

List of Sociological Concepts to Analyze “October Sky”

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)

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Sputnik Crisis in 1957

Space satellite, Sputnik, by Soviet

Traditional view was supported: “**excellence**”

- ✓ Higher educational standards
- ✓ More focus on mathematics and science

Conflicts between

equality and freedom

equity and excellence

equalization and differentiation