

Race And Education

Education and Social Mobility

Species Of Capital

Economic Capital

Human Capital

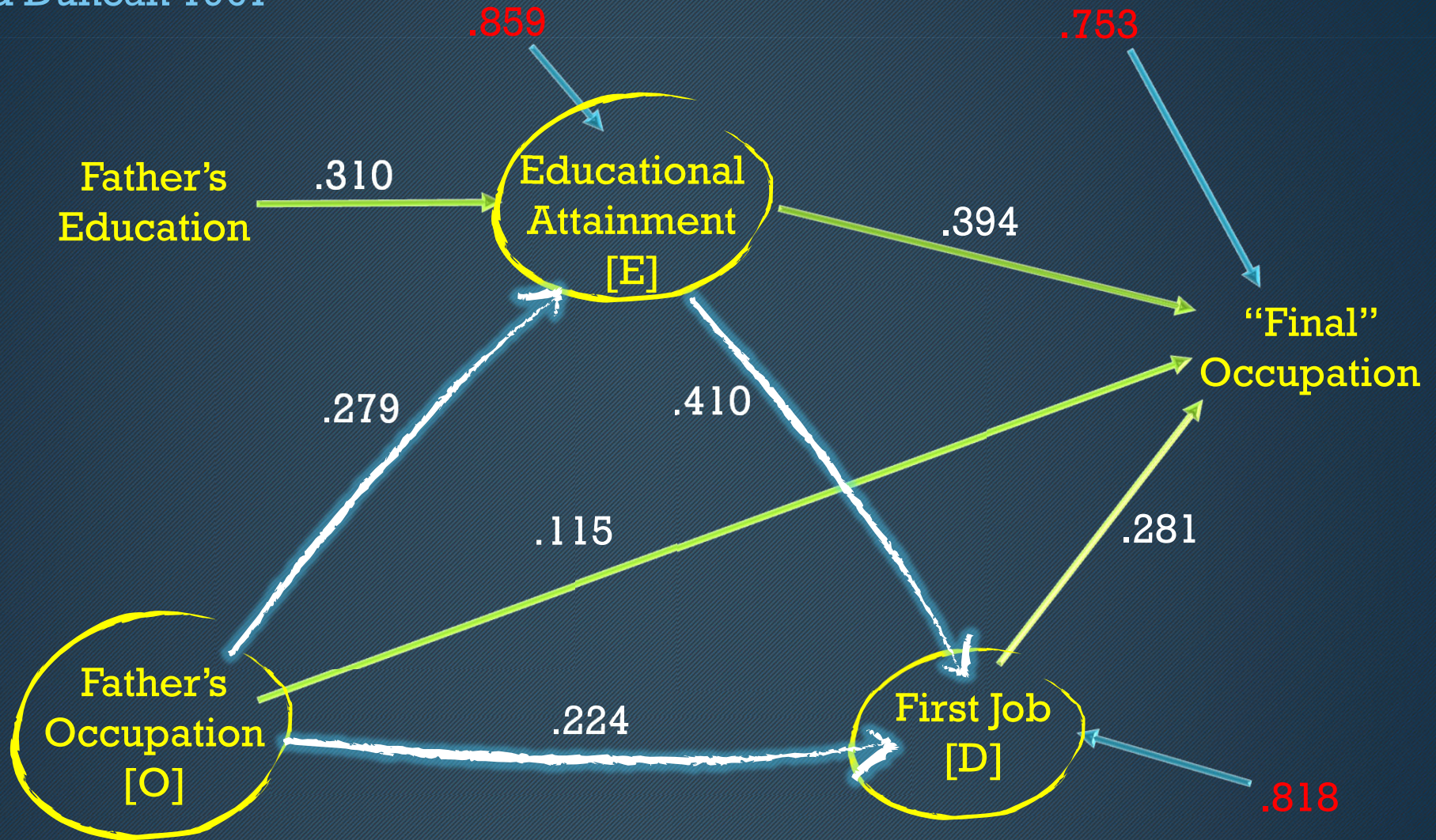
Cultural Capital

Social Capital



Social Mobility

Blau and Duncan 1967



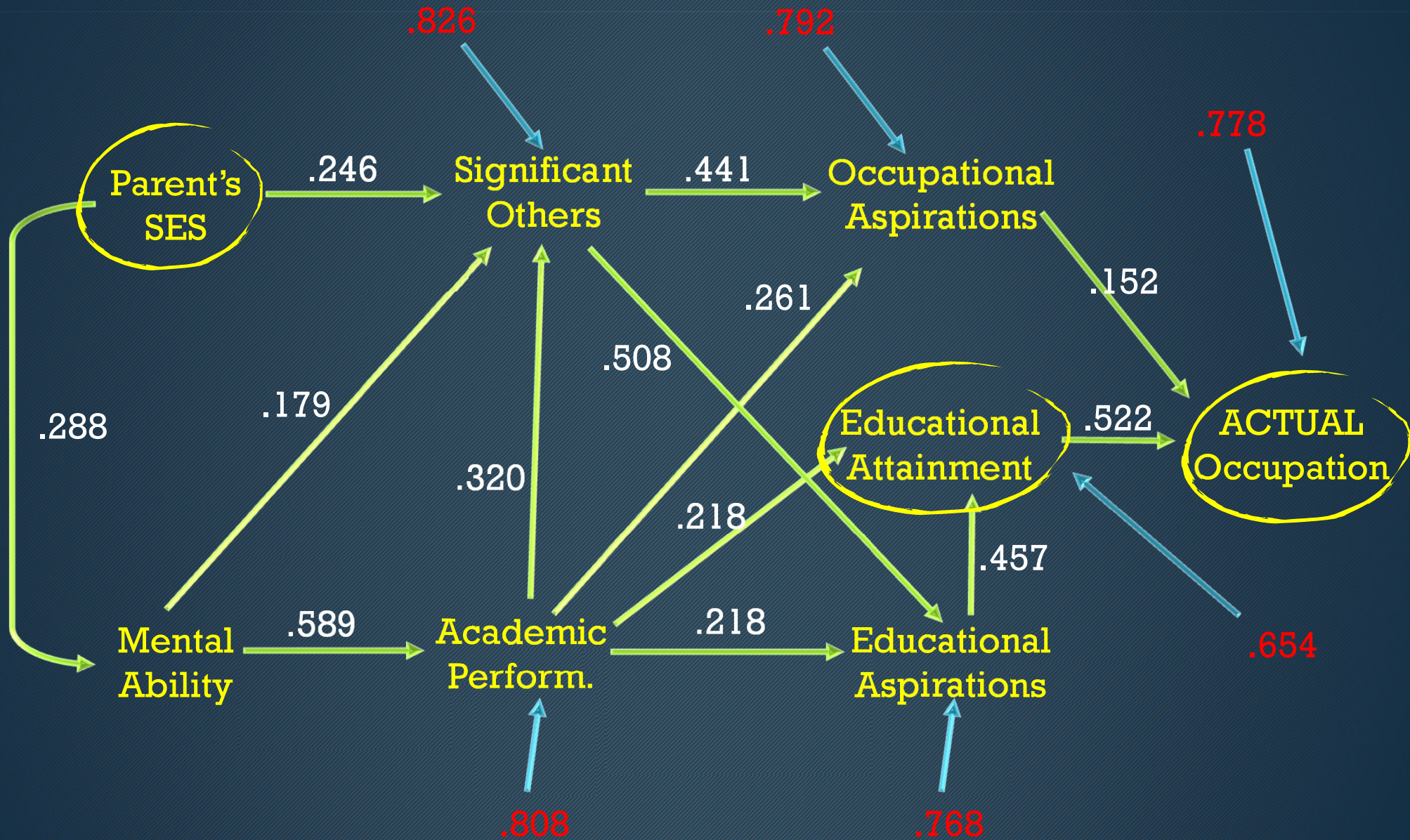
"Indirect" Effect Of Father's Education: $(.310 * .410) = .127$

"Indirect" Effect of Father's Job: $(.279 * .410) = .114$

"Total" Effect Of Father's Job: $(.279 * .410) + .224 = .338$

Social Mobility

Wisconsin 1971



Species Of Capital

- **Economic Capital:**
Control of financial resources (e.g., cash, assets)
- **Human Capital:**
Accumulated knowledge, skills, and physical capabilities gained through education
- **Cultural Capital:**
Linguistic/cultural competencies (primarily tastes and dispositions) valued but not taught in schools.
Embodied • Objectified • Institutionalized
- **Social Capital:**
The collective value of all social networks (who you know) and the inclinations that arise from these networks to do things for each other.

