Setting:

* Working class
* Gender segregation
* Communication

Characters:

Sociological Concepts:

* Forms of Capital
  + Financial capital
  + Cultural capital
    - Teachers pearls represent her wealthy background and upper-class father.
    - Teacher bought books. Transferal of cultural capital
    - Takes off pearls in front of kids, puts them back on for formal meetings.
  + Social Capital
* Habitus
  + Teacher and husband
    - Teacher gradually moves towards a more working class habitus. Always working, always talking about her own immediate experience. Husband wants to talk about other things.
* Child-rearing by Lareau
  + Natural Accomplishment of Growth
    - None of the parents come to the school for parent-teacher conferences.
  + Concerted cultivation
    - Teacher and her father
      * Still complains and cares about his daughters profession and what she does with her life. Seeks for higher standards.
* Language code
  + Restricted code
    - Frequent use of slang
    - Racial language
  + Elaborated code
    - Kids forced to engage in exercise where they were to rewrite sentences written in slang to “proper” language. Right before racist note is passed to
    - Would this be funny if this were a picture of you? -> elaborate code, abstract logic.
      * It aint -> inability to reason beyond his immediate experience/identity.
    - Marcus says you don’t know shit to the teacher
    - No I don’t marcus so why don’t you explain it to me
      * I aint explaining shit to you
* Counterculture
  + Machoism
    - War
    - Eva - You don’t know our pain. You don’t respect us.   
      Teacher – Earn the respect   
      Black student- its bullshit.
  + Community
    - Highly segregated, grouped.
    - At least when you die for your own, you die with respect- Marcus
    - VS teachers sensibilities- when you’re dead, it means nothing.   
      Teacher actively destroying the working class counter cultural values of the teacher.
* Learning Competencies
* Social Reproduction
  + Intergenerational transmission of social inequality
    - Parent SES
      * Teacher’s dad- high SES, high expectations, excessive involvement in child’s life.
      * Girl whose mother gave birth to her at 16 -> that’s not happening to me.
* Purposes of schooling
  + Intellectual
  + Political
    - Get them to obey, to learn discipline. White teacher. Working class, authoritarian.
  + Social
  + Economic
* Visions of Education
  + Traditional
  + Progressive
    - Wants to “change” the kids.
    - Kids do not
* Sex-role socialization
  + I can’t be your wife -> sex-role socialization.
* Tracking/ability grouping
  + School was integrated
  + Between-school tracking to within school tracking.
  + Distinguished honors class
    - Race, predominantly white.
* Hidden curriculum
  + Expectations
    - They’ll destroy the books
    - These books are brand new. Everyone is noticeably surprised and seem excited.
  + School culture/climate
    - Many of the students are gang members
  + Sex-role socialization
* Sources of teacher expectations

Race. White teacher wants to pretend its not all about race. She’s dissociated from her the issue because of her race.

Holocaust scene. Only white guy knew. The rest didn’t. Illustrates the disproportionate allocation of cultural capital among races in the US. Shot at-> only white boy wasn’t shot at.

They won’t be able to read that. The books will be damaged. Expectations.

Get them to obey, to learn discipline. White teacher. Working class, authoritarian.

Ms. Gruwell feels entitlement. Went she went to the head of the school board to introduce changes to the curriculum, when asked about whether she went through the process and got approval from her principle and department head, she says she’d rather just directly deal with someone in power. Speaks to her privilege. Typical Karen.

Last paragraph – Cast doubt on the glory of Ms. Gruel’s actions. Socializing kids to attain cultural capital and join a higher echelon -> doubtless going to drive a wedge between them and their parents. Represented in Eva’s betrayal of her father.

Glorification of Gruwell and deliberate portrayal of her as a beleaguered teacher going against the grain and fighting to better the lives of the minorities in her classroom.

In essence, all she is doing is affecting the immediate ring of people around her and feeding them with bourgeois, WASP ideals for life. She is denigrating their way of living in direct and indirect language, making it virtually impossible for the students to go back to their ways with blithe immunity from the apprehensive value system of the middle class.

The movie focuses on the kids who succeeded, painting it as if not a single student was left behind. But what if they were? What if not all students were saved? Further emphasis on that person’s inferiority.

White teacher leading ethnic minorities to a more bourgeois, comfortable and widely commended life.

I can’t be your wife -> sex-role socialization.