ISSBD Conference 2022, Rhodos

University of Luxembourg

SY- 102: Immigrants´acculturation and intergenerational relationships: A European perspective
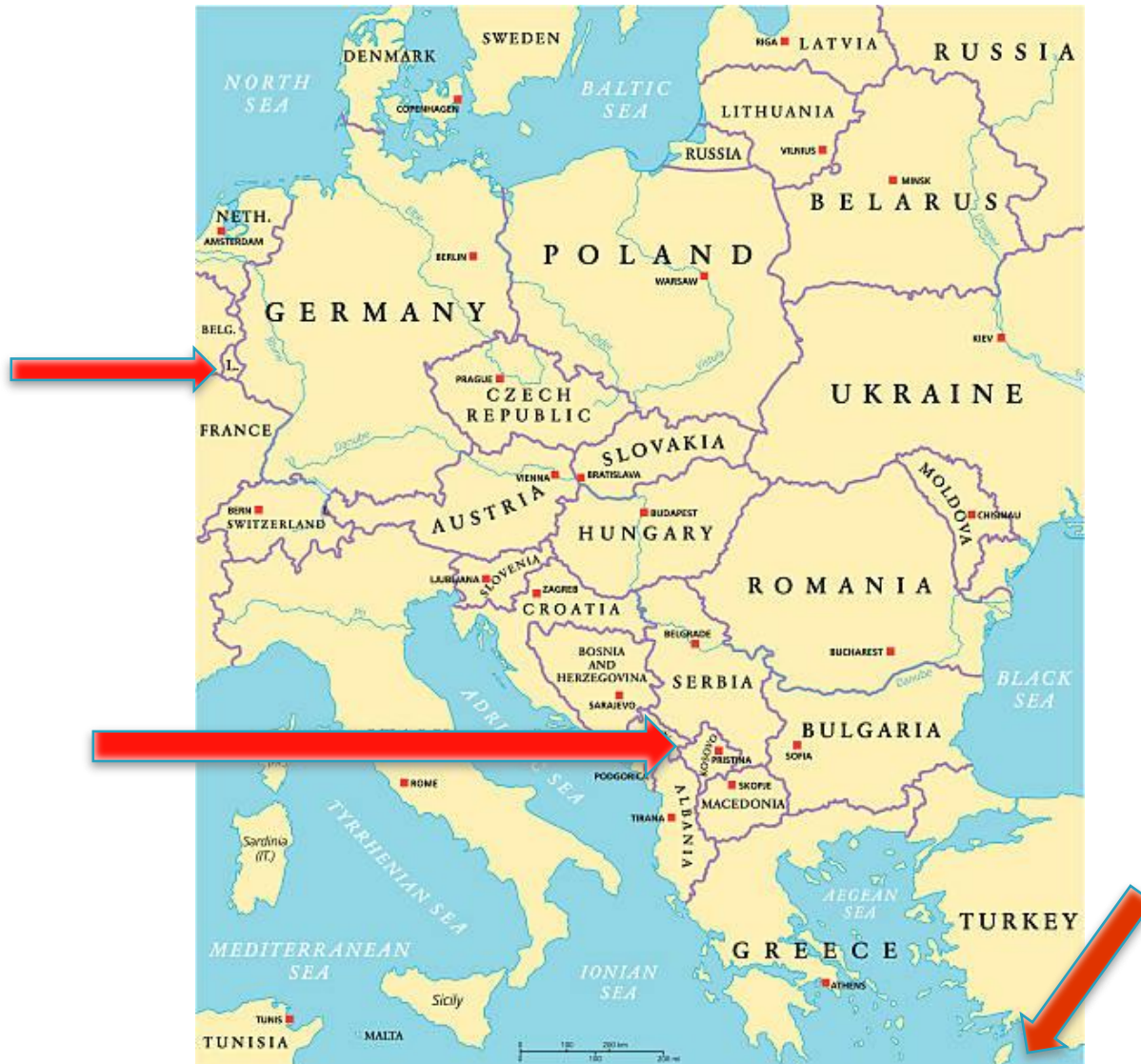
23.06.2022

Presentation No 1: Cultural Identity in the Context of Migration – Case Studies of Kosovar Families in Luxembourg

Elke Murdock & Elmedina Arifi

MAISON DU SAVOIR

uni.lu
UNIVERSITÉ DU
LUXEMBOURG

- Introduction

- Methods

- Results

- Discussion

FACULTY OF LANGUAGE AND LITERATURE, HUMANITIES, ARTS AND EDUCATION

UNIVERSITÉ DU
LUXEMBOURG

- Youngest independent state in Europe (2008).
- Lux one of 22 EU Member States recognizing the Indep.
- EU pre-accession country.

- 1.8 m inhabitants
- Diaspora ~ 800,000

- Area – 5 x bigger than Lux

- Flag:
  - Blue -> Euro-atlantic Membership
  - Yellow: Outline of the country
  - Stars: 6 main population groups

- Population groups:
  1. Albanian (majority ~ 88%)
  2. Serb ~ 7%
  3. Bosnian
  4. Turkish
  5. Gorani
  6. Others (Roma, Ashkali, Egyptians etc.)

