

## Paul Willis Learning To Labour

Working-class girls in Ciudad Juárez grow up in a context marked by violence against women, the devastating effects of drug cartel wars, unresponsive and abusive authorities, and predatory U.S. capitalism: under constantly precarious conditions, these girls are often struggling to shape their lives and realize their aspirations. Juárez native Claudia G. Cervantes-Soon explores the vital role that transformative secondary education can play in promoting self-empowerment and a spirit of resistance to the violence and social injustice these girls encounter. Bringing together the voices of ten female students at Preparatoria Altavista, an innovative urban high school founded in 1968 on social justice principles, Cervantes-Soon offers a nuanced analysis of how students and their teachers together enact a transformative educational philosophy that promotes learning, self-authorship, and hope. Altavista's curriculum is guided by the concept of autogestión, a holistic and dialectical approach to individual and collective identity formation rooted in the students' experiences and a critical understanding of their social realities. Through its sensitive ethnography, this book shows how female students actively construct their own meaning of autogestión by making choices that they consider liberating and empowering. Juárez Girls Rising provides an alternative narrative to popular and often simplistic, sensationalizing, and stigmatizing discourses about those living in this urban borderland. By merging the story of Preparatoria Altavista with the voices of its students, this singular book provides a window into the possibilities and complexities of coming of age during a dystopic era in which youth hold on to their critical hope and cultivate their wisdom even as the options for the future appear to crumble before their eyes.

Why do private boarding schools produce such a disproportionate number of leaders in business, government, and the arts? In the most comprehensive study of its kind to date, two sociologists describe the complex ways in which elite schools prepare students for success and power, and they also provide a lively behind-the-scenes look at prep-school life and underlife.

This book analyses modernity and tradition in China today and how they combine in striking ways in the Chinese school. Paul Willis – the leading ethnographer and author of Learning to Labour – shows how China has undergone an internal migration not only of masses of workers but also of a mental and ideological kind to new cultural landscapes of meaning, which include worship of the glorified city, devotion to consumerism, and fixation upon the smartphone and the internet. Massive educational expansion has been a precondition for explosive economic growth and technical development, but at the same time the school provides a cultural stage for personal and collective experience. In its closed walls and the inescapability of its 'scores', an astonishing drama plays out between the new and the old, with a tapestry of intricate human meanings woven of small tragedies and triumphs, secret promises and felt betrayals, helping to produce not only exam results but cultural orientations and occupational destinies. By exploring the cultural dimension of everyday experience as it is lived out in the school, this book sheds new light on the enormous transformations that have swept through China and created the kind of society that it is today: a society that is obsessed with the future and at the same time structured by and in continuous dialogue with its past.

This book presents research on pathways into creative work. The promise of 'doing what you love' continues to attract new entrants to the cultural and creative industries. Is that promise betrayed by the realities of pathways into creative work, or does a creative identification offer new personal and professional possibilities in the precarious contexts of contemporary work and employment? Two decades into the 21st century, aspiring creative workers undertake training and higher education courses in increasing numbers. Some attempt to convert personal enthusiasms and amateur activities into income-earning careers. To manage the uncertainties of self-employment, workers may utilise skills developed in other occupations, even developing timely new forms of collective organisation. The collection explores the experience of creative career entrants in numerous national contexts, including Australia, Belgium, China, Ireland, Italy, Finland, the Netherlands, Russia, the US and the UK. Chapters investigate the transitions of new workers and the obstacles they encounter on creative pathways. Chapters 1, 12 and 15 are available open access under a Creative Commons Attribution 4.0 International License via [link.springer.com](http://link.springer.com).

This book which has now established itself as a classic study of working class boys describes how Paul Willis followed a group of 'lads' as they passed through the last two years of school and into work. The book explains that for 'the lads' it is their own culture which blocks teaching and prevents the realisation of liberal education aims. This culture exposes some of the contradictions within these formal aims and actually supplies the operational criteria by which a future in wage labour is judged. Paul Willis explores how their own culture can guide working class lads on to the shop floor. This is an uncompromising book which has provoked considerable discussion and controversy in educational circles throughout the world - it has been translated into Finnish, German, French, Swedish, Japanese and Spanish.

