

The empirical basis of the dissertation

The fieldwork took place at three different high schools in Aarhus – HTX in Viby, Risskov High school and Langkear high school (IB). The students have participated in three different methods. First the students produced essays, secondly they took part in an individual interview, and finally they participated in the interesting focus group interviews. About 10 students from each high school has participated at different times from the fall 2011 to the fall 2013.

About Janne Solgaard Jensen

Janne Solgaard Jensen did her PhD at European Studies in the Department of Culture and Society, Aarhus University, where she has been part of the FP7 project, EUCROSS. Her research focus has been to move beyond the narrow methodologies that study Europe and the nation state as opposites, to empirically investigate Europe in a broader frame of globalisation and cosmopolitanism.

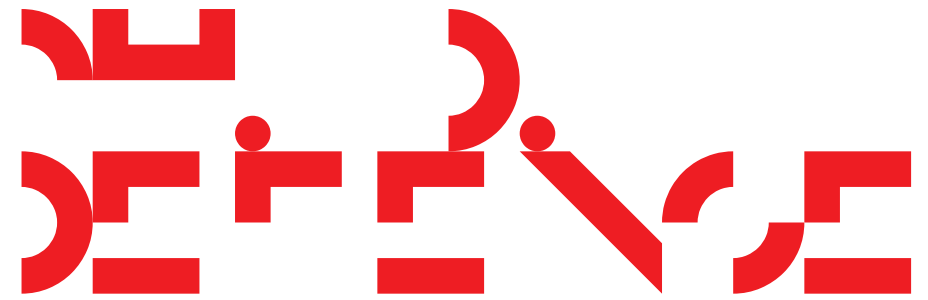
The project has been co-founded by the FP7-project, EUCROSS connected to Aarhus University between 2011 and 2014.

Date and place for the PhD defence

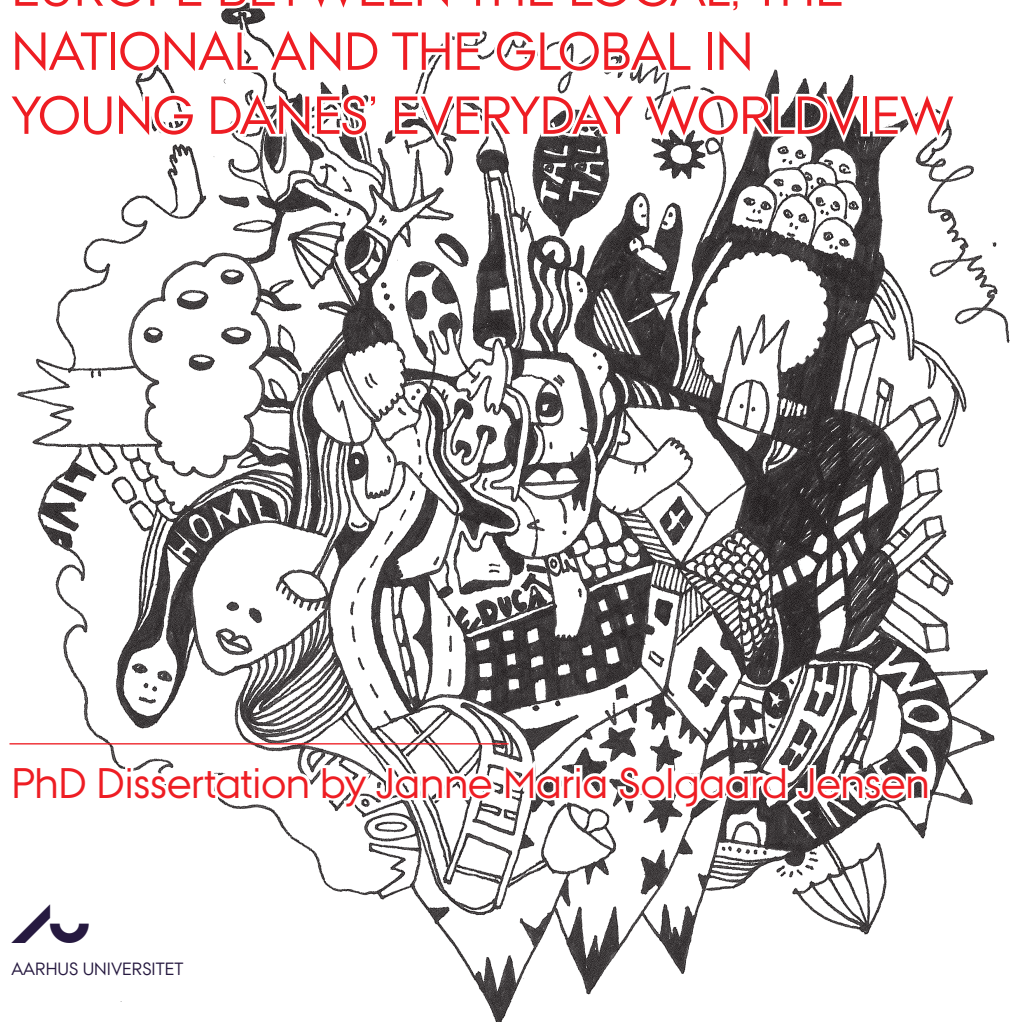
11th of September in Auditorium 1 on Tåsingevej