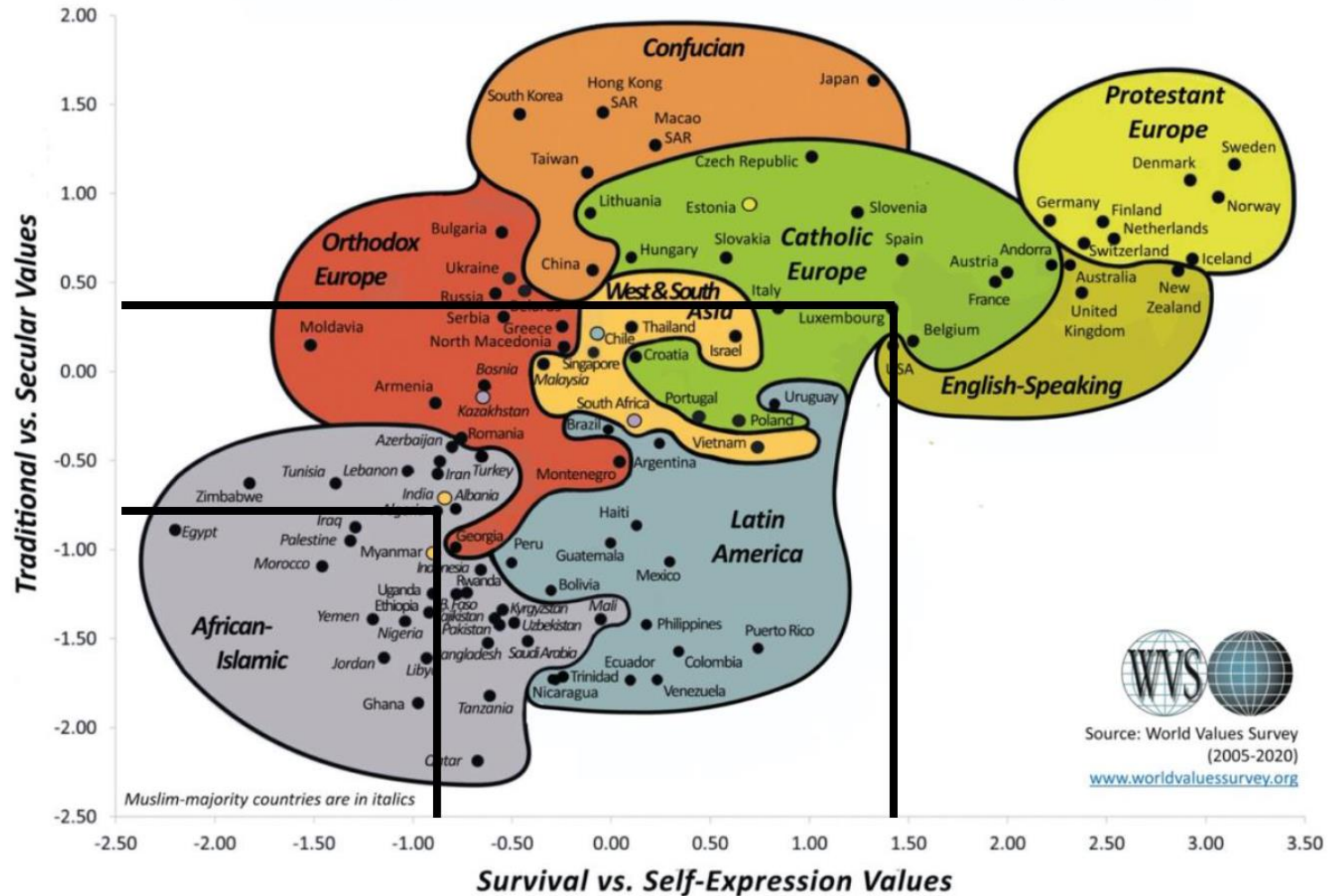- Bitter ethnic conflict in the 1990s (Kosovo-Serbien War)

- Today, poverty remains a problem with 12.1% living in extreme and 34.5% in relative poverty (luxdev.lu)
- Kosovo´s population is the youngest in Europe (average age ~ 26) with youth unemployment representing the largest problem (< 25 year -> 50%)

- One of the highest GDPs in the world
- 💰In 2021, AIC (actual individual consumption) per capita expressed in purchasing power standards (PPS) was **46%** above the EU average in Luxembourg (Eurostat, 2022) => Lux had the **highest individual consumption** levels of all member states.
- Predominantly catholic country
- Foreign population percentage: **47,5%** (Statec, 2021)

  - Largest foreign population group: Portuguese (16%)

  - Kosovars – relatively small percentage of the foreign population.

