The background of the slide is a photograph of a modern building with a white, grid-like facade of square windows. A tall, dark glass skyscraper is visible in the background. A red vertical bar is on the left side of the slide.

University of Luxembourg

**19<sup>th</sup> European Conference on Developmental Psychology**

**S 59 – Intergenerational Value Transmission: The Role of Motives, Transitions and Context**

**S 59 – 4 Multicultural Societies – And the Disappearance of Culture?**

**01.09.2019 - Athens, Greece**



Fonds National de la  
Recherche Luxembourg



# Multicultural Societies – and the Disappearance of Culture?

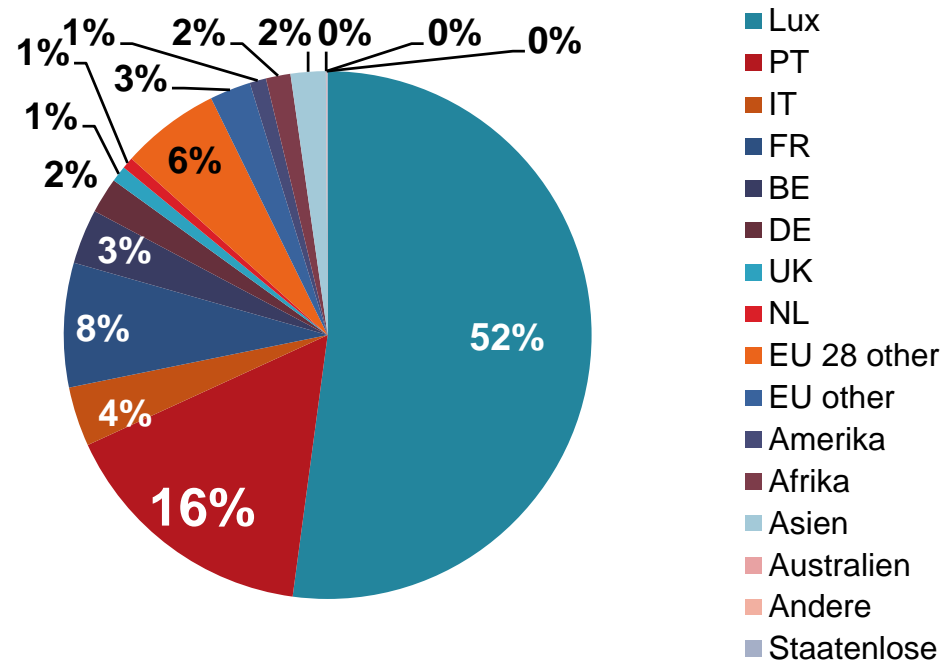
Elke Murdock & Maria Stogianni

- Theoretical considerations and context
- Study
- Theoretical explorations

- Era of Super- diversity (Vertovec, 2007)
  - Heterogeneous population in terms of origin and migration status
  - Globalisation, interconnectedness and transnationalism
  - Complexification, acceleration of changes and increased fluidity of societies (Grzymala-Kazłowska, A. & Phillimore J., 2018)
  - Exposure to multiple cultures is becoming the norm rather than the exception (p. 963, West et al. 2017)

Vertovec, S. (2007). Super-diversity and its implications. *Ethnic and racial studies*, 30(6), 1024-1054.

- Learning from Luxembourg (Murdock, 2017)
  - Foreign population percentage **47.5%** (Statec, 2019)





- Learning from Luxembourg (Murdock, 2017)
  - Foreign population percentage **47.5%** (Statec, 2019)
  - Luxembourg has experienced different immigration waves
  - Diverse population (length of stay, **generation status**, socio-occupational roles...)
  - Luxembourg is **trilingual** (LU, FR, DE) with EN and PT widely spoken
  - **Mixed national families** – children growing up with more than one cultural point of reference
  - **Opportunity for (direct) culture contact** - omnipresent
  - **Older** more homogeneous cohort **vs. younger** heterogeneous cohort



- Living within a plurally composed society:
  - Boundaries between minority and majority become blurred.
  - Norms, values and symbols may be negotiated dependent on context.
- Increased **fluidity**
- Increasingly *fluid* and boundary crossing world (Hermans, Konopka, Oosterwegel, & Zomber, 2017)
  - People are on the move across borders and
  - Within themselves.

## Enculturation

Daily exchange between members of a group: joint play, conversation and joint activities.