Economic Capital (Parent's SES)

<i>Census 2020 (25-34 YO, Full Time)</i>	HS	AA	BS	MA+
All Workers	36k	44k	60k	70k
Men	40k	50k	64k	78k
Women	32k	38k	54k	65k
Asians	39k	51k	69k	85k
Whites	39k	45k	60k	70k
Hispanics	34k	41k	50k	59k
Blacks	34k	35k	50k	53k

CONTROL OF FINANCIAL RESOURCES (E.G., CASH, ASSETS)



Are there reasons (other than discrimination) that might explain these patterns? Is race still a factor in those reasons?

Human Capital (Ability/Performance)

School Readiness At Age 5

Can Count To 20

White – 69%

Asian – 69%

Black – 69%

Hispanic – 41%

Can Write Name

White – 64%

Asian – 61%

Black – 58%

Hispanic – 49%

Some of the
Hispanic
deficiency can be
accounted for by
English being
some students'
second language.

Knows All Letters

White – 36%

Asian – 39%

Black – 37%

Hispanic – 15%

Can Read Words

White – 75%

Asian – 79%

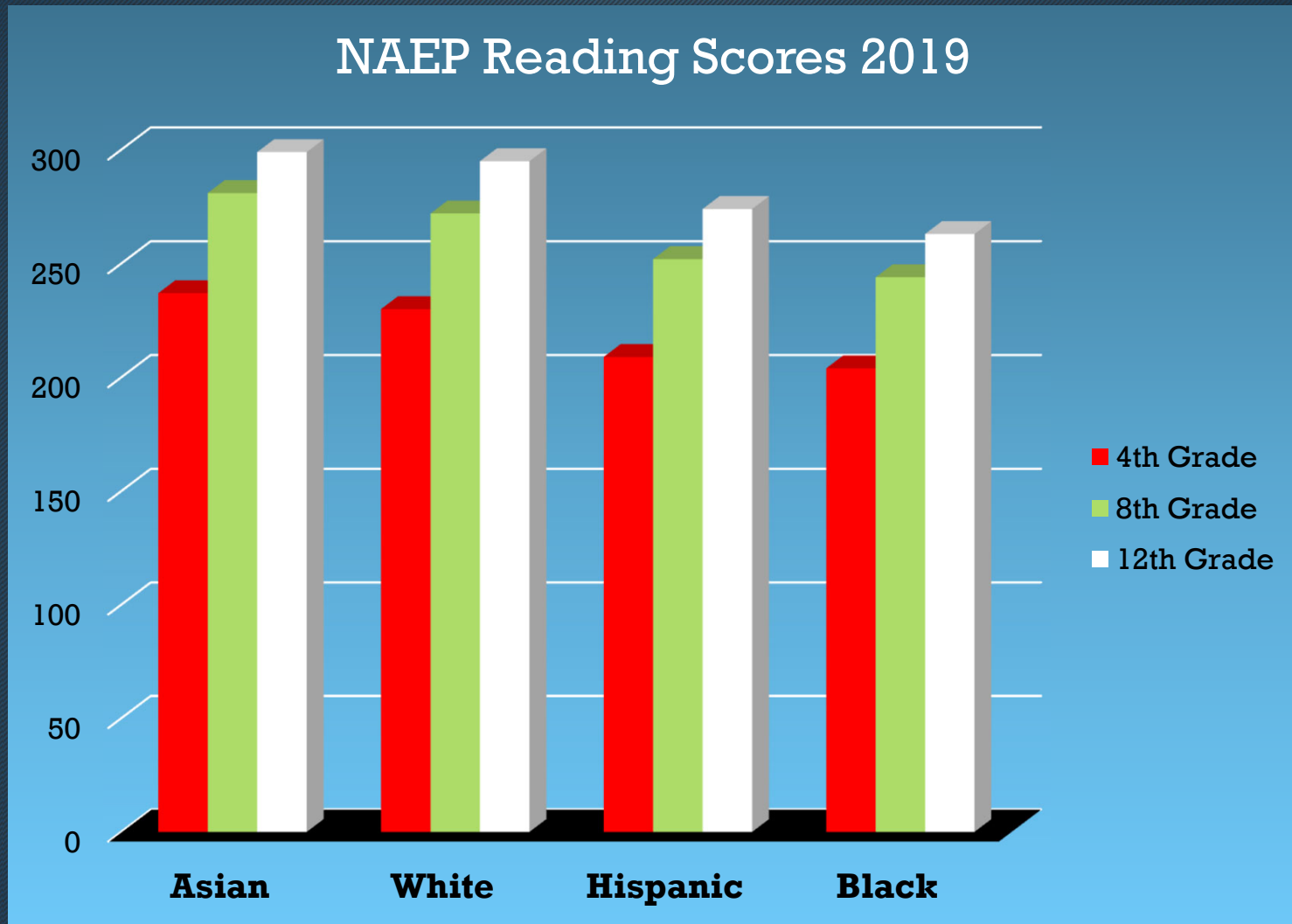
Black – 67%