    - PT immigration wave – 1970

    - Kosovo refugees – late 1990s
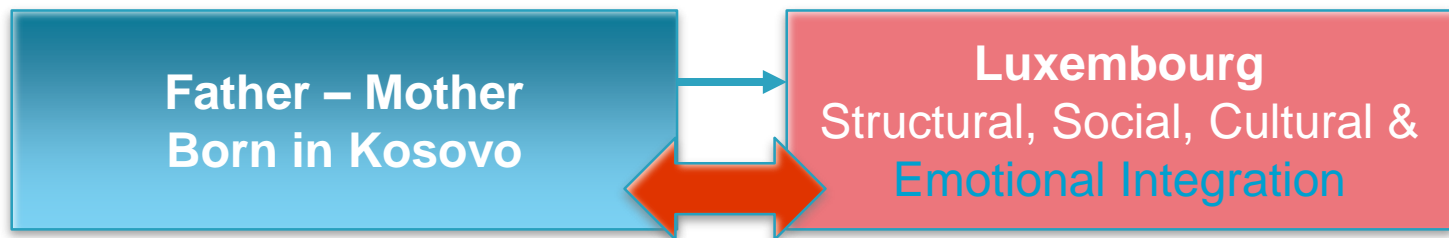

Topographische Karte von Luxemburg

Two European yet culturally distant countries:

The Inglehart-Welzel World Cultural Map (2020)

- Acculturation has been described as a **multidimensional** process consisting of the confluence of different cultural practices, values and identifications.

- **First Generation**:

| Father – Mother Born in Kosovo | → Luxembourg Structural, Social, Cultural & Emotional Integration |

- **Second Generation**:

Daughter Born in Luxembourg

Sense of Belonging

Negotiation processes of cultural influences

Sense of Belonging:

Multicultural identity integration framework (Amiot et al., 2007; Yampolsky et al., 2013):

- **Categorization:** People identify with one of their cultural groups over others

- **Compartmentalization:** People maintain multiple, separate identities within themselves

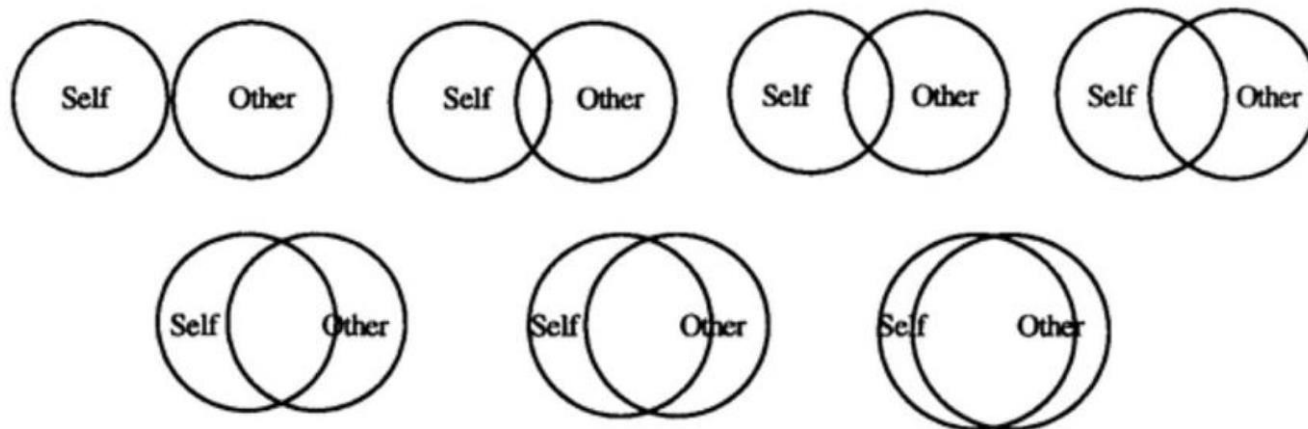- **Integration:** People link their multiple cultural identities.

Method

Part.	Age	In Lux since	Nat.	Preferred language(s)	Origin of closest friends
F_A	47	2002	Kos	**KOS**. LUX. (p) FR. BCS. ALB. TUR.	KOS. LUX. FR. DE. BEL
M_A	45	2002	Kos	**KOS**. BCS. FR.	KOS. LUX. ALB. MNE. BiH.
D_A	26	2002	Lux	KOS. **LUX**. DE. FR. ENG. BCS	LUX, PT
F_B	37	2002, 2004	Lux	**KOS**. LUX. (p) DE. FR. BCS. MKD.	LUX. DE. SRB.
M_B	41	1999	Lux	**KOS**. LUX. (p) BCS. ALB.	KOS,LUX, FR, DE
D_B	16	birth	Lux	KOS. (p) **LUX**. DE. ENG. FR. BCS.	PT
F_C	37	2003	Lux Kos	**KOS**. LUX. **FR**. DE.	Kos, LUX
M_C	39	1999	Lux Kos	**KOS**. LUX. (p) FR. BCS.	KOS. LUX. FR. MAR. PT.
D_C	16	birth	Lux Kos	**KOS.** LUX. DE. FR. ENG. BCS.	PT, IT

Method

- Socio-demographic questionnaire
- Semi-structured interviews
  - Opening question: Where are you from?
  - **Exercise 1:** Adapted Inclusion of Self in Other (IOS) – Scale (Aron et al. 1992): => **Parent – imagined for daughter**

