows how residential care both restricts and gives opportunities for

some narratives to be told and interpreted. This approach to studying development may

be fruitful in understanding why some youths in residential care manage to overcome

adversity while others continue to suffer from it.

**Irmelin Bergh, Ingela Lundin Kvalem, Nina Aass & Marianne Jensen Hjermstad (2011).**

**What does the answer mean? A qualitative study of how palliative cancer patients interpret and respond to the Edmonton Symptom Assessment System. *Palliative Medicine,* *25*(7), 716–724.**

The Edmonton Symptom Assessment System (ESAS) is a well-known self-reporting tool for symptom assessment in palliative care. Research has shown that patients experience difficulties in the scoring and interpretation, which may lead to suboptimal treatment. The aims were to examine how palliative care cancer patients interpreted and responded to

the ESAS. Eleven patients (3 F/8 M), median age 65 (34–95) with mixed diagnoses were interviewed by means of cognitive interviewing, immediately after having completed the ESAS. The highest mean scores were found with tiredness (6.3) and oral dryness (5.7). The results showed that sources of error were related to interpretation of symptoms and differences in the understanding and use of the response format. The depression and anxiety symptoms were perceived as difficult to interpret, while the appetite item was particularly prone to misunderstandings. Contextual factors, such as mood and time of the day, influenced the answers. Lack of information and feedback from staff influenced the scores. Some patients stated that they scored at random because they did not understand why and how the ESAS was used. The patients’ interpretation must be considered in order to minimize errors. The ESAS should always be reviewed with the patients after completion to improve symptom management, thereby strengthening the usability of the ESAS.

[**Mariek Vanden Abeele**](http://you.sagepub.com/search?author1=Mariek+Vanden+Abeele&sortspec=date&submit=Submit) **& Roe, K. (2011). New Life, Old Friends. A Cross-cultural Comparison of the Use of Communication Technologies in the Social Life of College Freshmen. *Young*, *19*(2), 219-240.**

Communication technologies make it possible for college freshmen to maintain their pre-college relationships, while at the same time building new relationships on campus. For American freshmen the transition to college is generally considered as a major change that involves distancing oneself from family and pre-college friends, while for Flemish freshmen the transition to college appears to be a more gradual process. Consequently, American freshmen might benefit more from using communication technologies to build new relationships, while Flemish freshmen might benefit more from using communication technologies to maintain existing relationships.

This article reports the results of a cross-cultural survey study among American (*N* = 198) and Flemish freshmen (*N* = 326) at the beginning of the academic year. The results indicate that both for American and Flemish freshmen calling, texting, instant messaging and emailing more frequently with one’s pre-college friends is associated with a higher sense of belongingness to a strong and supportive social network. Communicating with new college friends, however, is only associated with an increased sense of belongingness for American freshmen.

**Peterson, A. (2011). The ‘Long Winding Road’ to Adulthood: A Risk-filled**

**Journey for Young People in Stockholm’s Marginalized Periphery. *Young*,**

***19*(3) 271–289**

This article follows up the life stories of 15 young people from a previous study,

all who grew up in a neighborhood we called Clover Valley. Researchers have

emphasized the risks encountered by young people growing up in depressed neighborhoods

such as Clover Valley. Most of the young people in our study have

managed to more or less successfully negotiate different paths towards adulthood

and for others (particularly among the boys) the paths have been more arduous.

By analyzing more closely the life stories of three of the interviewees, I investigate

how young adults actively construct and reconstruct their life stories in a way that

has helped them make sense of the to and fro of life and how they have tried to

influence the outcomes of their choices. In particular, attention is directed as to

the ways Clover Valley has inscribed their life stories and how their experiences of

growing up in Clover Valley has influenced the life courses they have taken. In focus

is the resiliency of young people who overcome the odds against successful paths

to adulthood and social inclusion. Central for an understanding of the long winding

road to adulthood sketched in the life history narratives was the way in which their

growing up in Clover Valley inscribed their different ‘possible selves’, especially

their fear for possible selves.