Hispanic – 55%

Nat'l Household Education Survey

ACCUMULATED KNOWLEDGE, SKILLS, AND PHYSICAL CAPABILITIES
GAINED THROUGH EDUCATION

Performance Differences



Is It Differences In Opportunity?

Facts:

Minority Kids Are More Likely

- ... to be in single-race schools
- ... to attend schools where teachers don't live nearby
- ... to attend public schools
- ... to attend large urban schools
- ... to attend highly tracked schools
- ... to attend bureaucratic schools
- ... to attend poorly-resourced schools
- ... to be taught by uncertified teachers

And To Face Micro-Expectations In These
Environments

Cultural Capital (Aspirations)

EMBODIED • Elite Values/Attitudes/Behaviors

OBJECTIFIED • Elite Material Resources

INSTITUTIONALIZED • Elite Education Credentials



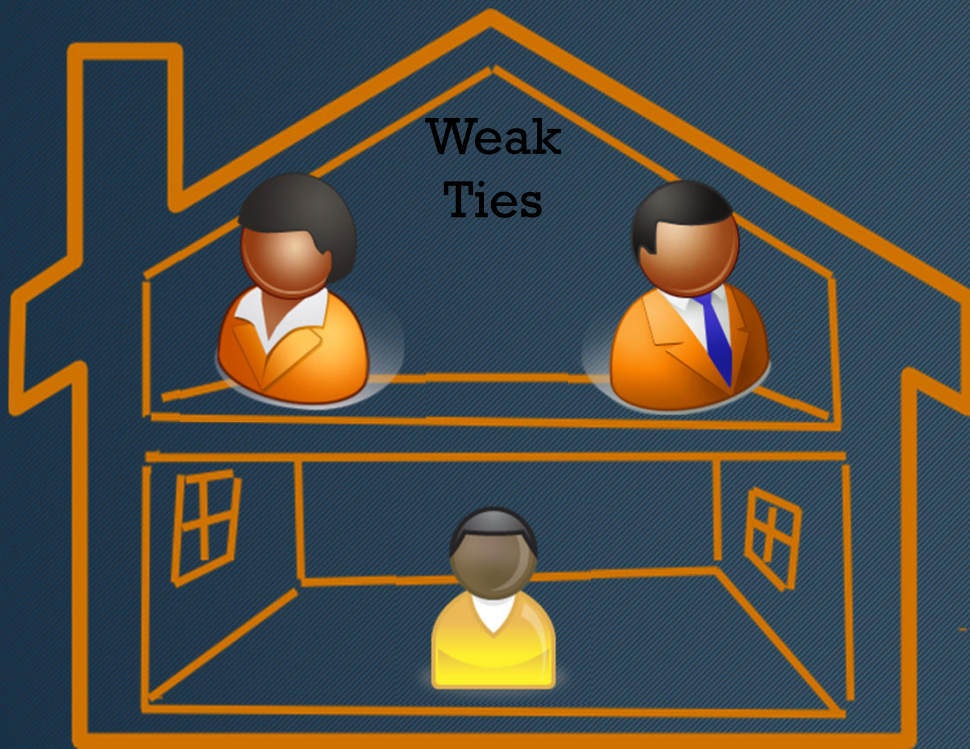
LINGUISTIC/CULTURAL COMPETENCIES (PRIMARILY TASTES & DISPOSITIONS)
VALUED BUT NOT TAUGHT IN SCHOOLS