Please circle the picture below which best describes your relationship

Exercise 2 – Outline of a Figure
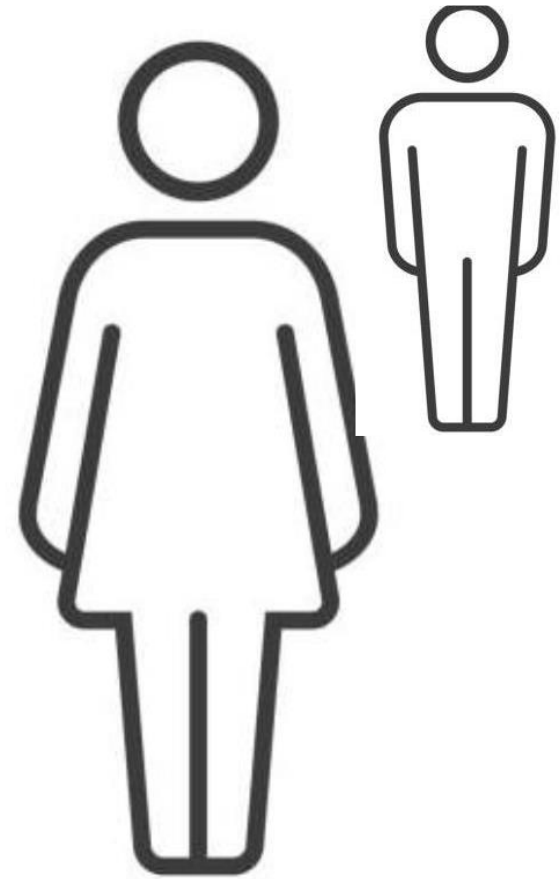## adapted from Brasad (2014)

Instruction:
You see an outline of a person and have some pencils.
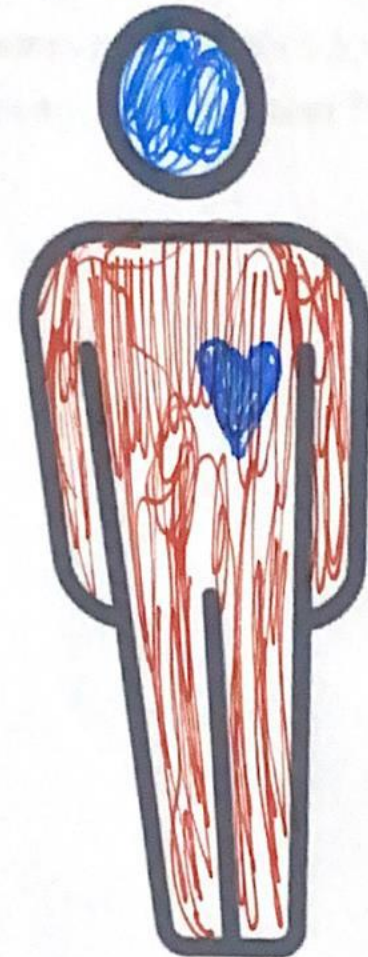Choose a color that represents **Kosovo** for you and another color that represents **Luxembourg.**
Please color in which parts of the body represent your cultures.

Results

The heart is in blue, because I was born in Kosovo, I still have love for my country of origin. The head is also blue, because my thoughts are Kosovar. I have my mother and most of my family living there, and I think that I think more Kosovar than Luxembourgish. For the rest of my body I chose Luxembourg, because my body is in Luxembourg, I have my life here, I work in Luxembourg and I am happy that I live here.

Choice of colour – no meaning –
blue is for Kosovo, brown for Lux

I will start with my feet, which are Kosovar because I like to go to Kosovo and I am always happy to go there because I was born there. My legs are Luxembourgish because I like living and working here very much. I think I have integrated well, I have lived here for almost 20 years. My head is Kosovar because I have a Kosovar way of thinking, I also follow the Kosovar traditions, customs, practices and religion. My heart is both in my opinion, because I also took Luxembourg into my heart, it took us in when we needed it, I have a life here that I love. On the other hand, my heart also belongs to Kosovo because I was born there, I grew up there and it will always be a part of me.
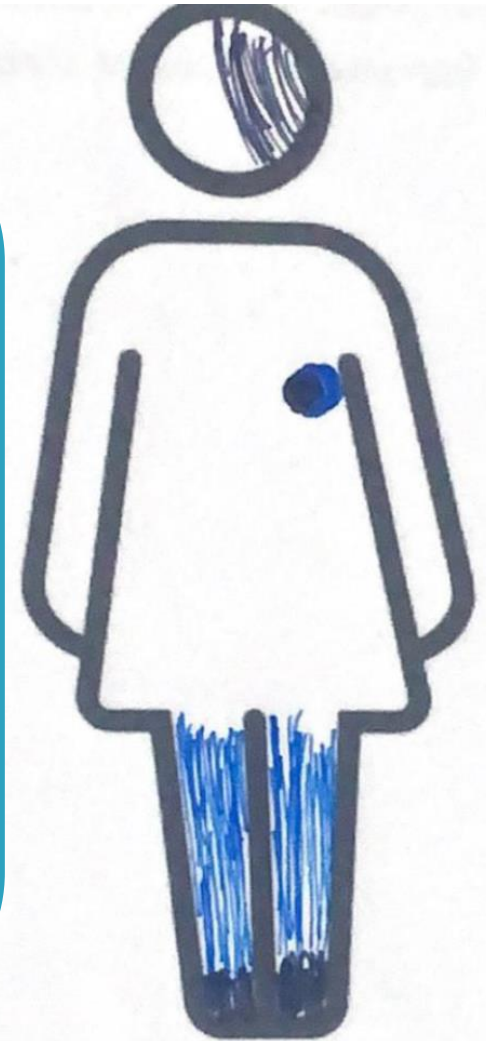
Abbildung 21 *Übung 3 – Teilnehmer M(A)*

