

## **List of Sociological Concepts to Analyze “Yourself”**

### **Forms of Capital by Bourdieu**

- Economic Capital: parents’ income
- Cultural Capital: transmitted through early family socialization
  - ✓ Objectified cultural capital
    - ✧ Physical objects: “cultural goods (pictures, books, dictionaries, instruments, machines, etc.)”
    - ✧ Signaling one’s status
  - ✓ Embodied cultural capital
    - ✧ One’s internalized tastes, linguistic capital, manners
    - ✧ Long-lasting dispositions of the mind (e.g., personalities and mannerisms) and body
    - ✧ Hidden form of intergenerational capital transmission
    - ✧ Unconsciously accumulated in a lifelong process of socialization
  - ✓ Institutionalized cultural capital:
    - ✧ Academic credentials or qualifications
- Social Capital
  - ✓ “the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition – or in other words, to membership in a group”
  - ✓ Social interactions within a family
    - ✧ Parental expectations/aspirations
    - ✧ Parent-child communication/discussion
    - ✧ the reinforcement of norms within families
    - ✧ Parental monitoring

**Capital conversion:** “The convertibility of the different types of capital is the basis of the strategies aimed at ensuring the reproduction of capital”

- Habitus
  - ✓ “Feel for the game” / Disposition stemming from one’s standing in the game
  - ✓ In school, habitus is demonstrated through speech, attitudes, behavior, knowledge, and other interactions in school
  - ✓ Educational expectations/aspirations
- Field
  - ✓ A social world / Rules of games

### **Theory of Practice by Bourdieu**

[(Habitus) (Capital)] + Field = Practice

### **Aspects of habitus in child-rearing by Lareau**

- “Concerted Cultivation”
  - ✓ Followed by middle class parents
  - ✓ Intentionally develop child’s cognitive and social capabilities
    - ✓ Structure child’s daily lives
    - ✓ Encouraging discussion/negotiation with adults
    - ✓ Negotiating with school officials on behalf of child
  - ✓ Child having a sense of entitlement
- “the Accomplishment of Natural Growth”
  - ✓ Followed by working class and poor parents
  - ✓ Less rigorous guidance
    - ✓ Not structure child’s time
    - ✓ Using directive language with their child
    - ✓ Strong ties with extended families
    - ✓ Having fewer interactions with social institutions
  - ✓ Child having a sense of constraint

### **Language Code by Bernstein**

- Elaborated code
  - ✓ Explicit, not requiring knowledge of the contexts
  - ✓ Objective, abstract, logical
    - ✧ Reasoning with extensive vocabulary/complex grammar
  - ✓ Used in school
- Restricted code
  - ✓ Requiring knowledge and understanding of the contexts: shared among insiders (e.g., family members, friends)
  - ✓ Subjective
    - ✧ directive
- ✓ Middle class children know how to use both codes
- ✓ Working class counterparts use only restricted code

### **Counterculture by Willis**

- Negative and rebellious attitudes toward academic works/teachers
- Macho culture; embracing masculinity highly regarded in working class culture/manual labor
  - ✓ Mental labor is considered as femininity, socially inferior
- Choosing to become manual workers like their fathers/brothers

### **Counterculture by MacLeod**

- Rejecting “achievement ideology”(“attainment through education”)
  - ✓ Having Lower aspirations: intergenerational transmissions of poverty
  - ✓ Glorifying physical hardness, manual labor, and a certain sense of fatalism: valuing in “physical toughness, emotional resiliency, quick wittedness, masculinity, loyalty, group solidarity”

### **Learning Competencies by Kariya**

- “a combination of eagerness to learn, good learning habit, initiating active learning, and learning how to learn” (Kariya, 2009, p. 94): being able to learn how to learn: “the core of the new types of human capital formation” (p. 92):
- Low SES students "fall behind in developing learning competence as well as basic skills” (p. 101), and then "never develop the mechanism of lifelong human capital formation” (p. 101)

### **Social Reproduction**

Intergenerational transmission of social inequality

Parents’ socioeconomic status (SES)

