Abstract

The genealogical analysis revealed how the intergenerational relations among young male and female pupils, male and female adult teachers at the basic secondary level in an urban public school are structured nowadays. This configuration is examined by means of the daily interaction in the field of multiple and mobile power relations in a double project: the history of school practices where the separation between teacher-pupil has been created and the history of power structures that have been practiced and modified in this school. We inquire about the various levels of power, at concrete forms of power exercise and about the constitution of subjectivation models (to be a he- or a she- teacher, to be a male or a female pupil), and about the effects resulting from the configuration of intergenerational relations (to be a male or a female adult, to be a young man or a young woman) at school.

Keywords

Institutional relations, intergenerational relations, social roles, generational roles, power relations, subjectivities, political subject, resistance, power technologies.