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Original Title: Epistemologien der Integration. Wissenspolitiken der postmigrantischen Gesellschaft am Beispiel von Schulbüchern.

Post-migrant societies are characterized by the negotiations of difference and normality that take place in them. As seismographs of hegemonic knowledge, textbooks are a particularly instructive example for approaching social processes of framing migration and diversity. The dissertation presented here reconstructs how Civic Education textbooks for three German federal states (Baden-Württemberg, Brandenburg, and Lower Saxony) published between 2002 and 2021 make integration a subject matter. The study reveals that assumptions about difference and normality are not only actualized through stereotypical representations, but also by how the framework of what is controversially debatable and what is normatively desirable is shaped.



The dissertation is divided into two parts. In Part I (“Theoretical Perspectives and Methodology”), a new theoretical perspective on the research object is developed by discussing reflexive diversity and migration research, sociological educational media research and selected aspects from the Civic Education literature. This perspective is then operationalized methodically using a discourse-analytical multi-level model. In Part II (“Analyses and Interpretations”), the approach is made fruitful for empirical textbook analysis. It is shown that Civic Education textbooks produce the knowledge object of integration and the associated knowledge of difference on various levels, namely 1) by means of the narrative and visual structuring of bodies of knowledge, 2) by the translation and pedagogization of bodies of knowledge from other social fields in the modes of objectivation, personalization and controversialization, and 3) by forming and governing integrated and integrating subjects, which makes other paths towards social justice unthinkable. Against the background of the empirical results, first elements of a research program called “sociology of pedagogical in(ter)ventions” are outlined, which is situated at the intersection of sociology of education and diversity research.

Brief Outline

1. Introduction

Part I: Theoretical Perspectives and Methodology

2. Praxeology of Differentiation: The Perspective of Reflexive Diversity Research

3. The Dispositif of Integration: Perspectives of Reflexive Migration Studies

4. Civic Education Textbooks and the Translation and Transformation of Knowledge about Difference

5. Methodology, Method and Empirical Basis of the Study

Part II: Analyses and Interpretations

6. Contextualization: The Spread and Limits of Migration and Integration Discourse in Selected Contexts of Civic Education Textbooks

7. Telling and seeing Integration: Results at the Level of Bodies of Knowledge

8. Performing Integration: Results at the Level of Enacting Modes of Knowledge

9. Achieving Integration: Knowledge about Difference and the Governmental Dimension of Civic Education Textbooks

10. Summary and Outlook

Bibliography

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