Setting:

* Working class
  + Working class England during Thatcher.
  + Strikes and picketing.
  + Library is in a caravan type vehicle. Limited selection of books, limited access for community members (can’t take that out on a junior ticket). Scarcity of objectified cultural capital in the neighborhood.
  + Lives in close neighborhood with closely knit, small houses. Everyone knows each other.
  + Picketing
    - Strong sense of unity among workers, intense hatred and antimony towards those that break strike. Betrayal.
    - National Union of Mine Workers
* Gender segregation
  + Girls do ballet and boys do boxing: Gender segregation and separation of gender roles.
  + Boys that do ballet = poof. Billy. Sissy.
  + Cross dressing shamed. Wouldn’t we get in trouble?
* Communication
  + Communication is largely confrontational
  + Authoritarian. Ma’am/Miss/Mr to elders.
    - Debbie calls ballet teacher ma’am and gets corrected.
  + Limited forthright encouragement and support. Even when Billy successfully completes the twirl for the (presumably) first time, teacher reprimands him about his arms instead of celebrating his success.

Characters:

* Billy Elliot:
  + Likes music
  + Takes boxing. Machoism.
  + Obsession with music – consumption of pop culture and use of time.
* Brother Tony:
  + Bad language
  + Drugs
  + Works with Dad. Working class pride.
  + Macho
  + Lack of communication with little brother.
* Dad:
  + Works in picket line
  + Reprimands billy for playing the piano.
  + Picketing during the day. Doesn’t concern himself with billy. Accomplishment of Natural growth.
  + Tone is always strident.
  + No discussions or long talks with child, only communicate when there is something that needs to be addressed (=shared experience that is mutually recognized, RESTRICTED CODE.)
* Mom:
  + Dead
* Family Interactions
  + They were me dad’s gloves. Strong emphasis on passed down, inherited possessions.
  + Billie in charge of taking care of grandma. Trapped within family, no free time. Strong familial bond.
  + No discussions or long talks with child, only communicate when there is something that needs to be addressed (=shared experience that is mutually recognized, RESTRICTED CODE.)
  + Strong ties with extended families = accomplishment of natural growth.
  + Less rigorous guidance, no structure in child’s time (Billy is to take care of himself and do as he wishes while father and brother picket in the morning).

Sociological Concepts:

* Forms of Capital
  + Financial capital
    - Can’t afford dance lessons
    - Family must scrape to send billy to ballet school
  + Cultural capital
    - Library. Lack of objectified social capital.
    - Tony’s music – pops. Lack of classical music.
    - Ballet
      * Debbie family
        + Teacher is from relatively wealthy house. Wine and other expensive drinks on table, fine china, oriental artwork framed on walls = objectified cultural capital.
        + Husband of ballet teacher has strong aversion for union members, calls them commies. He himself was fired, made redundant. Can be surmised that before his firing he was making a good sum of money and the wife didn’t need to work as a ballet teacher. Newly introduced into the working class. However, albeit stripped of their financial capital, they still own the cultural capital that their financial capital was converted to before getting fired.
        + Teacher demands Billy to fight back against father. Teacher is “entitled” while Billy is “constrained.”
        + There are what seem to be certificates of achievement on Debbie’s wall.
        + Overall, Debbie’s house is far more decorated, bigger with more expensive looking furniture and embellishments.
        + Debbie does not have a strong aversion to male ballet-dancers. Middle class sensibilities concerning gender, unlike Billy and other working class members.
        + Ballet teacher suggests talking to Billy’s dad -> confidence in reasoning and negotiating.
        + Teacher knows classic tale of swan lake, teaches billy who’s heard nothing of it. Prime example of a scene showcasing the disparity between Billy and the woman’s cultural capital (knowledge of that which is culturally appreciated).
      * Ballet in itself is a form of embodied cultural capital. Billy picks it up as he attends ballet class. Rift between father and brother as Billy acquires more cultural capital than them.
      * Scene in preparation for the audition. Other boys are comfortable being in that environment. One boy hears Durham and immediately associates it with a famous Cathedral, a fact about the city that Billy himself is unaware of. This speaks volumes to the difference in the cultural capital between Billy and the other boys at the audition.
      * Medical practitioner conducting Billy’s check-up prior to the audition assumes his name is William instead of Billy. Name alone is a signifier of social class. William is a middle-class name while Billy, often used as a nickname for William, is seldom given to children as their official name by middle class parents. Ergo, we can see that the doctor, by assuming Billy’s name to be formally William, does not expect anyone outside of the wealthy class to be auditioning. Subconsciously he is ruling out the possibility that Billy is from a working-class background.   
        Examiner bemusedly asking for his name again after hearing Billy Elliot can also be interpreted as bewilderment at the fact that a boy named Billy is taking the audition.
      * Billy at the audition – I changed my mind -> Self-selection effect. He felt that he did not belong. Can be likened to the feeling of isolation and not fitting in that working class children feel at school.   
        During the audition, feels out of place, scared. Unaccustomed to the upper class elites in front of him.
  + Social capital
    - Royal ballet school.
    - Ballet teacher recognizes its prestige. Billy and his family don’t = habitus, a feel for the game. Billy says, “would being a ballet dancer be better than being a miner?” for him it is one of the two. Without the emergence of ballet as a possible career option, Billy would’ve taken on after his dad and brother and become a miner. That is what is Habitus demands.
* Habitus
  + Ballet teacher recognizes its prestige. Billy and his family don’t = habitus, a feel for the game. Billy says, “would being a ballet dancer be better than being a miner?” for him it is one of the two. Without the emergence of ballet as a possible career option, Billy would’ve taken on after his dad and brother and become a miner. That is what is Habitus demands.
* Child-rearing by Lareau
  + Natural Accomplishment of Growth
    - Dad reprimands Billy over ballet. Never elaborates as to “why” ballet is wrong. When pressed for a reason, finds himself at a loss of words. Inability to explain and reason. Merely seeks unquestioning conformity.
* Language code
  + Restricted code
    - Dad reprimands Billy over ballet. Never elaborates as to “why” ballet is wrong. When pressed for a reason, finds himself at a loss of words. Inability to explain and reason. Merely seeks unquestioning conformity.  
      When Billy presses for a reason, instead of stating reason Dad deflects and says, “Who do you think I am?” Power move, asserting dominance and inexplicable authority. Billy further presses, What? What are you trying to say Dad? Dad can’t answer. Instead threatens to hit him. Hits him, penalizes him by banning ballet and boxing, orders billy to take care of his grandmother.
    - To the interviewer’s question, Billy answers minimally. Answers with Dunno, and stuff. Father also responds to affirm or negate but fails to provide much information further to that. Frequent use of “Sort of” and “Like” and “Dunno, but” fillers in the conversation.
    - Ballet teachers husband speaks in elaborate code to Billy when billy asks about his dissenting opinion towards the strikers, instead of just yelling at him.
* Counterculture
  + Machoism
    - Dad’s intense aversion towards ballet
    - Fixation with what is Masculine
    - Masculinity is inextricably linked to blue collar work, union ties, code of loyalty and honor among union.
* Learning Competencies