I have both cultures in me, that's why I drew the **head half-and-half.** I keep both cultures in my head. I have the values of Kosovar culture, but because I also grew up in Luxembourg, I also see life differently if I lived in Kosovo now. But the Kosovar culture is already a part of me that I can't get rid of. That's why my mind is half and half. But **also the heart** - I have taken the country and its people to my heart, I feel very comfortable in Luxembourg, I couldn't imagine living in Kosovo. To go there on holiday, to see family and friends again, yes, but to live back in Kosovo, no way, I can already say. I couldn't imagine living any other way than the way I am used to now. The heart is also for Kosovo, because it is my country and I was born there and a part of me always belongs there. **The heart is therefore Kosovo, with a cover for Luxembourg, because it also has a special place in my heart**. The feet I have drawn in Luxembourgish, because **I go my own way and not the traditional way**.
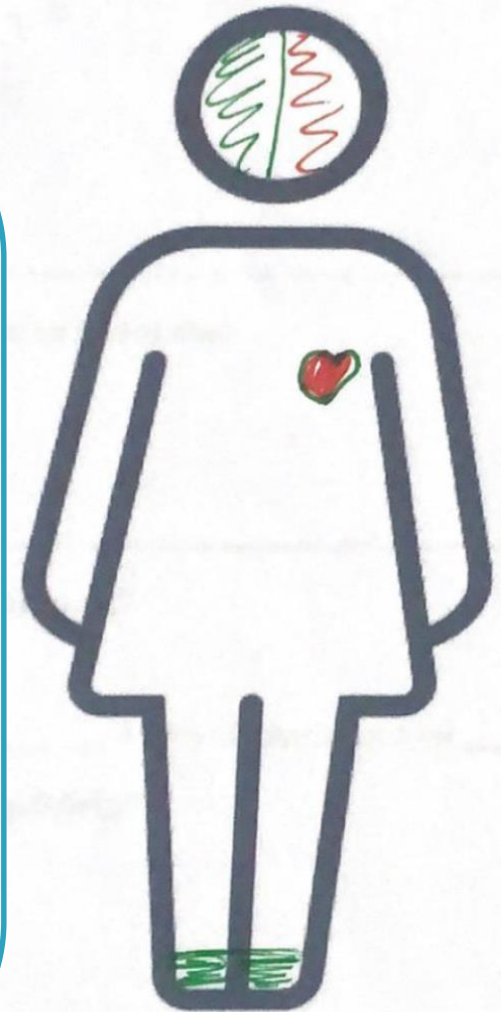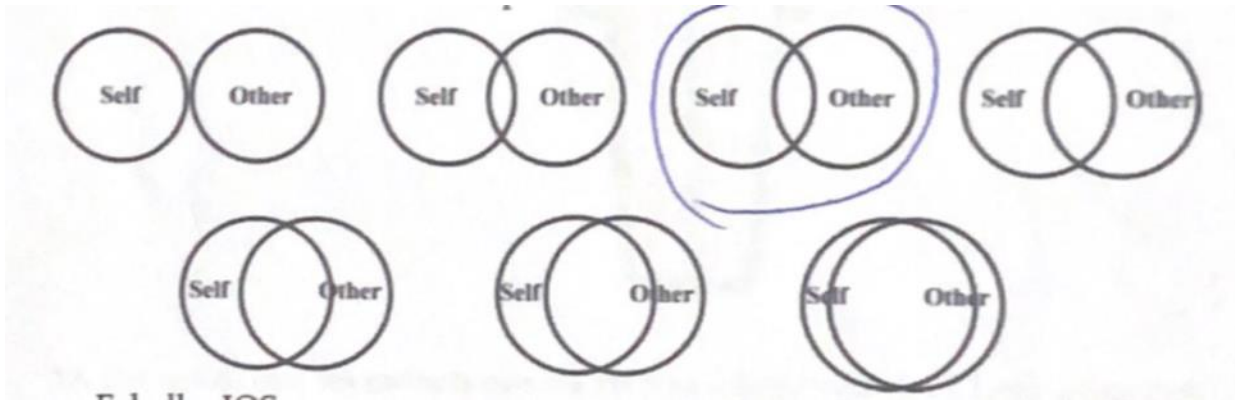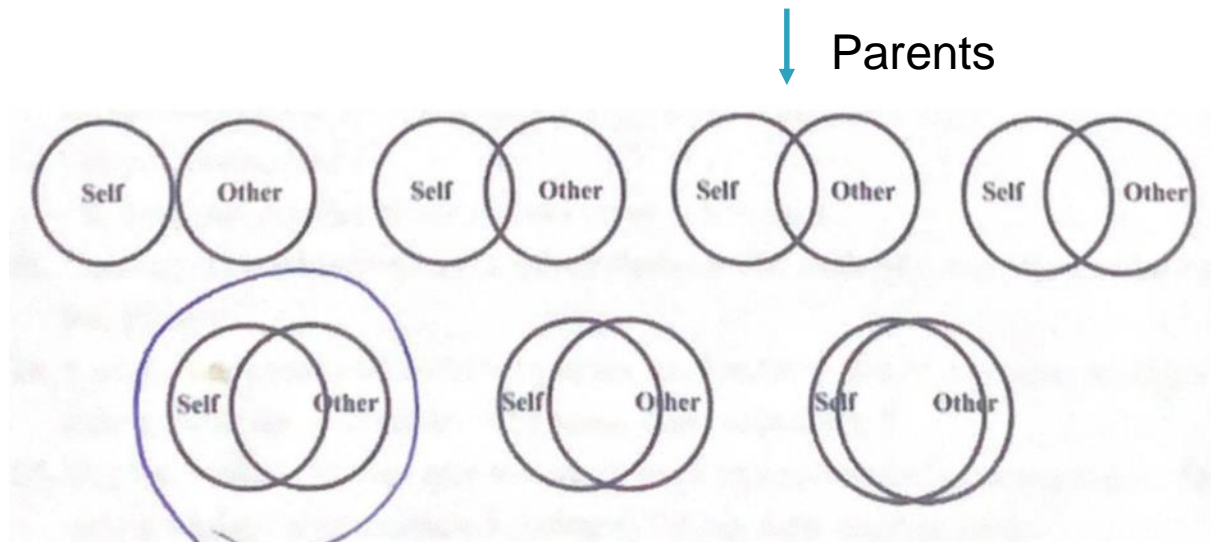
Abbildung 31 *Übung 4 – Teilnehmer T(A)*