Teachers of the urban working class, especially in inner city areas, have always been regarded as strategic agents in processes of social and cultural formation. In the Victorian era, seen as 'The Teachers of the People', 'Pioneers of Civilization' and 'Preachers of Culture', their role in gentling and controlling the urban masses was crucial. They have always been at the centre of confrontation and struggle – in a classroom sense, in a cultural sense and in a socio-political sense. In contemporary inner city schools such confrontation and struggle remain a reality. Teachers, Ideology and Control is one of the first attempts to examine this important social and occupational group by locating contemporary sociological research in an historical framework. As such it will be of interest not only to students of sociology and education (especially urban education) but also to social historians. Its relevance to those who either administer or teach in urban schools will be clear. The author shows the ways in which contemporary inner city schools are caught up in an ideological struggle in education. He explore the nature of constraint and control in urban education with reference to existing constructs of the 'good teacher'; the demands of the teacher's work situation and the reality of autonomy. He

suggests that, viewed historically, the relative autonomy of teachers has increased as a result largely of socio-political and institutional crises. At the same time however there have been important changes in the modality of social control, changes from more explicit to more implicit features. What it is to be a 'good teacher', the effects of day-to-day 'immersion' in school life and the ideology of professionalism- -these are all seen to be important constituents of a network of implicit control in contemporary education.

This guide to critical social research is not concerned with simply describing techniques of data collection, but rather through the exploration of a number of case studies of critical social research it sets out and then explores the nature of critical social research methodology.

In the 1980s, George Marcus spearheaded a major critique of cultural anthropology, expressed most clearly in the landmark book *Writing Culture*, which he coedited with James Clifford. *Ethnography through Thick and Thin* updates and advances that critique for the late 1990s. Marcus presents a series of penetrating and provocative essays on the changes that continue to sweep across anthropology. He examines, in particular, how the discipline's central practice of ethnography has been changed by "multi-sited" approaches to anthropology and how new research patterns are transforming anthropologists' careers. Marcus rejects the view, often expressed, that these changes are undermining anthropology. The combination of traditional ethnography with scholarly experimentation, he argues, will only make the discipline more lively and diverse. The book is divided into three main parts. In the first, Marcus shows how ethnographers' tradition of defining fieldwork in terms of peoples and places is now being challenged by the need to study culture by exploring connections, parallels, and contrasts among a variety of often seemingly incommensurate sites. The second part illustrates this emergent multi-sited condition of research by reflecting it in some of Marcus's own past research on Tongan elites and dynastic American fortunes. In the final section, which includes the previously unpublished essay "Sticking with Ethnography through Thick and Thin," Marcus examines the evolving professional culture of anthropology and the predicaments of its new scholars. He shows how students have increasingly been drawn to the field as much by such powerful interdisciplinary movements as feminism, postcolonial studies, and cultural studies as by anthropology's own traditions. He also considers the impact of demographic changes within the discipline--in particular the fact that anthropologists are no longer almost exclusively Euro-Americans studying non-Euro-Americans. These changes raise new issues about the identities of anthropologists in relation to those they study, and indeed, about what is to define standards of ethnographic scholarship. Filled with keen and highly illuminating observations, *Ethnography through Thick and Thin* will stimulate fresh debate about the past, present, and future of a discipline undergoing profound transformations.

This is an exhilarating book, written by one of sociology's most imaginative theorists and critics. Professor Corrigan proceeds by turning old answers into new questions. He draws on a rich tradition of thought from sociology, philosophy, structuralism, post-structuralism, and literary criticism to explore major ongoing problems in everyday life: moral regulation, schooling, the capitalist world economy, intellectuals, and the problem of difference, masculinity. The result is one of the most dazzling contributions to critical sociology published in recent years.