- Culture is transmitted *incidentally* and in an *unsystematic* way
- Goal: Become a member of a society (*Vergesellschaftung*)
- Transfer of necessary skills to become a competent member of a society

## Socialization

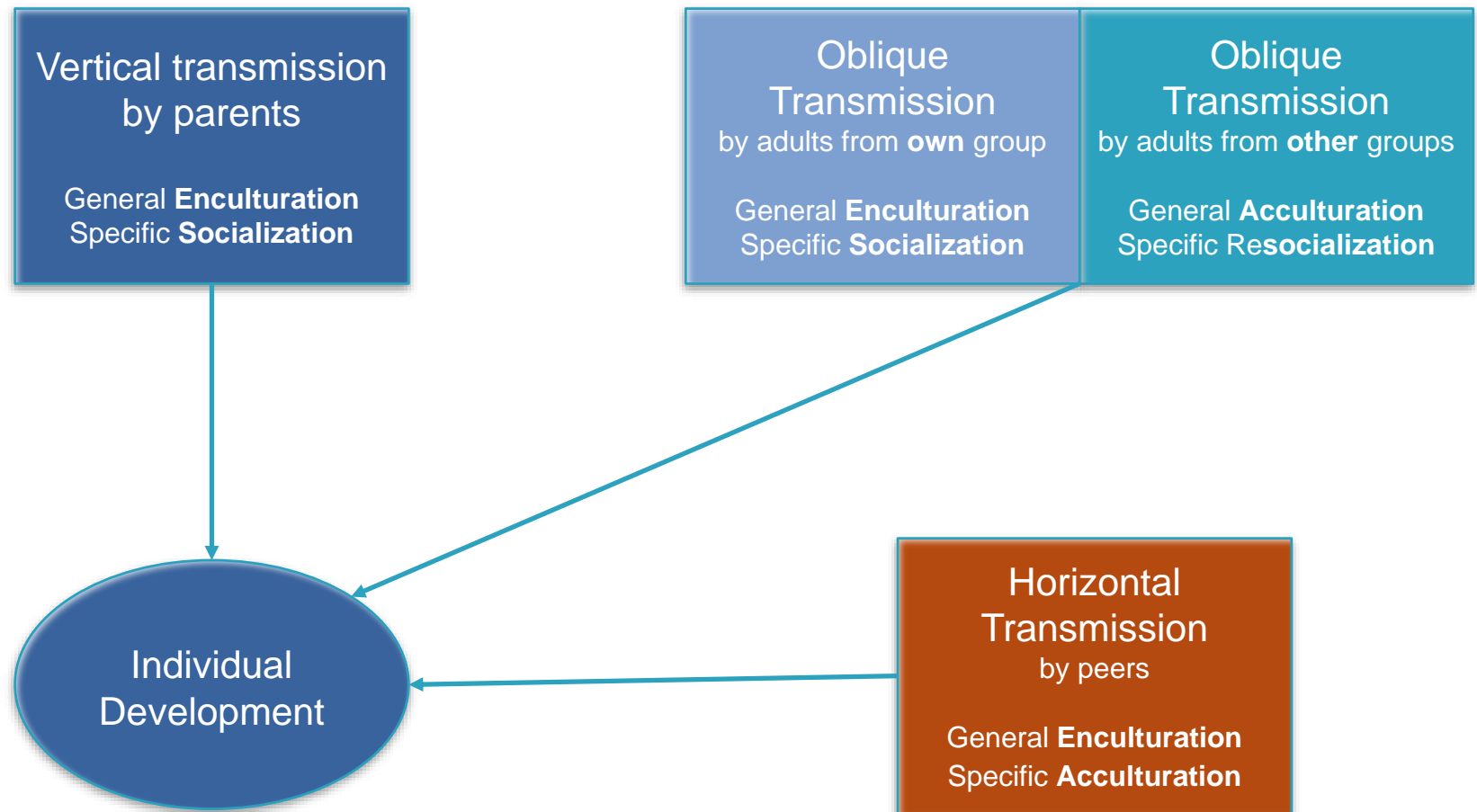
- Individual: Achievement of developmental tasks
- Society: Transmission of values and knowledge that are important for the continuity of a society.

## Acculturation

Contact with *other* cultures, such as members of another cultural group (direct contact) or through the media

- Acquiring competencies to function in *another* culture
- Migration context → adapt to host society





Multicultural society: Growing up with diverse cultures

➡ affects both host and immigrant children

**Co-Culturation** (Reinders, 2006)

- Majority and minority are fluid
- Navigation of this diverse context requires cultural competence by *all*
- Context-specific acculturation: Symmetric interactions among peers
- Interactions on voluntary basis based on reciprocity and symmetry (equality)

