



## International Conference

Panel Session:

Doing Transitions as articulation and inclusion

# Embodied transitions - bodies in transition

Growing up in an individualised society -  
bodies between childhood and youth



# Agenda

1

PhD-Project:  
»Growing up  
in an  
individualized  
society«

2

Bodies and  
social  
Practices

3

Empirical  
Example

4

Body and  
corporeality



# 1 Growing up in an individualized society

modern childhood as a space of possibilities in the dialectical understanding  
of socialization and individuation

The PhD project deals with the transition from  
middle childhood to the early phase of  
adolescence as a qualitative-empirical and  
theoretical examination

Socialization  
Individuation  
psychosocial spaces  
of transitions

**How are psychosocial spaces created and shaped as  
spaces for transitions?**

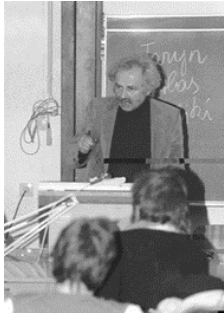




## 1 multidimensional concept of psychosocial spaces of transitions

subjective dimension

objective dimension



*Alfred Lorenzer*  
psychoanalytic subject-oriented  
Perspective

*Pierre Bourdieu*  
socio-theoretical structure-oriented  
Perspective



depth hermeneutics

social space analysis



# 2 Bodies and social Practice



“Practice as the place of the social, where both society and individuality are constituted which rejects a dualistic understanding of two separated spheres”

Hilmar Schäfer, 2013: 19

Die Instabilität der Praxis Reproduktion und Transformation des Sozialen in der Praxistheorie

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# 2 Bodies and social Practice



“The construction of subjectivity is not an imprinting process in which social norms are adopted without conflict, the human nature is not a quality-less mass that can be formed randomly” (1)

Experience - not with their bodies, but as bodies

“[...] in individual experiences the active role of the individual in the process of socialization is expressed. [...] These experiences have a physical dimension. They are lived experiences of persons in space and time, they contain feelings“ (2)

1. Markus Brunner 2003: 5

Innere Natur und Vergesellschaftung Zum Konstitutionsprozess moderner Subjektivität, soz:mag DAS SOZIOLOGIE MAGAZIN

2. Paula Irene Villa 2011: 53

Sexy Bodies - Eine soziologische Reise durch den Geschlechtskörper, VS Verlag für Sozialwissenschaften



# 3 Empirical Data



## Protocols of participant observation

within extracurricular contexts



## Erasing as an expression of insecurity

Aaliyah shows Peter her completed math workbook and says she's done. Then Peter asks if she thinks she did a good job. Aaliyah shrugs her shoulders and pushes her workbook back and forth on the table without looking directly at Peter. [...] Peter says that they could take turns saying what could be improved, and the girl nods. Peter points to a number, and the girl immediately starts erasing the number. When she is finished, Peter asks if she would like to know what was wrong with the number and what she should do differently. Then Aaliyah shakes her head and looks at Peter from below. He tells her to ask him next time what he thinks before she erases it and doesn't erase it if she doesn't know what what's wrong.

Sometime later a similar situation occurs. Again, Aaliyah shows Peter her workbook and says that she is finished, again Peter points to a number and again Aaliyah starts erasing it immediately. Peter starts to say "Hey, Hey, wait a minute" and touches Aaliyah on the arm. She then stops erasing and looks at him..







## Refusal to enter the Room

"After some children have entered the institution, I hear loud voices and then screaming from the entrance hall, then I hear someone crying loudly. As I stand in the hallway I can see that it is Nesrin who is crying and refuses to enter the building. Social worker Medin lets the other children enter and goes to Nesrin in the hallway and closes the door"

(Protocol: D.N., 25.11.14., Z.: 23-28)



## Collecting seashells at the river

“We all go deeper and deeper into the water and find a place where many seashells appear. The place is a long distance away and I wonder if the girls are allowed to go that far when Stephanie and I are not around. The place is on the shore, but not visible for Joseph and Bernhard. In addition, many waves occur as soon as a ship passes by. I ask the girls if they could be alone here and Lara says yes, if they are very careful.”



(Protocol, 18.06.14., l.: 75-79)



## Children have a right to cry

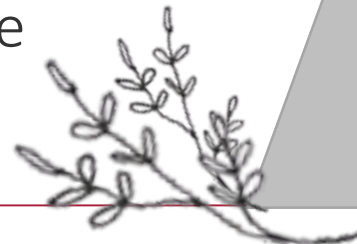
“Nesrin starts to cry terribly and holds her hands in front of her face. Then the voice of social worker Elli becomes even louder and she says that Nesrin should now clean up with the others, but Nesrin replies that she would cry and that "children have a right to cry". Elli, whose voice is now a bit lower but still very determined, says that she would always start to cry, but then adds that Nesrin is allowed to do so, but she has also done some handicrafts and therefore has to clean up. Nesrin, whose grief at this moment turns more into anger, angrily takes the dustpan and sweeps up the pile [...]. As soon as she is finished she throws the dustpan on the floor and leaves the room”

(Protocol, 25.11.15, I: 167-177)



# 4 Body and corporeality

- Transition periods not only as temporary periods
  - Material dimension: through the spaces in which they took place as well as through the bodies
- Multidimensionality and Complexity of the Body
  - Vulnerability
    - bodily and in relation to being
    - specific vulnerability in transition
- Body as hinge between subject and structure
  - cognitive-linguistic and the sensual-bodily level.





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# Thank You