A state-of-the-art reference on educational ethnography edited by leading journal editors This book brings an international group of writers together to offer an authoritative state-of-the-art review of, and critical reflection on, educational ethnography as it is being theorized and practiced today—from rural and remote settings to virtual and visual posts. It provides a definitive reference point and academic resource for those wishing to learn more about ethnographic research in education and the ways in which it might inform their research as well as their practice. Engaging in equal measure with the history of ethnography, its current state-of play as well as its prospects, *The Wiley Handbook of Ethnography of Education* covers a range of traditional and contemporary subjects—foundational aims and principles; what constitutes 'good' ethnographic practice; the role of theory; global and multi-sited ethnographic methods in education research; ethnography's many forms (visual, virtual, auto-, and online); networked ethnography and internet resources; and virtual and place-based ethnographic fieldwork. Makes a return to fundamental principles of ethnographic inquiry, and describes and analyzes the many modalities of ethnography existing today Edited by highly-regarded authorities of the subject with contributions from well-known experts in ethnography Reviews both classic ideas in the ethnography of education, such as "grounded theory", "triangulation", and "thick description" along with new developments and challenges An ideal source for scholars in libraries as well as researchers out in the field *The Wiley Handbook of Ethnography of Education* is a definitive reference that is indispensable for anyone involved in educational ethnography and questions of methodology.

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Annotation.

*Young Working Class Men in Transition* uses a unique blend of concepts from the sociologies of youth and masculinity combined with Bourdieusian social theory to investigate British young working-class men's transition to adulthood. Indeed, utilising data from biographical interviews as well as an ethnographic observation of social media activity, this volume provides novel insights by following young men across a seven-year time period. Against the grain of prominent popular discourses that position young working-class men as in 'crisis' or as adhering to negative forms of traditional masculinity, this book consequently documents subtle yet positive shifts in the performance of masculinity among this generation. Underpinned by a commitment to a much more expansive array of emotionality than has previously been revealed in such studies, young men are shown to be engaged in school, open to so called 'women's work' in the service sector, and committed to relatively egalitarian divisions of labour in the family home. Despite this, class inequalities inflect their transition to adulthood with the 'toxicity' of neoliberalism - rather than toxic masculinity - being core to this reality. Problematizing how working-class masculinity is often represented, *Young Working Class Men in*

Transition both demonstrates and challenges the portrayal of working class masculinity as a repository of homophobia, sexism and anti-feminine acting. It will appeal to students and researchers interested in fields such as youth studies, masculinity studies, gender studies, sociology of education and sociology of work.

First published in Portuguese in 1968, *Pedagogy of the Oppressed* was translated and published in English in 1970. Paulo Freire's work has helped to empower countless people throughout the world and has taken on special urgency in the United States and Western Europe, where the creation of a permanent underclass among the underprivileged and minorities in cities and urban centers is ongoing. This 50th anniversary edition includes an updated introduction by Donaldo Macedo, a new afterword by Ira Shor and interviews with Marina Aparicio Barbern, Noam Chomsky, Ramn Flecha, Gustavo Fischman, Ronald David Glass, Valerie Kinloch, Peter Mayo, Peter McLaren and Margo Okazawa-Rey to inspire a new generation of educators, students, and general readers for years to come.

"This seminal work . . . establishes a persuasive new paradigm. Contemporary Sociology. No book since *Schooling in Capitalist America* has taken on the systemic forces hard at work undermining our education system. This classic reprint is an invaluable resource for radical educators. Samuel Bowles is research professor and director of the behavioral sciences program at the Santa Fe Institute, and professor emeritus of economics at the University of Massachusetts. Herbert Gintis is an external professor at the Santa Fe Institute and emeritus professor of economics at the University of Massachusetts"-- Provided by publisher.

In the digital age, schools are a central part of a nationwide effort to make access to technology more equitable, so that all young people, regardless of identity or background, have the opportunity to engage with the technologies that are essential to modern life. Most students, however, come to school with digital knowledge they've already acquired from the range of activities they participate in with peers online. Yet, teachers, as Matthew H. Rafalow reveals in *Digital Divisions*, interpret these technological skills very differently based on the race and class of their student body. While teachers praise affluent White students for being "innovative" when they bring preexisting and sometimes disruptive tech skills into their classrooms, less affluent students of color do not receive such recognition for the same behavior. Digital skills exhibited by middle class, Asian American students render them "hackers," while the creative digital skills of working-class, Latinx students are either ignored or earn them labels troublemakers. Rafalow finds in his study of three California middle schools that students of all backgrounds use digital technology with sophistication and creativity, but only the teachers in the school serving predominantly White, affluent students help translate the digital skills students develop through their digital play into educational capital. *Digital Divisions* provides an in-depth look at how teachers operate as gatekeepers for students' potential, reacting differently according to the race and class of their student body. As a result, Rafalow shows us that the digital divide is much more than a matter of access: it's about how schools perceive the value of digital technology and then use them day-to-day.