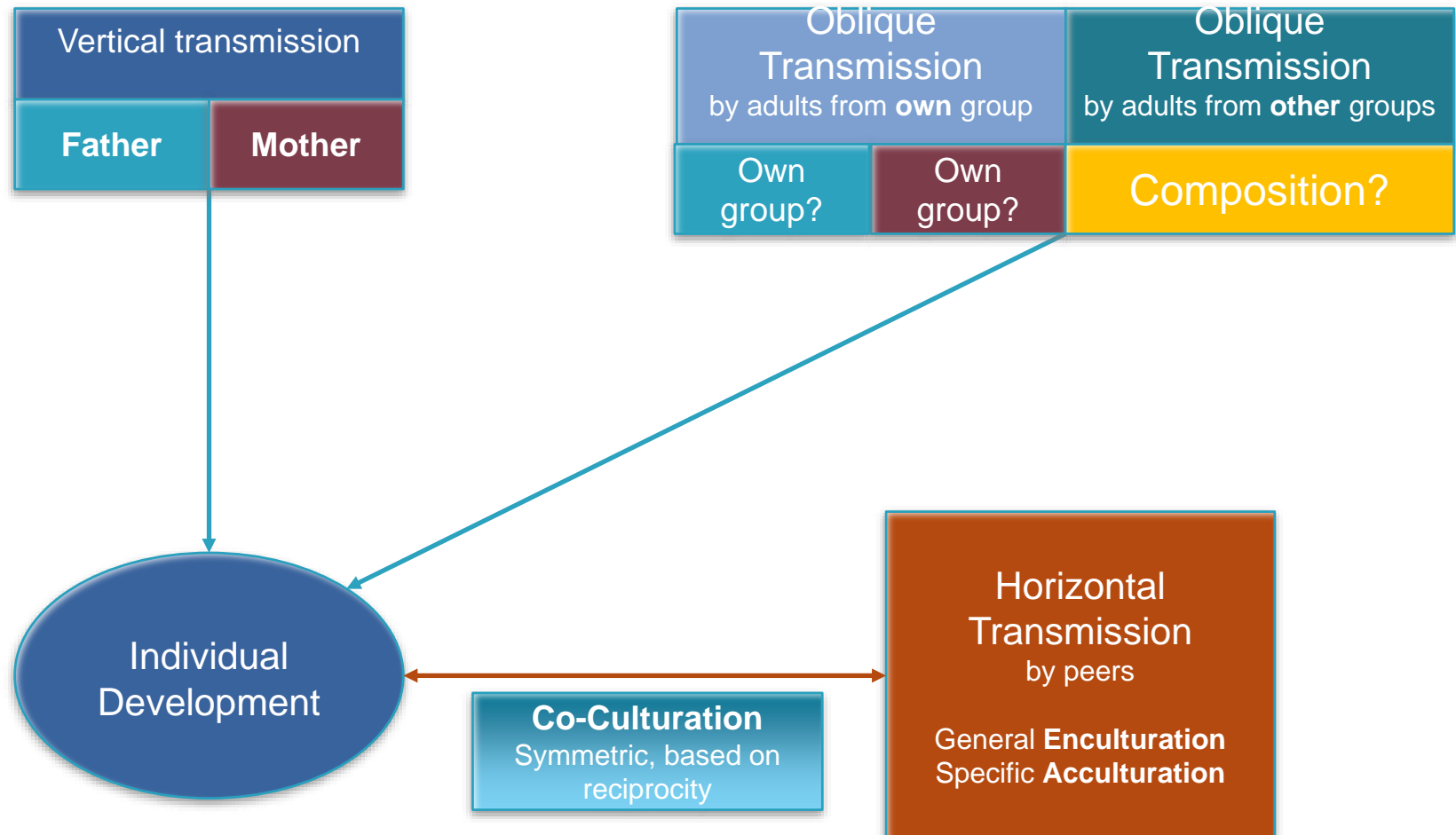
**Alternation Model** of cultural acquisition (LaFromboise, Coleman & Gerton, 1993)

- non-hierarchical and bidirectional
- Effective *functioning* bicultural context – *bicultural competence*

# Transmission in the multicultural context:

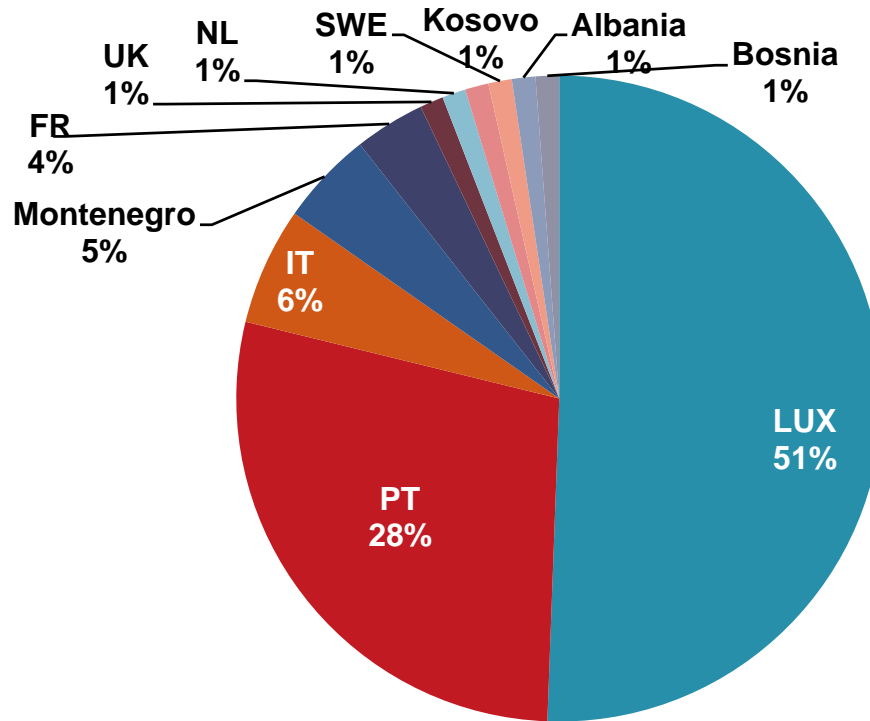
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□ FACULTY OF LANGUAGE AND LITERATURE, HUMANITIES, ARTS AND EDUCATION



