

Daughters of Immigration

Mixed identities among gender-based and intercultural dynamics.

Giulia Pozzebon

PhD Student
Università degli Studi di Milano-Bicocca
Piazza dell'Ateneo Nuovo, Milano (MI)
giulia.pozzebon@unimib.it

Key words:

Second generation – girls – cultural transmission – gender patterns – intercultural

Abstract

The growth of migratory flows and the multiple changes of contemporary society (Bauman 2001), have deeply transformed Italy: it has rapidly developed from a mono-cultural country of emigration to one of the biggest immigration country in Europe, that is going towards the “*super-diversity*” (Crul, Shneider, Lelie, 2013).

Multiculturalism and globalization influence people's everyday life in an educational way (Tramma, 2015), imposing the construction of flexible and hybrid identities (Beck, 2000) in a system of multiple belongings.

The second-generation of immigrants - children born in the host country from migrant families or arrived in the early childhood - is an emblematic example of those processes (Portes, Rumbaut, 2001). These children are involved in a daily process of identity negotiation and acculturation (Berry, 2005) and they also playing a role of mediation (Ambrosini & Molina 2004) between the host society and the original family.

The meeting of different cultural systems calls into question, among other things, the traditional models of man and woman (Pessar, Mahler 2003); furthermore gender creates divergent paths of acculturation for adolescent girls and boys (Chuang, Tamis Le Monda 2009).

These processes come out in a complex dialectic, where developmental, generational, cultural and gender-based dynamics are interlaced and influence each others in the identity construction of girls belonging to the second generation.

The research takes place in this crossroad: it is built on inter-disciplinary contributions re-elaborated in a pedagogical key.

The main aim is to understand how girls from the second generation build up their self-image and life project by analyzing their stories and the various contexts where them take place, in an ecological and systemic perspective (Bronfenbrenner 1979).

A special attention is paid to the cultural transmission that take place within families, at school and in care and social services, both intentionally or unintentionally. A central issue is to understand how the girls play the negotiation of gender and cultural patterns expressed by their key persons (mothers, grandmothers, teachers, care workers, friends..).

The research design has a qualitative approach and multiple data collection tools, such as life stories, semi-structured interviews and focus groups in school, in order to promote peer-to-peer discussion and the construction of shared meanings.

The final aim is to understand the role played by schools and social-care services in supporting the process of growth of girls belonging to second generations living in Italy today, and to sustain educational design in this field.

References

- Ambrosini M., Molina S. (2004) *Seconde generazioni. Un'introduzione al futuro dell'immigrazione in Italia* Fondazione Giovanni Agnelli, Torino
- Bauman Z. (2001) *Community. Seeking Safety in an Insecure World*, trad. it.: *Voglia di comunità*, Ed. Laterza, Roma – Bari
- Beck U. (1998) *World risk society*. Cambridge: Polity Press
- Berry, J. W. (2005). *Acculturation: Living successfully in two cultures*. International Journal of Intercultural Relations, 29(6 SPEC. ISS.), 697–712.
- Bronfenbrenner (1979) *The ecology of human development* Harvard University Press
- Susan S. Chuang & Catherine Tamis-LeMonda. (2009). *Gender Roles in Immigrant Families: Parenting Views, Practices, and Child Development*. Sex Roles, 60, 451-455.
- Crul, M., Schneider, J., & Lelie, F. (2012). *The European Second Generation Compared : Does the Integration Context Matter?* Amsterdam University Press
- Pessar, P. R., & Mahler, S. J. (2003). *Transnational Migration: Bringing Gender in*. International Migration Review, 37(3), 812–846.
- Portes, A., & Rumbaut, R. (2001). *Legacies. The Story of the Immigrant Second Generation*. University of California Press and Russel Sage Foundation, Berkeley-New York
- Tramma S. (2015) *Pedagogia della contemporaneità. Educare al tempo della Crisi*. Carocci, Roma.