"Over two million of the nation's eleven million undocumented immigrants have lived in the United States since childhood. Due to a broken immigration system, they grow up to uncertain futures. In *Lives in Limbo*, Roberto G. Gonzales introduces us to two groups: the college-goers, like Ricardo, whose good grades and strong network of community support propelled him into higher education, only to land in a factory job a few years after graduation, and the early-exiters, like Gabriel, who failed to make meaningful connections in high school and started navigating dead-end jobs, immigration checkpoints, and a world narrowly circumscribed by legal limitations. This ethnography asks why highly educated undocumented youth ultimately share similar work and life outcomes with their less-educated peers, even as higher education is touted as the path to integration and success in America. Gonzales bookends his study with discussions of how the prospect of immigration reform, especially the Deferred Action for Childhood Arrivals (DACA) program, could impact the lives of these young Americans"--Provided by publisher.

The *Critical Pedagogy Primer* provides a short, smart, and innovative introduction to this topic. Focusing on the traditions that helped create critical pedagogy, this primer concentrates on what the author calls an «evolving criticality». This refers both to the constantly changing and evolving nature of critical pedagogy, and to the need to keep the field on the cutting edge of scholarly innovation. These concerns are presented in a language that is designed for both uninitiated and sophisticated readers. The *Critical Pedagogy Primer* includes a glossary and a description of leading figures in the field of critical pedagogy. Anyone learning about critical pedagogy must read this book - it should be an assigned text at every school of education.

Looks at the academic achievements of low-income African American and Hispanic students.

This book explores the artistic routines and inspirations of amateur and professional musicians, fine artists and literary authors experiencing midlife. Based on ethnographic insight, it argues that creativity is driven by the pursuit of a 'mezzanine' in-between state where the anarchy of possibility is an antidote to the realities of middle age.

In this book Paul Willis, a renowned sociologist and ethnographer, aims to renew and develop the ethnographic craft across the disciplines. Drawing from numerous examples of his own past and current work, he shows that ethnographic practice and the ethnographic imagination are vital to understanding the creativity and irreducibility of experience in all aspects of social and cultural practice. Willis argues that ethnography plays a vital role in constituting 'sensuousness' in textual, methodological, and substantive ways, but it can do this only through the deployment of an associated theoretical imagination which cannot be found simply there in the field. He presents a bold and incisive ethnographically oriented view of the world, emphasizing the need for a deep-running social but also aesthetic sensibility. In doing so he brings new insights to the understanding of human action and its dialectical relation to social and symbolic structures. He makes original contributions to the understanding of the contemporary human uses of objects, artefacts and communicative forms, presenting a new analysis of commodity fetishism as central to consumption and to the wider social relations of contemporary societies. He also utilizes his perspective to further the understanding of the contemporary crisis in masculinity and to cast new light on various lived everyday cultures - at school, on the dole, on the street, in the Mall, in front of TV, in the dance club. This book will be essential reading for all those involved in planning or contemplating ethnographic fieldwork and for those interested in the contributions it can make to the social sciences and humanities.

FIRST PRIZE WINNER of the SOCIETY FOR EDUCATIONAL STUDIES book award 2006 "As a practising youth worker and researcher, I found this book a fascinating and engaging read...It provides a useful analysis and exploration of the classed and gendered 'anti-school' ethic in place presently within many schools, and it will provide a meaningful analysis for academics, policymakers and practitioners and anyone with an interest in gender, education and young people." Fin Cullen, Goldsmiths College, Review in Gender and Education "I would [therefore] urge everyone concerned with what is happening in schools to read

this book, with its fascinating data and nuanced arguments." Heather Mendick, London Metropolitan University - Review in British Journal of Educational Studies This innovative book looks at how and why girls and boys adopt 'laddish' behaviours in schools. It examines the ways in which students negotiate pressures to be popular and 'cool' in school alongside pressures to perform academically. It also deals with the fears of academic and social failure that influence pupils' school lives and experiences. Drawing extensively on the voices of students in secondary schools, it explores key questions about laddish behaviours, such as: Are girls becoming more laddish - and if so, which girls? Do boys and girls have distinctive versions of laddishness? What motivates laddish behaviours? What are the consequences of laddish behaviours for pupils? What are the implications for teachers and schools? The author weaves together key contemporary theories and research on masculinities and femininities with social psychological theories and research on academic motives and goals, in order to understand the complexities of girls' and boys' behaviours. This topical book is key reading for students, academics and researchers in education, sociology and psychology, as well as school teachers and education policy makers.

