

Explain characters. One paragraph to one character.

## List of Sociological Concepts to Analyze “Billy Elliot”

### Forms of Capital by Bourdieu

- Economic Capital: parents’ income **root of all other forms of capital, easily converted to other types of capital**
- Cultural Capital: transmitted through early family socialization
  - ✓ Objectified cultural capital
    - ✧ Physical objects: “cultural goods (pictures, books, dictionaries, instruments, machines, etc.)”
    - ✧ Signaling one’s status **teachers misinterpret student capability based on cultural capital**
  - ✓ 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 **economic capital needed to maintain networks. sending gifts, maintaining correspondence.**
  - ✓ “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 **good neighborhood. The neighborhood effect.**
  - ✧ 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)