- **Participants:** Students attending a Secondary School in the South of Luxembourg
  - $N = 86$ , attending 4 different classes
  - $n = 46$  (54%) male
  - $M_{AGE} = 16.45$ ,  $SD = 1.09$  (min = 14, max = 18)
  - $n = 68$  (**80%**) born in Luxembourg
    - Country of births others: 12 in Portugal, rest in France, Albania, Serbia

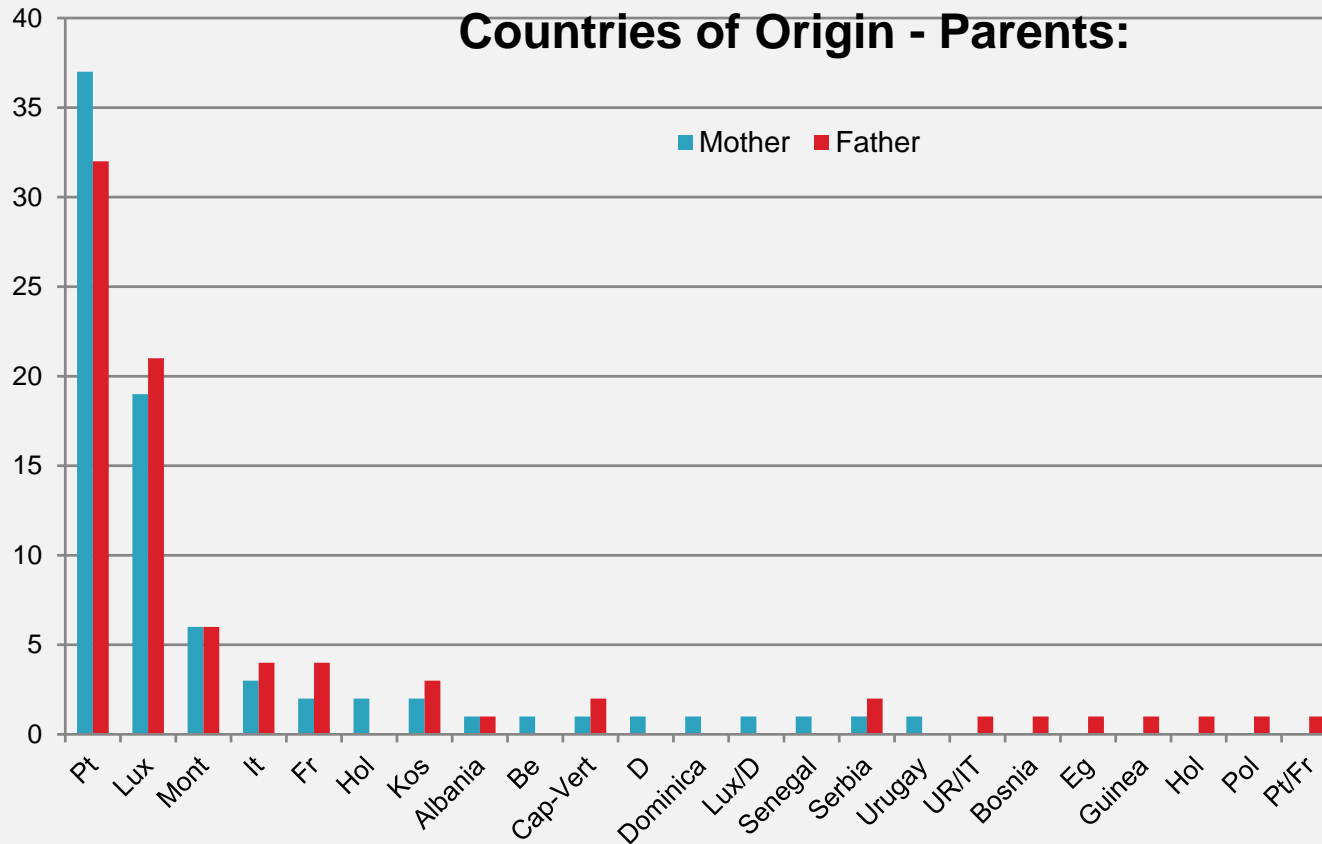
## ■ First nationalities ( $n = 86$ ):

