

List of Sociological Concepts to Analyze “Freedom Writers”

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
- 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

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

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