Mother:

I think that I generally have a good relationship between the two cultures. I have integrated here as much as I can, I work here, I live here, but I have a little difficulty with the Luxembourgish language, which I don't speak at all. I can speak French, but not perfectly either. That's why I often keep the two cultures apart, because I also have several circles of friends, and so on. It is not difficult to live here as a Kosovar, **but I wouldn't say I mix the two cultures**.
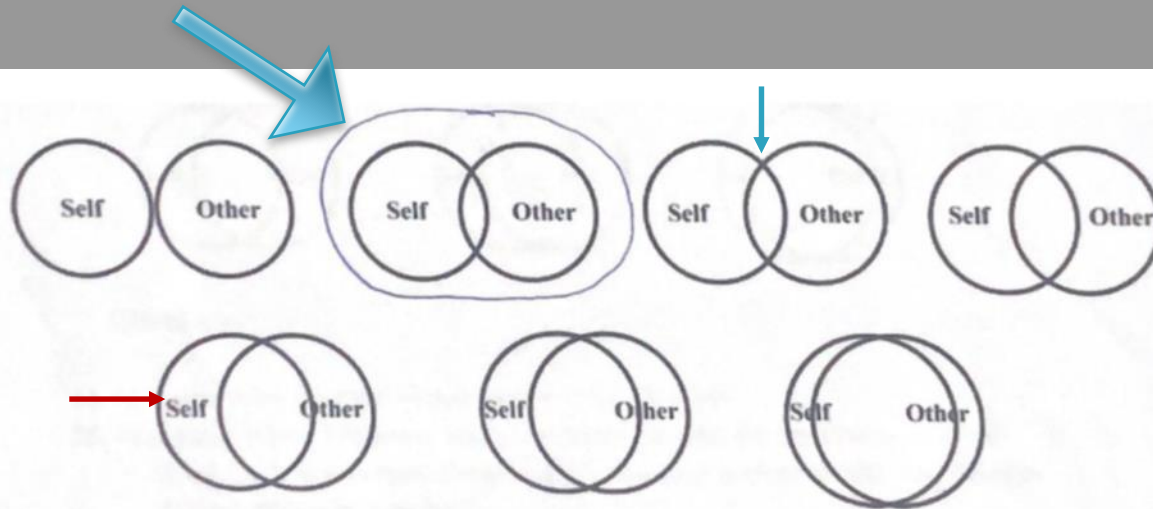
Compartmentalization

Parents

Mother:

I sense that my daughter has a very good relationship with both cultures and also feels comfortable as a Kosovar in Luxembourg.

I: If she has a good relationship, why didn't you choose the very last constellation for her?

Because I think she had difficulties growing up, she wasn't born here, we emigrated here when she was seven years old. I think she had a clash of the two cultures growing up, where she had to decide what to take from the Luxembourg culture and what to take from the Kosovar culture. **But now I think she has a good relationship with both and also between the two cultures**.

D: So I see you have chosen the second constellation, which means that the two cultures already have a relationship, but **for the most part you separate the two cultures? =>** T: Exactly.

I: And can you give me some examples where you separate the two. Or, so to speak, where you only belong to the Luxembourg culture or only to the Kosovar culture?