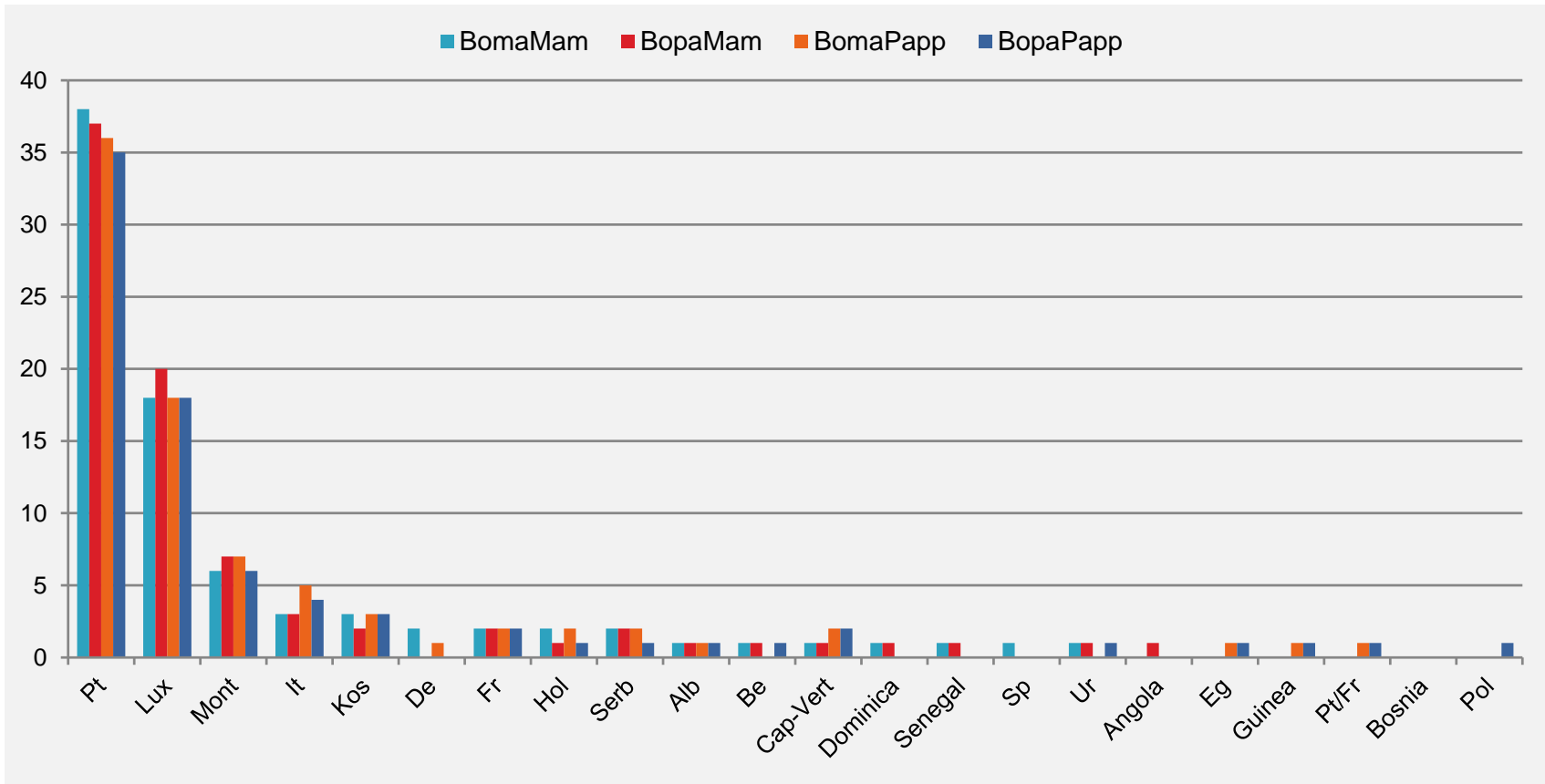


## Second nationalities ( $n = 24$ ):

PT	12
Montenegro	3
FR	2
LUX	1
IT	1
PL	1
NL	1
Kosovo	1
Serbia	1
Uruguay	1

## Countries of Origin - Parents:





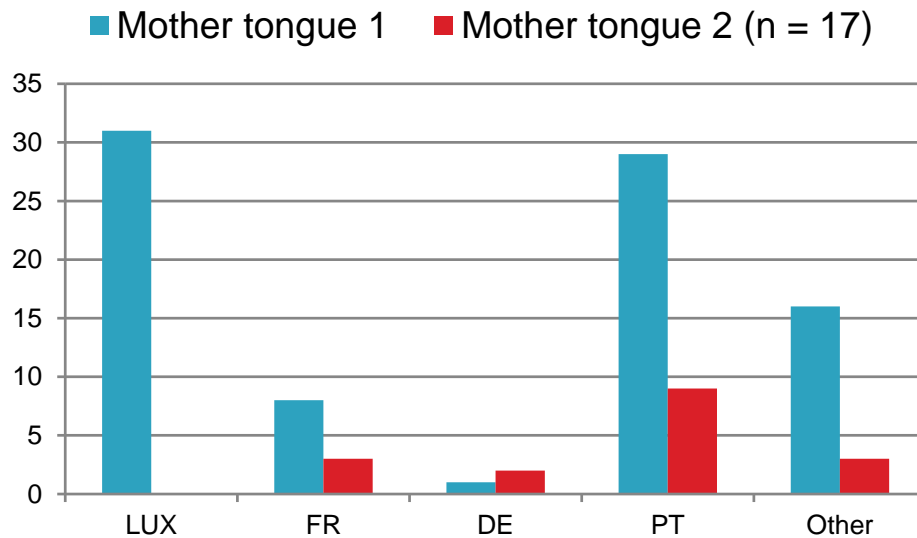


	Nationality											
	Lux	PT	IT	FR	Monten.	UK	NL	Kosovo	SWE	Albania	Bosnia	Total
Native	17	0	0	0	0	0	0	0	0	0	0	17
1st Generation	2	12	0	2	0	0	0	0	0	1	0	17
2nd Generation	24	12	5	2	4	1	1	1	1	0	1	52
