Multi - girl - culture : an ethnography of doing identity

Duits, L.

Citation for published version (APA):

General rights
It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations
If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please Ask the Library: https://uba.uva.nl/en/contact, or a letter to: Library of the University of Amsterdam, Secretariat, Singel 425, 1012 WP Amsterdam, The Netherlands. You will be contacted as soon as possible.
Table of contents

Acknowledgements

Part I: Introduction

1 Disciplining girls’ bodies 3
  1.1 Headscarves and porno-chic 3
  1.2 Problem definition 8
  1.3 Approach 9
  1.4 Outline of the book 11

2 Girls’ studies 13
  2.1 Introduction 13
  2.2 The 1970s: Bedroom culture 15
  2.3 The 1980s: Feminism for girls 16
  2.4 The 1990s: ‘Can do’ versus ‘at risk’ 19
  2.5 Current girls’ studies 23
  2.6 Conclusion: Listening – but how and to whom? 26

3 Doing identity 31
  3.1 Introduction 31
  3.2 Identity in crisis 31
  3.3 Identity performance 35
  3.4 Citation and identification 41
  3.5 Operationalising performance: style 44
  3.6 Appearance 46
  3.7 Media 50
  3.8 Summary 53

4 Method & methodology 55
  4.1 Introduction 55
  4.2 Design 56
  4.3 The two main fields 60
  4.4 Participating and observing 64
  4.5 In-depth interviews 67
  4.6 Additional methods 69
  4.7 Visits to secondary school 70
  4.8 Focus groups secondary school 71
  4.9 Analysis 73
  4.10 Ethical considerations 78
  4.11 The quality of this qualitative research 81
  4.12 Reflection 83
  4.13 A note on writing 85

Part II: Contexts of performances

5 Life at primary school 89
  5.1 Introduction 89
  5.2 School’ self-presentation 90
  5.3 Routines and rituals 94
  5.4 The teacher, the parent, and the pupil 102
  5.5 Friends, cliques, and hierarchies 106
  5.7 Conclusion 112
6 Advancing to secondary school
   6.1 Introduction 115
   6.2 The intelligence hierarchy 116
   6.3 Perceived differences 120
   6.4 Changes in friendship 122
   6.5 The popularity hierarchy 127
   6.6 Conclusion: some methodological considerations 131

Part III: Mapping performances

7 Subject-positions 135
   7.1 Introduction 135
   7.2 Gender 136
   7.3 Age 145
   7.4 Ethnicity 149
   7.5 Class 157
   7.6 Conclusion 159

8 Performance practices 161
   8.1 Introduction 161
   8.2 Appearance 161
   8.3 Use or lose: Girls using media 168
   8.4 Everybody’s talkin’ about it? Girls’ media talk 171
   8.5 Conditions for the use of performance practices 173
   8.6 Conclusion 181

9 Influence spheres 183
   9.1 Introduction 183
   9.2 Family 186
   9.3 Peers 190
   9.4 Society 196
   9.5 Conclusion 202

10 Interpretative repertoires 203
   10.1 Introduction 203
   10.2 The politically correct repertoire 204
   10.3 The repertoire of choice 208
   10.4 The repertoire of authenticity 211
   10.5 The repertoire of normalcy 214
   10.6 Conclusion 220

11 Conclusions & discussion 221
   11.1 Introduction 221
   11.2 Empirical results 222
   11.3 Contemporary multi-girl-culture 225
   11.4 Theoretical implications 227
   11.5 Methodological considerations 230
   11.6 Personal reflections 231
   11.7 Concluding remarks 232

Appendices 233
Notes 260
References 266
Nederlandse samenvatting 283
Glossary of terms 288