D: How should I say, in general I would say that every culture is different and everyone has their own personal values. In my opinion, **the only things that cultures have in common are manners, respect and humanity**. What separates the cultures is the food, the **food** is already different. **Religion** is also a difference, because in Kosovo we are mostly Muslims and here in Luxembourg most people are Christians. **But I would say that although they are different cultures, I personally can live well in Luxembourg as a Kosovar.**

- **Compartmentalization** – for parents and daughters

- Cultures are kept separate – but feel comfortable in both.

- Parents feel integrated in Luxembourg – proud of structural integration (Living, Work) – Social integration (mixed circle of friends) and acknowledge Language difficulties. Emotionally – attachment to both.

- Parents assume that daughters would have a strong overlap – and feel more connected to the Luxembourg culture.

- Daughters actually keep their cultures more separate than the parents – and feel strong attachment to *both* cultures – the younger daughters even identifying stronger with Kosovo.

Identification –

- First Generation:

<div style="text-align:center">

**Father – Mother
Born in Kosovo**

</div>

- Luxembourg is home

- Second Generation:

<div style="text-align:center">

**Daughter
Born in Luxembourg**

</div>

- Kosovo is home

Discussion

Interpretation of results – theoretical frameworks:

- Bicultural Competence (LaFromboise, Coleman & Gerton, 1993)

- Acculturation Complexity Model (ACM);   Tadmor & Tetlock (2006)

- Parenting style – Communication in line with 2-phase model (Grusec and Goodnow 1994)

- Co-genetic Logic (Tateo, 2016)

- Daughters fulfil dimensions of **bicultural competence**:
  - Knowledge of cultural beliefs and values
  - Positive attitudes to both groups
  - Bicultural efficacy
  - Communication ability
  - Role repertoire (range of culturally or situationally appropriate behaviors or roles)
  - Sense of being grounded (stable social networks)

  - It is important to distinguish between cultural *identification* and cultural *knowledge*. A person can have knowledge of another culture without identifying with it.
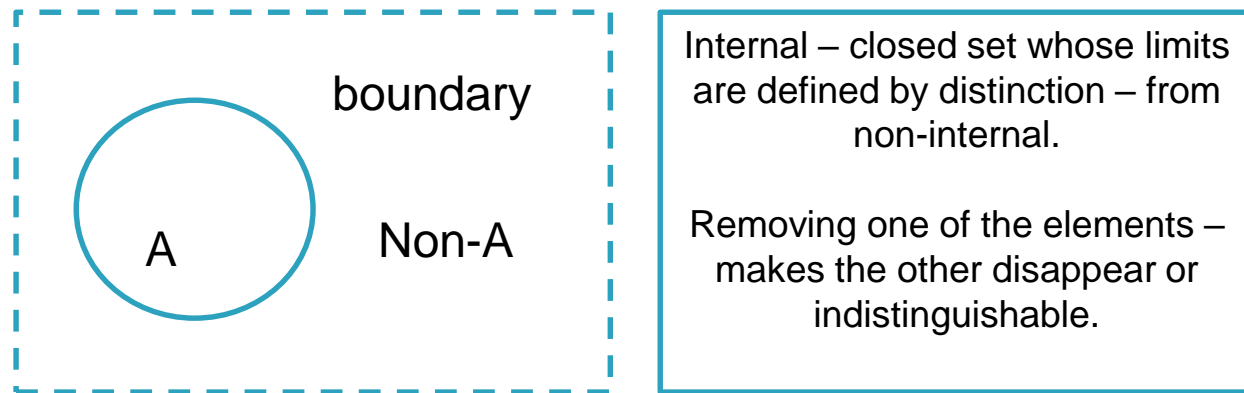
Acculturation Complexity Model (ACM); Tadmor & Tetlock (2006)

- Introduce: *integrative complexity*, "…the capacity and willingness to acknowledge the legitimacy of competing perspectives on the same issue and to forge conceptual links among these perspectives" (p. 174).
  - Acknowledge differences whilst
  - Focusing on what is in common

- Introduce; *accountability pressure* - the need to justify one's thoughts and actions to significant others.

  - ➢ **Daughters feel accountable** both to parents and living in Luxembourg
  - Acknowledge competing perspectives
  - Recognition of dissonance/ tension

Communication by parents (Grusec and Goodnow 1994)

- Clear and consistent message (Father & Mother)

- Frequent mentions of Kosovo & visits to Kosovo, Language

- Explanation of reasons for boundary setting

- Positive intent is clear to children – parents mean well –> daughters understand where they are coming from

➢ Message is clear – communicated with warmth
 => increases Acceptance.