- Academic performance
- Whether going to college
- Income
- Achieved SES

### **Purposes of Schooling**

Different by

- political perspectives
- visions of education
  - ✓ Intellectual: teaching basic skills
  - ✓ Political: maintaining a political order
  - ✓ Social: socialization for social cohesion
  - ✓ Economic: selection for occupations

### **Visions of Education**

- Traditional: transmitting traditional values
- Progressive: solving social problems

### **Radical – Progressive – Liberal – Traditional – Conservative**

### **Sex-role socialization: Gender identity**

- Sex-role socialization: expectations/sex-role model/stereotypes/pressures by parents/teachers/peers
  - ✧ “Boys are more sensitive to peer SES composition” (Legewie and DiPrete, 2012)

### **Tracking/ability grouping**

- Sorting students into different tracks/groups
  - ✓ Course-taking patterns
    - ✧ Academic tracks: International Baccalaureate (IB), advanced, honors
    - ✧ General and vocational tracks: Basic and lower courses
- Negative effects of tracking (Hallinan, 1994)
  - ✓ Segregation
  - ✓ Low social status
  - ✓ Heterogeneous tracks
  - ✓ Slower achievement of students in low tracks
  - ✓ Negative social psychological consequences
- Differences between tracks (empirically shown by studies assessing Japanese high school system)
  - ✓ Student SES composition
  - ✓ Studying time
  - ✓ Shadow education participation
  - ✓ Postsecondary aspirations
  - ✓ Different academic contents taught in class
  - ✓ Student culture, moral, discipline
  - ✓ Internal motivation to study
- Rarely succeed to enter competitive higher education institutions
  - Students who attend low-ranked general/vocational high schools “are virtually eliminated from further competition for higher education” (Kariya and Rosenbaum 1987, p.178), while “[a]ttending higher ranking high schools significantly improves the probability of advancing to higher ranking colleges” (Ono 2001, p.182)

### **Hidden Curriculum**

- Unwritten expectations: Disparities at both individual and neighborhood levels
  - ✓ School culture/climate
    - ✧ Shaped by student characteristics (e.g., neighborhood socioeconomic status)
    - ✧ Between-school disparities
  - ✓ Sex-role socialization

### **Labeling Theory**

- Primary deviation: Not identifying oneself as a deviant
- Secondary deviation: Identifying oneself as a deviant
  - ✓ Due to societal reaction
  - ✓ Selective sanction: lower SES students tend to get negatively labeled
  - ✓ Stigmatization: as a deviant
  - ✓ Reintegrative shaming: Focusing on one’s behavior

- Teacher expectations
  - ✓ Pygmalion effect
  - ✓ Self-fulfilling prophecy
  - ✓ Teachers have higher expectations in higher SES schools (Matsuoka, 2014)

### **Sources of Teacher Expectations**

- Socioeconomic status
  - ✓ Appearance
  - ✓ Oral language patterns
  - ✓ Neatness
  - ✓ Academic Performance
  - ✓ Readiness
  - ✓ Halo effect
  - ✓ Student behavior
  - ✓ Tracking or grouping
  - ✓ The status of the school: Neighborhood SES
- Other factors
  - ✓ Sex
  - ✓ Race and ethnic
  - ✓ Negative comments about students
  - ✓ Seating position
  - ✓ Teacher training institutions
  - ✓ Teacher education textbooks

### **Warming up/Cooling down Educational Expectations**

- Re-warming up: going back to the academic competition
  - E.g., Failed at high school entrance examinations but study hard to get in a higher ranked college
- Warming in: participating in an alternative competition for achieving higher SES
  - E.g., Trying to succeed in business that does not require academic credentials
- Cooling down: accepting a lower status in the academic competition
  - E.g., attending a lower ranked college/two year-college, becoming an assistant of an occupation once s/he wanted to take
- Cooling out: leaving the academic competition and participating in an alternative competition not necessary for higher SES
  - E.g., trying to get respect from peers (i.e., student counter culture), focusing on sports, taking a career path that does not require academic credentials (e.g., artists)