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<p>Tiivistelmä-Referat-Abstract</p> <p>The focus of this research is on youth cultures at school from a gender perspective. Ethnographic methods were used in order to gather and analyze data in two secondary schools in Helsinki during the school year 1994-95. I have been present in 200 lessons and in numerous informal situations. I followed students in their everyday life at school and gathered texts, pictures etc. I also interviewed the students I was observing (n=45). This study has been part of the research project 'Citizenship, marginality and difference at school- with special reference to gender' directed by professor Tuula Gordon and financed mainly by the Academy of Finland.</p> <p>I explore how gendered social orders are produced in everyday life of the school. I focus on gender specific cultures at school, which means that analysis of the use of space and of structuring of social life is filtered through gendered norms and ideals. But I also emphasize that gendered orders are multilayered and constructed through stylized repetition of acts in gendered performances and narratives. Understanding gender through performatives and narratives places emphasis on the ways in which students actively make gender through action in everyday life at school. In this research the following questions have been asked: What kind of gendered stories and performances are possible, valued, idealized, normalized, forbidden, naturalized or parodied in schools? What is it possible to tell or perform? Whose stories are listened to and whose performances are noticed?</p> <p>I found several types of gendered styles, which were produced in social action in the narrative community of school. To keep silent or to make noise was one particular way to produce a gendered style. Also different strategies of making oneself visible or invisible were combined by students. I found boys performing in tough, nerdish, ordinary, dramatizing, sporty, trendy, noisy or silent ways, or as good fighters. Girls played with various styles: they were for example ladylike, sporty, more or less visible, ordinary or personal, talkative or silent, tough or nice, and they were interested in or disliked fashion clothing and fitness. The different gendered styles were formed and interpreted in social life at school, and the gendered styles had different social consequences. For example, there was a possibility that particular girls' styles were sexualized, and particular boys' styles were considered not "masculine" enough.</p> <p>Different gendered styles were performed, and reacted to, in front of different audiences in public life of the schools. Many negotiations about the right to use school space took place. Gendered orders of everyday life varied a great deal, and traditional tendencies had a great influence on them. For example sexual reputation was used strategically against girls in both schools studied. Also the masculine questions of "nerdishness" and toughness were solved in traditional ways by assessing the ability of boys to fight. Various gendered orders were formed, on which the ethos of the school, social class, and local cultures had a great influence.</p>			
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