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MAKING COSMOPOLITANS: EUROPE BETWEEN THE LOCAL, THE NATIONAL AND THE GLOBAL IN YOUNG DANES' EVERYDAY WORLDVIEW



PhD Dissertation by Janne Maria Solgaard Jensen

MAKING COSMOPOLITANS: EUROPE BETWEEN THE LOCAL, THE NATIONAL AND THE GLOBAL IN YOUNG DANES' EVERYDAY WORLDVIEW

Summary of the main points of PhD dissertation by Janne Solgaard Jensen, Department of Culture and Society, Aarhus University.

The dissertation focuses on how ideas and references to Europe are embedded in perceptions of the local, the national and the global. It investigates how cosmopolitan self-reflection can shed light on the strategic, everyday use of geographical scales, such as local, national, European and global. Europe is thus not related to the political construction of European identities, but rather linked to a broader and global worldviews

Operationalisation

The dissertation makes an innovative operationalisation of Gerard Delanty's concept of Critical Cosmopolitanism. In this regard, everyday Europeanisation does not lead to a European identity, but rather to a self-critical view on personal national attachments. The dissertation thus traces high school students' self-reflections and how the students draw on several scales when articulating strategies of education, mobility and career. Europe is thus not considered in its own right, but as shaped and perceived in relation to the Europeans' global worldviews.

Fieldwork at high schools in Aarhus

The dissertation is empirically based on fieldwork at three high schools in Aarhus. With different methods, the dissertation traces the self-reflection on which the students' ideas of mobility

and belonging are founded. The dissertation analyses how young Danes' worldviews and educational strategies are formed by spatially dependent repertoires. It is argued that these young students are not hyper-global Danes beyond attachments, but that their well-developed cosmopolitan self-reflections are caused by spatially specific experiences and belonging.

Ways of being in the world

The students' reflections can be divided in what is called 'sociabilities'. Sociabilities show different ways of being, or moving, in the world. The students articulate three different relations between places, geography and belonging, which moreover structures the students' different strategies for future mobility. In agreement with Delanty, the three typographic sociabilities shows that cosmopolitan worldviews do not depend on the intensity of physical mobility, but rather on reflections on how one feels most comfortable in the world.

4 analytical scales

The students primarily use 4 different spatial references in their strategies. The students' cosmopolitan outlook is particularly formed by references to the national community and the welfare state, and the local scale, Aarhus, seems to be a significant place distinguished from the national scale. The European scale is particularly formed by holiday experiences, and the dissertation shows how Europe – as a place – has contributed to the students' cosmopolitan outlook through free mobility. The students, however, link their worldviews to a question of the global scale.

A methodological message

The dissertation concludes that research on Europe must go beyond the narrow focus on European identity when investigating the effect of Europeanisation. To investigate the actual – and complex – effect of Europeanisation processes, it will take much more fine-tuned research designs, with a reflected choice of methods, as well as analytical distinctions between Europeanisation and globalisation. The empirical base for this dissertation gives a different understanding of the effect of Europe in our everyday lives, and nuance how this can be methodologically undertaken.