Total	43	24	5	4	4	1	1	1	1	1	1	86
Total in %	50	27.9	5.8	4.7	4.7	1.2	1.2	1.2	1.2	1.2	1.2	

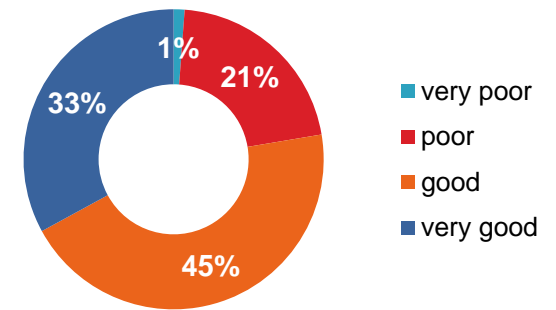
## ■ Fluidity:

Migration Status					
	Native	2nd Generation	1st Generation	1 Parent Lux	Total
<b>Mono Lux</b>	17	0	0	0	<b>17</b>
<b>Mono</b>	0	32	13	0	<b>45</b>
<b>Mixed</b>	0	9	2	6	<b>17</b>
<b>Total</b>	<b>17</b>	<b>41</b>	<b>15</b>	<b>6</b>	<b>79</b>

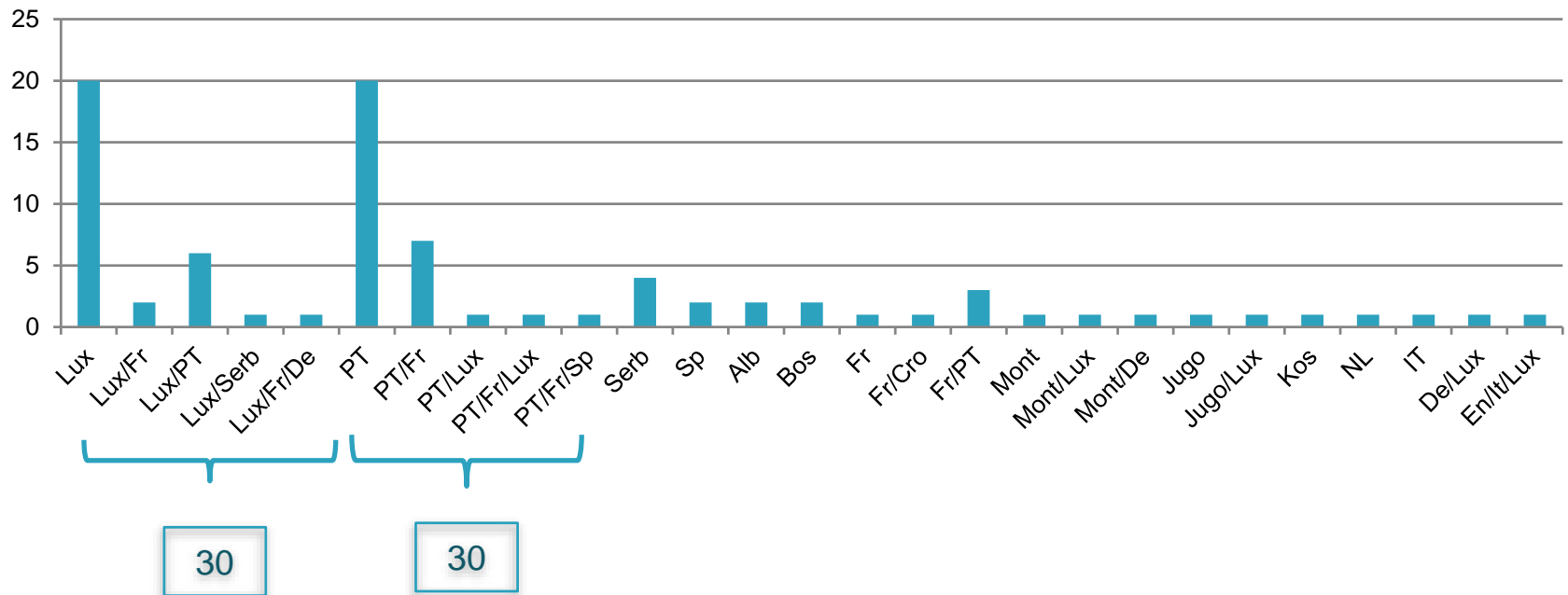
## Mother tongue(s):