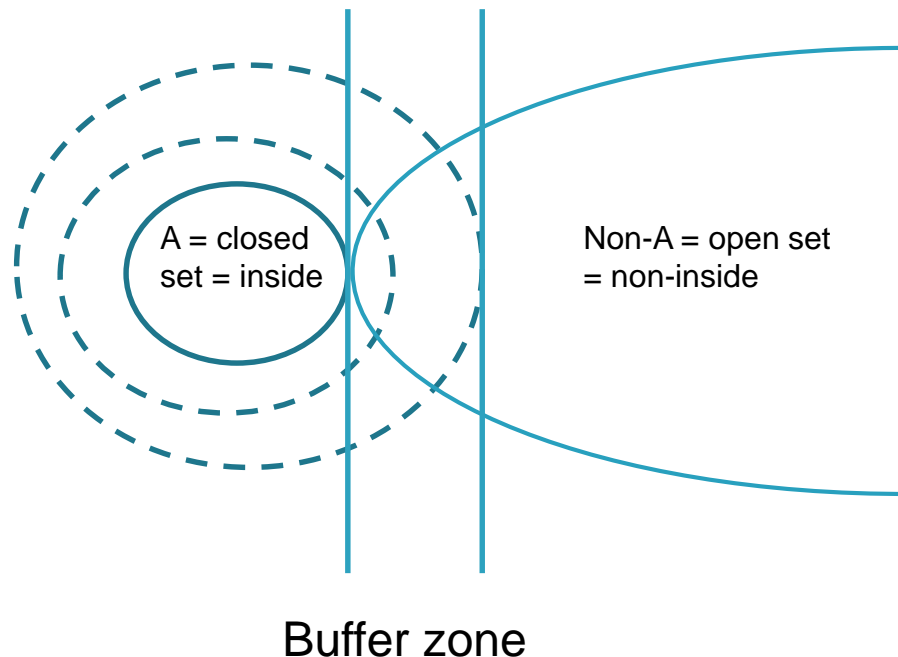- The Power of the Triad – cogenetic logic (Tateo, 2016)

boundary

A   Non-A

Internal – closed set whose limits are defined by distinction – from non-internal.

Removing one of the elements – makes the other disappear or indistinguishable.

Developmental processes must follow a triadic, rather than binary logic.

Biculturalism – overcome binary logic C1 <> C2 – **they are not opposites**

Inclusive Separation and the buffer zone
Tateo, 2016, p. 441

- A and non-A dynamically co-define each other and include a more or less large temporal and symbolic buffer zone that establishes at the same time the **rules for separation** and the **rules for permeable borders** between A and non-A.
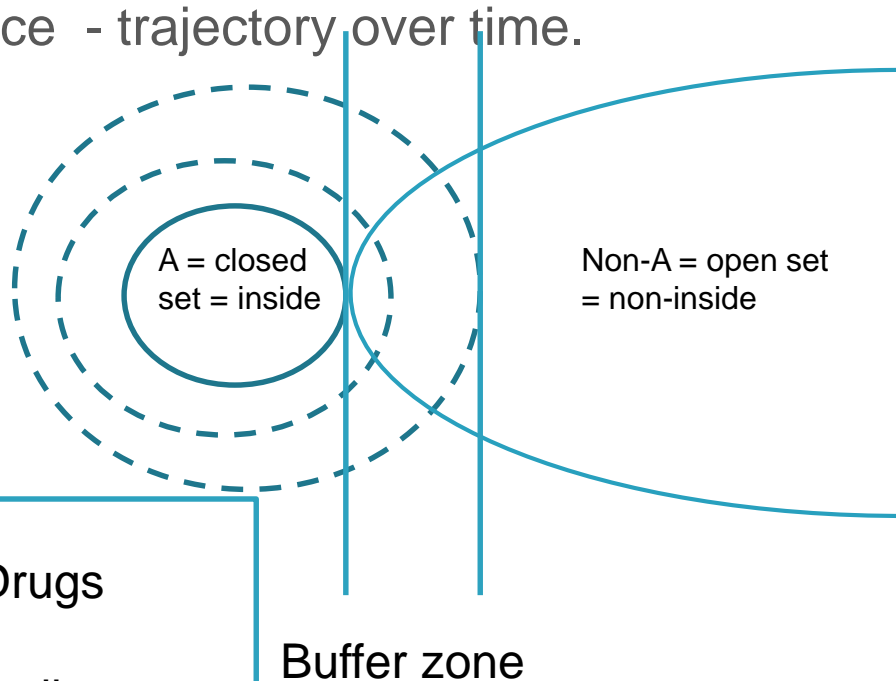
A = closed set = inside

Non-A = open set = non-inside

A can dynamically expand or constrict over time.

Buffer zone

Inclusive Separation and the buffer zone
Tateo, 2016, p. 441

- Respect, Helpfulness, good Manners
- Education – becoming independent.
- Family – expectation to marry & have a family
- Flexibility (spending)
- Preference - trajectory over time.

A = closed set = inside

Non-A = open set = non-inside

Islam
Drinking & Drugs
Reputation
Respect, Family, Helpfulness

Buffer zone

A can **dynamically** expand or constrict over time.

Time

- Positionality

- Ignorance

- Method – imagined constellation & drawing exercise

- Unique Lux context – mixed circles of friends – language

- Need to overcome the binary logic – Learning from Interlocuters.
  - => Buffer zone

    "A boundary is not the point at which something stops … A boundary is the point from where something begins to be present."

    Igbo Proverb - Quoted in Valsiner (2007), p. 221.

  "The feet I have drawn in Luxembourgish, because I go my own way and not the traditional way." – Daughter A

Elke.murdock@uni.lu

Elmedina Arifi