Learning to Labor in New Times foregrounds nine essays which re-examine the work of noted sociologist Paul Willis, 25 years after the publication of his seminal Learning to Labor, one of the most frequently cited and assigned texts in the cultural studies and social foundations of education.

In this ethnographic examination of Mexican-American and white girls coming of age in California's Central Valley, Julie Bettie turns class theory on its head, asking what cultural gestures are involved in the performance of class, and how class subjectivity is constructed in relationship to color, ethnicity, gender, and sexuality. A new introduction contextualizes the book for the contemporary moment and situates it within current directions in cultural theory. Investigating the cultural politics of how inequalities are both reproduced and challenged, Bettie examines the discursive formations that provide a context for the complex identity performances of contemporary girls. The book's title refers at once to young working-class women who have little cultural capital to enable class mobility; to the fact that analyses of class too often remain insufficiently transformed by feminist, ethnic, and queer studies; and to the failure of some feminist theory itself to theorize women as class subjects. Women without Class makes a case for analytical and political attention to class, but not at the expense of attention to other social formations.

A classic of British cultural studies, Profane Culture takes the reader into the worlds of two important 1960s youth cultures—the motor-bike boys and the hippies. The motor-bike boys were working-class motorcyclists who listened to the early rock 'n' roll of the late 1950s. In contrast, the hippies were middle-class drug users with long hair and a love of progressive music. Both groups were involved in an unequal but heroic fight to produce meaning and their own cultural forms in the face of a larger society dominated by the capitalist media and commercialism. They were pioneers of cultural experimentation, the self-construction of identity, and the curating of the self, which, in different ways, have become so widespread today. In Profane Culture, Paul Willis develops an important and still very contemporary theory and methodology for understanding the constructions of lived and popular culture. His new preface discusses the ties between the cultural moment explored in the book and today.

Drawing on in-depth observations of black and white middle-class, working-class and poor families, this study explores the fact that class does make a difference in the lives and futures of American children and offers a picture of childhood in the 21st century.

The classic work on qualitative methods in political science Designing Social Inquiry presents a unified approach to qualitative and quantitative research in political science, showing how the same logic of inference underlies both. This stimulating book discusses issues related to framing research questions, measuring the accuracy of data and the uncertainty of empirical inferences, discovering causal effects, and getting the most out of qualitative research. It addresses topics such as interpretation and inference, comparative case studies, constructing causal theories, dependent and explanatory variables, the limits of random selection, selection bias, and errors in measurement. The book only uses mathematical notation to clarify concepts, and assumes no prior knowledge of mathematics or statistics. Featuring a new preface by Robert O. Keohane and Gary King, this edition makes an influential work available to new generations of qualitative researchers in the social sciences.

This book offers a critical realist intervention into the field of Marxist Sociology of Education. Critical realism, as developed by British philosopher Roy Bhaskar, is known for its capacity to serve as a conceptual underlabourer to applied fields like education. Indeed, its success in clarifying and resolving thorny issues of educational theory and practice is now well established. Given critical realism's sympathetic Marxist origins, its productive and critical engagement with Marxism has an even longer history. To date there has been little sustained attention given to the application of critical realism to Marxist educational praxis. The book addresses this gap in existing scholarship. Its conceptual ground clearing of the field of Marxist Sociology of Education centres on two problematics well-known in the social sciences: naturalism and the structure-agency relation. Marxist theory from the days of Marx to the present is shown to also be haunted by these problematics. This has resulted in considerable tension around the meaning and nature of, for example, reform, revolution, class determinism and class struggle. With its emergence in the 1970s as a child of Western Marxism, the field continues to be an expression of these tensions that seriously limit its transformative potential. Addressing these issues and offering conceptual clarification in the interests of revolutionary educational practice, Critical Realism for Marxist Sociology of Education provides a new perspective on education which will be of interest to students, scholars and practitioners alike.