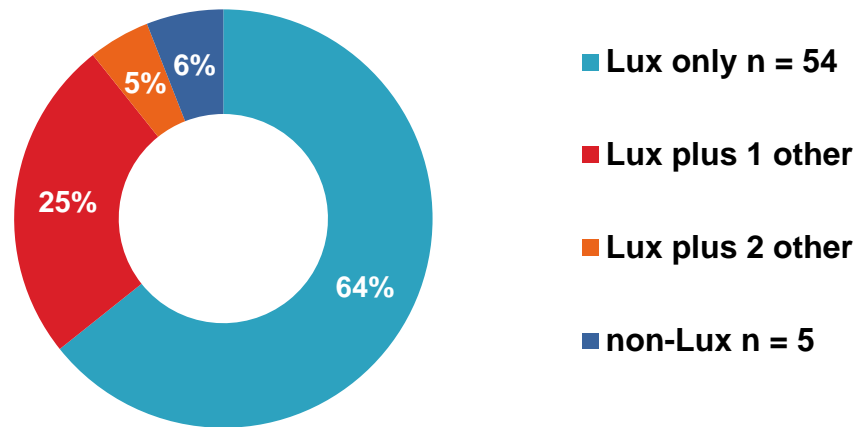
## Luxembourg Language Competence



## Language spoken with parents



## Language spoken with best friend



- Categories provided
  - Multiple answers possible

1. Character	83	(76.1%)
2. Language	8	( 7.3%)
3. Interests	6	( 5.5%)
4. Look	5	( 4.6%)
5. Nationality	4	( 3.7%)
6. Dress/Style	2	( 1.8%)
7. Popularity	1	( 0.9%)

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- Majority (80%) – friendships formed at school/ in class
- Just over half (53%) state that their best friend has a different cultural background to themselves.

- Multigroup Ethnic Identity Measure (MEIM) – Phinney & Ong, 2007
    - Translated into Luxembourgish – adapted to Luxembourg
  - Satisfaction with Life (SWLS) – Pavot & Diener, 1993
  - Self-Efficacy – ASKU short Scale – Hinz et al., 2006
  - Financial situation – n.s.
- 
- ANOVA – Natives, 1st and 2nd Generation – **all n.s.**

Has culture disappeared?



- Multicultural context – *experiential* reality for adolescents growing up in Luxembourg
- Minority – Majority – *fluid*. Natives in the minority
- Unifying role of Luxembourg language – dominates peer context
- Friendship - Individual rather than group membership in the foreground.
  
- Display of skills required for functioning in a plural society:
- Dimensions of Cultural Competence (LaFromboise, Coleman & Gerton, 1993)
  - **Communication** ability
  - Switching of languages (except natives)

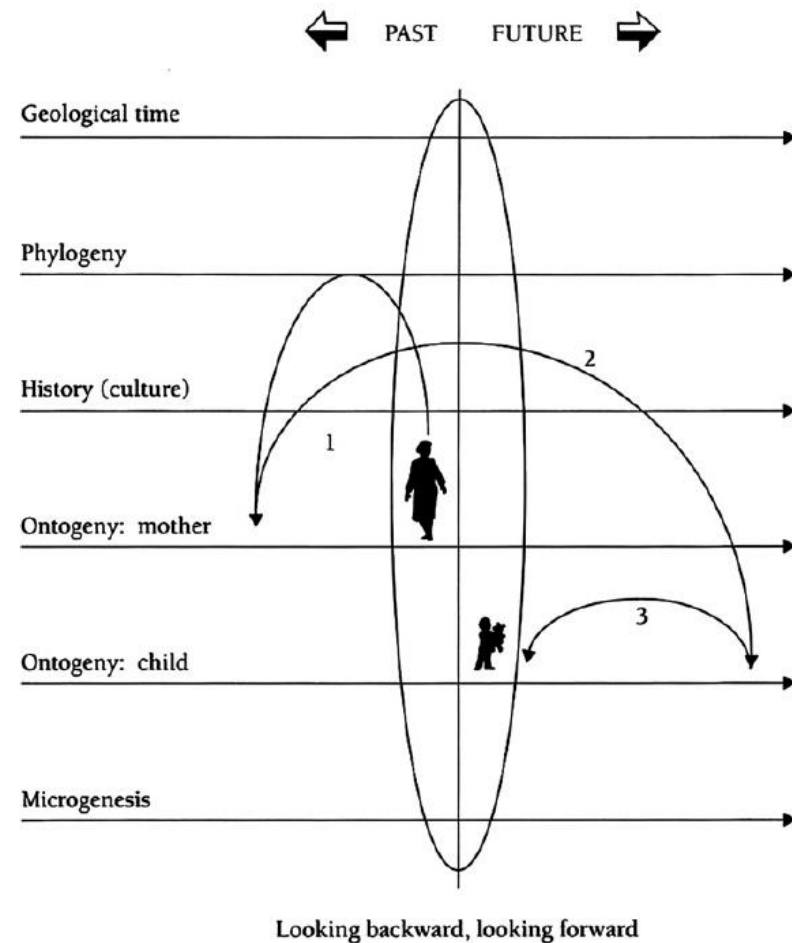
■ **Prolepsis:**  
Parents represent and enact  
the future in the present.