**Music, V. & Godø, H.T. (2011). Skolemotivasjon, anerkjennelse og gatekultur i klasserommet. En studie av minoritetsgutter i Oslo. *Tidsskrift for ungdomsforskning*, *11*(2), 3-24.**

I denne artikkelen beskriver vi en gruppe minoritetsetniske gutter og deres skolehverdag, med utgangspunkt i analyser av dybdeintervjuer og feltarbeid i en tiendeklasse på en skole på østkanten i Oslo. Disse guttene har et ambivalent forhold til skolen. På den ene siden har de ambisjoner om å prestere, og de tror utdanning er nøkkelen til en bedre framtid. På den andre siden tyr de raskt til motstandshandlinger når de opplever nederlag. Når guttene gjør motstand, spiller de på maskulinitetspraksiser som de henter fra en medieformidlet «gatekultur». Denne oppførselen bidrar til at guttene oppnår alternative former for anerkjennelse fra medelever, men samtidig forsterker den konflikter mellom elevene og lærerne. Gjennom guttenes fortellinger synliggjøres imidlertid et sterkt savn etter god kontakt med lærerne. Vår tolkning er at det nettopp er guttenes søken etter anerkjennelse, enten det er fra lærere eller medelever, som i stor grad er styrende for hva slags innstilling og strategi de møter skolehverdagen med. De guttene som opplevde å få spille på lag med lærerne, og å bli sett, trodd på og forstått, formidlet at dette ga dem nytt håp for framtiden, og at det i seg selv ble en viktig motivasjon for å investere mer i skolen.

**Fahs, Breanne (2011 ). Breaking body hair boundaries: Classroom exercises for challenging social constructions of the body and sexuality. *Feminism & Psychology* 0(0) 1–25. DOI: 10.1177/0959353511427293**

Courses in women’s studies and gender studies within US contexts have long prioritized

content that critically examines the social construction of bodies and sexualities, consciousness- raising about how social identities interface with disciplinary and institutional

practices, and the notion that ‘the personal is political.’ This article examines the social

and pedagogical implications of an extra-credit assignment where I asked women to

grow out their body hair and men to remove their body hair for 10 weeks in several

upper-division women’s studies courses. Students’ response papers and weekly logs

from 87 students over four semesters highlighted the social policing of gender and

sexual identity, pervasive disgust and misinformation about body hair, raced and classed

dimensions of students’ experiences, configurations of masculinity as agentic and powerful,

and postexperiential reflections on challenging social norms. This assignment

showed how temporary excursions into rebelling against body norms can generate

sociopolitical awareness, particularly for living as Other (e.g. queerness, fatness,

disability). I also consider implications for ‘ripple effect pedagogy’ and ‘peer generated

pedagogy,’ along with pedagogical reflections about using the assignment as a consciousness-

raising tool in feminist classrooms.

**Lena Marie Johansen og Helene Aarseth (2012). Lads i senmoderne felle? Skolemotstand i individualiseringens tid. *Tidsskrift for ungdomsforskning*, *12*(1), 3–23.**

Artikkelen diskuterer skoletilpasning og fremtidsorientering hos elever i et klasseperspektiv, med utgangspunkt i en etnografisk studie av arbeiderklasseungdom ved en bygg- og anleggslinje og middelklasseungdom ved en medie- og kommunikasjonslinje. Vi viser at det som på ett nivå fremstår som en felles oppslutning om skolens betydning og en felles tro på det senmoderne samfunnets mange muligheter, har svært ulik mening og får ulike implikasjoner for bygg- og anleggselevene og medie- og kommunikasjonselevene. For middelklasseelevenes del ser fortellingen ut til å stimulere drømmer om egen fremtid på måter som kan bidra til økt lærelyst. For arbeiderklasseelevene ser fortellingen derimot ut til å forsterke en frakopling mellom selvfortolkning og faktiske muligheter.

**Rachel M. Schmitz (2016). Constructing Men as Fathers. A Content Analysis of Formulations of Fatherhood in Parenting Magazines. *The Journal of Men's Studies***, ***24*(1)** 3-23**. doi: 10.1177/1060826515624381**

Contemporary ideologies of fatherhood reflect the importance of instrumental support of breadwinning men; however, there has been an increased emphasis on the expressive and nurturing aspects of fathers. This content analysis explores popular portrayals of fatherhood as conceptualized in articles (N = 50) from five American parenting magazines. Depictions of fathers fell into categories supportive of hegemonic masculinity that emphasized men’s breadwinning identities over their roles as parents. Men were often cast in ambiguous situations where they struggled to establish their parental legitimacy. Many articles revolved around men’s pathways to fatherhood. Fathers who internalize these portrayals of fatherhood from popular media may not view themselves as true parents if they do not see themselves positively represented in generalist parenting depictions.