Agenda

• Finish our “jigsaw” activity
  • Heterogeneous groups (4 colors in each)
  • Teach the perspective you were assigned to others
• Review Theories of Social Reproduction
• Examine characteristics of the HHs and the Bs
• Chapter 4 Presentation (Chadd and Natalie)
• APA Citation Style (if time allows)
Bowles and Gintis

Correspondence between school and workplace:
Bowles and Gintis (cont)

“Class” differences perpetuated in schools

• Educational systems vary treatment based on class.
• Parental expectations.
Bourdieu and the “Cultural Capital” model

• Social status is passed indirectly to children from there parents.

• Upper-class children inherit “cultural capital” from parents.
  • Habits, experiences, comportment, language use...

• Each class transmits their own cultural capital.

• School valorizes upper-class traits.

• School legitimates the process by bestowing high grades and credentials.

• Academic achievement translated back into economic capital.
Bernstein and Heath

• Bernstein and Heath offer examples of how Bourdieu’s theory works
• Language use differs among students.
  • Recall that language use is a form of cultural capital.
Restricted & elaborated codes

- Working class uses “restricted” code.
- Middle class uses “elaborated” code.
- What do you think schools value most?
Paul Willis

- Paul Willis studied working class boys.
- “Ear’oles” accept situation; “lads” reject school values.
- Willis: “lads” “penetrate” or perceive the unfair nature of the system.
  - Repudiate achievement ideology and resist (goof off).
  - *Could potentially lead to solidarity, social movements, or social change...*
Counterculture & masculinity

• *The resistance ends up supporting social reproduction...*

• Lads equate manual labor with masculinity. White collar work is seen as feminine.

• They also view mental labor, like school as effeminate and inferior.

• Do not see job choice as result of domination.
  • See choice as positive expression of autonomy
  • Their sexism gets in the way of making any real progress.
Student non-conformity is an example of resistance.

Struggling against school rules is a form of protest.

People can have creative responses to structures of domination and restraint.

Giroux
Who are the HHs? The Bs?

• Based on your reading of chapter 3, summarize in bullet form, the main values/attitudes of the group you were assigned.

• Here are some categories to consider:
  • School
  • Work
  • Friends
  • Drugs/Alcohol
  • Race
  • Women
  • How do they view the Brothers?
  • How do they view the Hallway Hangers?
Subculture

Subcultures have a set of values distinct from that of the dominant culture.

• Why does MacLeod consider the HHs to be a “subculture” but does not see the Bs in the same light?
Coming Up

• In addition to class, race is often a factor in creating unequal educational outcomes.

• In a bit of a detour from ANMI – the next two classes will focus on issues of race and our history of inequality in this area.

• HW for Tuesday

  • Watch the documentary “The Road to Brown” which is a chronicle of the victories that led to this important 1954 victory. (Find under “films” on our website)

  • Read a report from the Civil Rights Project at UCLA showing that many of the gains brought about by Brown have been undone in recent years (pgs 2-36).