Examines the ways in which cultural practices and knowledges are produced in and out of schools around the world. Claims the rebellion of poor and working class children against school authority prepares them for working class jobs. In Against Schooling, Stanley Aronowitz passionately raises an alarm about the current state of education in our country. Discipline and control over students, Aronowitz argues, are now the primary criteria of success, and genuine learning is sacrificed to a new educational militarism. In an age where school districts have imposed testing, teachers must teach to test, and both teacher and student are robbed of their autonomy and creativity. The crisis extends to higher education, where all but a few elite institutions are becoming increasingly narrowly focused and vocational in their teaching. With education lacking opportunity for self-reflection on broad social and historical dynamics, Against Schooling asks "How will society be able to solve its most pressing problems?" Aronowitz proposes innovative approaches to get schools back on track..

Studienarbeit aus dem Jahr 2003 im Fachbereich Pädagogik - Pädagogische Soziologie, Note: 1,5, Pädagogische Hochschule Freiburg im Breisgau (Soziologie), Sprache: Deutsch, Abstract: Willis Buch „Spaß am Widerstand“ erschien

1977 in England und zwei Jahre später in Deutschland. Grundlage war ein finanziertes Projekt, bei dem der Übergang von Jungen aus der Arbeiterklasse ohne höhere Schulbildung ins Arbeitsleben untersucht wurde. Die Hauptstudie galt einer Gruppe von zwölf nicht akademisch geschulten Arbeiterburschen aus einer Stadt die Willis Hammertown nennt. Diese Arbeiterjungs, die sich selbst lads (= Burschen) nennen, gingen auf die Schule Hammertown boys, die ausschließlich von Jungen besucht wurde. Die Schüler stammten vorwiegend aus Arbeiterfamilien. Willis beschreibt detailliert die Wohn- und Arbeitssituation, sowie weitere Lebensbedingungen und die Umgebung der Stadt<sup>1</sup>. Die Fallstudie erstreckte sich über die Jahre 1972 – 1975 und betraf die letzten zwei Schuljahre der lads und die ersten Monate im Arbeitsleben. Die Hauptgruppe wurde mittels teilnehmender Beobachtung im Klassenzimmer, in der näheren Umgebung der Schule und während ihrer Freizeit intensiv untersucht. Außerdem wurden regelmäßig Gruppendiskussionen aufgezeichnet, informelle Interviews und Tagebücher geführt. Paul Willis begleitete die Hauptgruppe als Mitglied im Unterricht und anderen Veranstaltungen und nahm ausführliche Gespräche mit allen Eltern, Lehrern und Berufsberatern auf Tonband auf. Neben dieser Hauptgruppe wurden mehrere Vergleichsstudien durchgeführt, unter anderem mit den sogenannten Konformisten<sup>2</sup>. 1 Willis, P.: Spaß am Widerstand, Frankfurt 1979, S. 18 - 20 2 Ebd.: S. 17

This book brings Brian Jackson and Dennis Marsden's pioneering Education and the Working Class from 1962 up to date for the 21st century and reveals what we can do to achieve a fairer education system.

For the past five years, American public schools have enrolled more students identified as Black, Latinx, American Indian, and Asian than white. At the same time, more than half of US school children now qualify for federally subsidized meals, a marker of poverty. The makeup of schools is rapidly changing, and many districts and school boards are at a loss as to how they can effectively and equitably handle these shifts. Suddenly Diverse is an ethnographic account of two school districts in the Midwest responding to rapidly changing demographics at their schools. It is based on observations and in-depth interviews with school board members and superintendents, as well as staff, community members, and other stakeholders in each district: one serving "Lakeside," a predominately working class, conservative community and the other serving "Fairview," a more affluent, liberal community. Erica O. Turner looks at district leaders' adoption of business-inspired policy tools and the ultimate successes and failures of such responses. Turner's findings demonstrate that, despite their intentions to promote "diversity" or eliminate "achievement gaps," district leaders adopted policies and practices that ultimately perpetuated existing inequalities and advanced new forms of racism. While suggesting some ways forward, Suddenly Diverse shows that, without changes to these managerial policies and practices and larger transformations to the whole system, even district leaders' best efforts will continue to undermine the promise of educational equity and the realization of more robust public schools.

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