(1) Parents recall their (ideal) past

(2) Project/ imagine the child's  
future

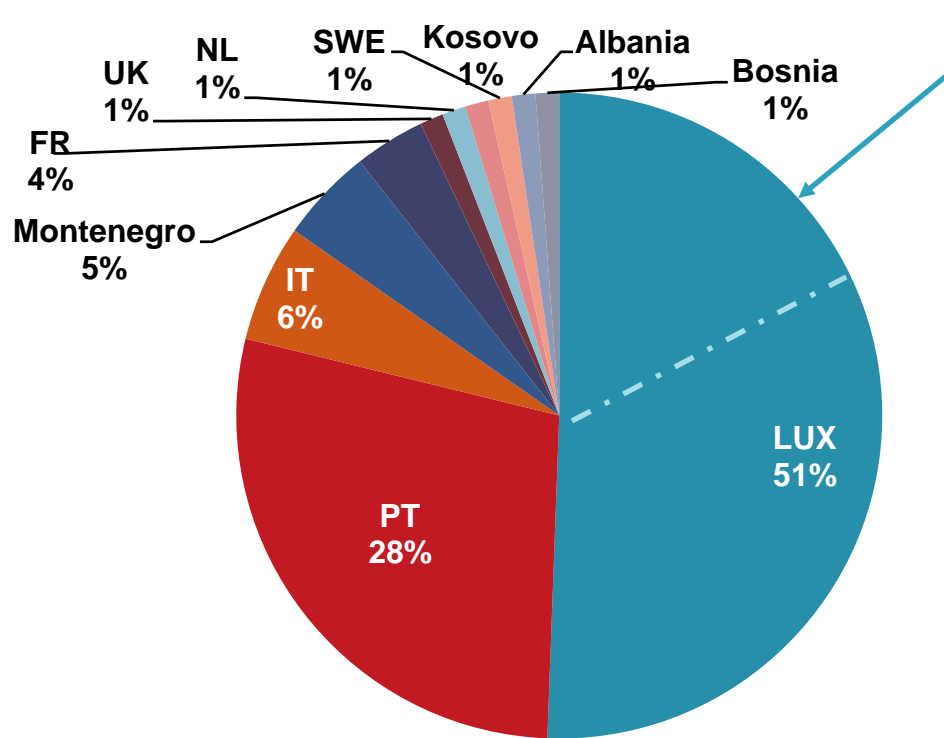
(3) Determines behaviour towards  
the child in the present.

Different spheres of experience



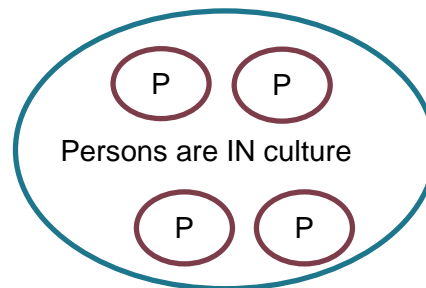
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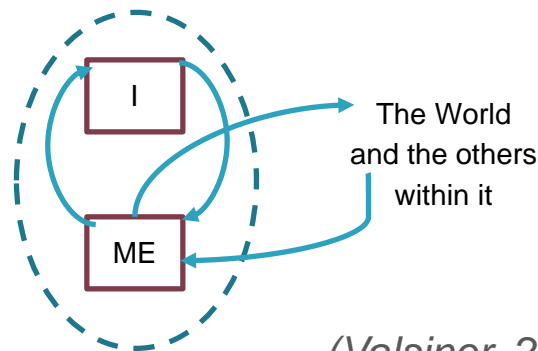
- Culture as “Container” vs. Culture as “Process of relating” (Valsiner, 2014, p.40)
- Culture as a Container:
  - A person “belongs” to a culture
  - Boundary of the “culture” is assumed to be rigid and defined.



- Culture as a *process of relating*
  - Culture is semiotically mediated.
  - Culture is not transmitted, but *co-constructed* (Valsiner, 2014, p. 38)

*“Culture is reconstructed in new forms between generations and cohorts of persons of the same age through a process of bi-directional communicative acts”*

Culture is *in* the individual and lived through the *other*.



(Valsiner, 2014 p. 40)

- Complex meaning making processes in a multicultural society
- Evidence for Co-Culturation
- Cultural Psychology - theoretical explanation for the *co-construction processes*.
  - Culture is *in* the individual and lived through the *other*
  - ***Disappearance of culture.***
- **Challenge:**

Develop appropriate tools to access *experiential realities* of young people growing up in diverse societies

  - *how* the negotiation takes place in the present.
  - requirements for effective *functioning* in a multicultural society
  - build inclusive societies.

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