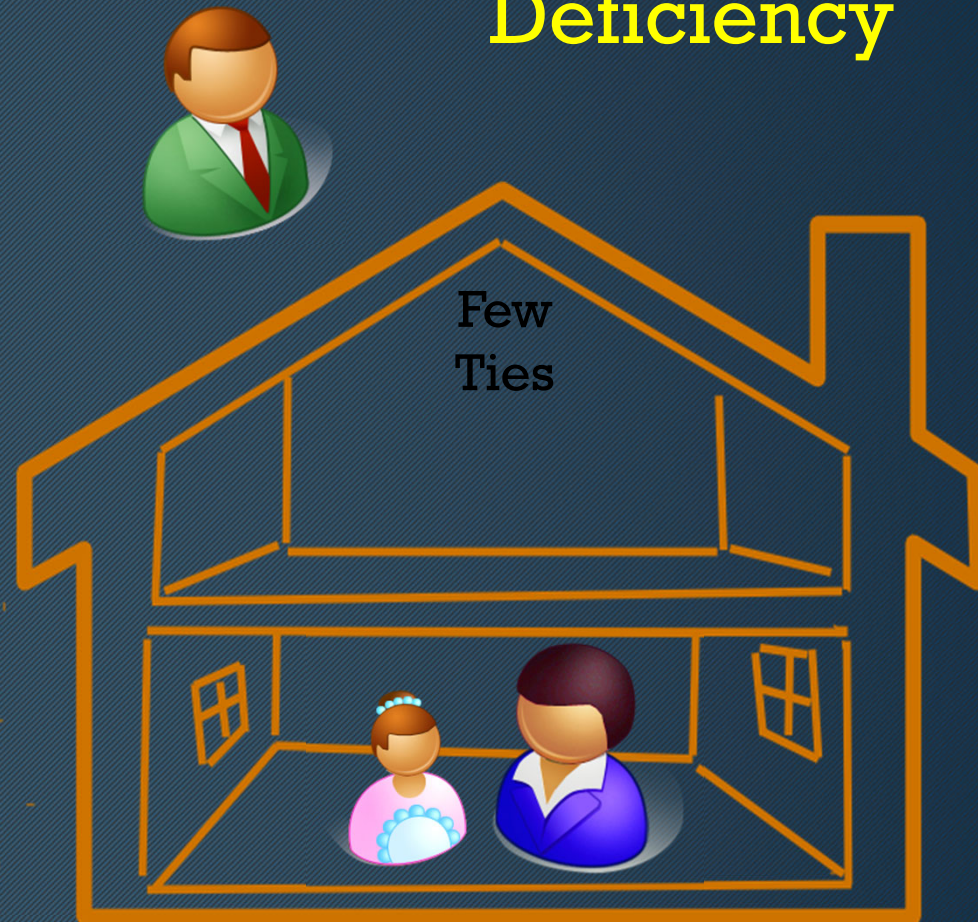
What about “**intercultural competence**” (knowledge of cultures and cultural practices, social skills to function effectively in diverse groups)? Is that valued as something people learn in school?

Social Capital (Significant Others)

FUNCTIONAL Deficiency



STRUCTURAL Deficiency



THE COLLECTIVE VALUE OF ALL SOCIAL NETWORKS (WHO YOU KNOW) AND THE INCLINATIONS (**NORMS OF RECIPROcity**) THAT ARISE FROM THESE **BONDING/BRIDGING** NETWORKS TO DO THINGS FOR EACH OTHER

JOURNAL QUESTION

We discussed “intercultural competence” during our conversation about cultural capital only because people tend to confuse it (because of the word “cultural”) with cultural capital. As defined, it is actually “human capital”.

What kind of job do you want to have ultimately? Make a case for a) why employers in your field should require it, b) how we should teach it here, and c) how you could display your holdings of it in your resume. Who do you think would get more credit for having it: White graduates or non-White graduates?