

Bourdieu's *Reproduction* – 50 Years After!

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Structure

- *Reproduction* What? When?
- Background
- Key Themes
- Influence
- What came next...
- Bourdieusian 'science'.

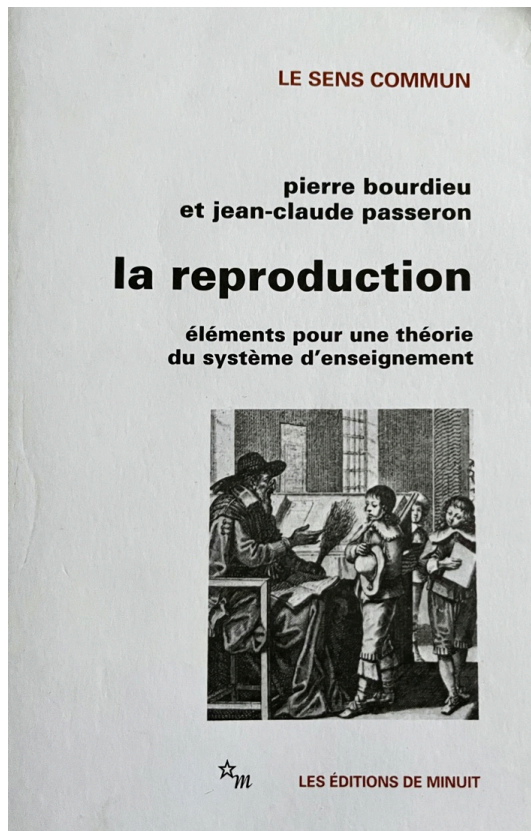
A 'Gloss'

- A 'sociological history of the past'...
- A 'historical sociology of the present'.

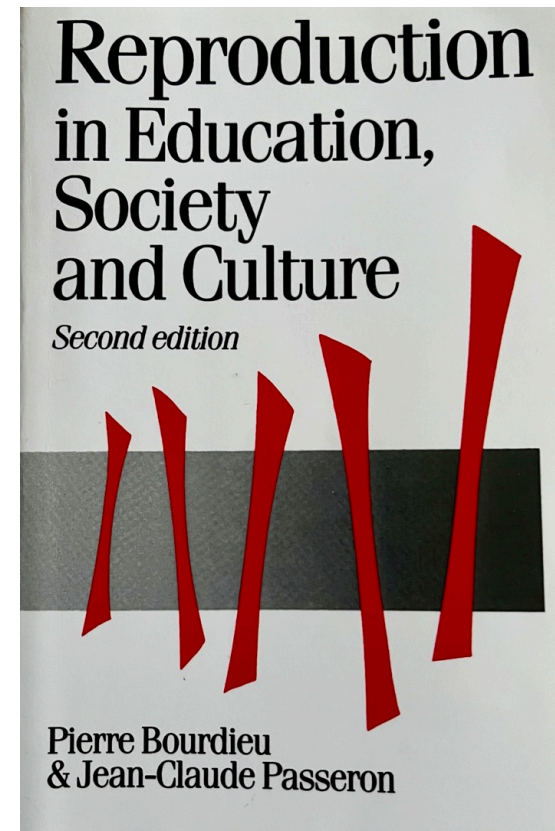
.....of Education

Éléments pour une théorie du système d'enseignement

1972



1977



Reproduction: Structure – 2 ‘Books’

**Book 1 : Foundations of a
Theory of Symbolic Violence**

- 70+ statements + Gloss

**Book 2: Keeping Order –
Empirical Exemplification**

- Cultural Capital and Pedagogic Communication
- The Literate Tradition and Social Conservation
- Exclusion and Selection

Thesis

- 0: *Every power to exert symbolic violence, i.e. every power which manages to impose meanings and to impose them as legitimate by concealing the power relations which are the basis of its force, adds its own symbolic force to those power relations.*

Pedagogic Action

- 1. *All **pedagogic action** (PA) is, objectively, symbolic violence insofar as it is the imposition of a cultural arbitrary by an arbitrary power.*

The 'Cultural Capital Man'

:

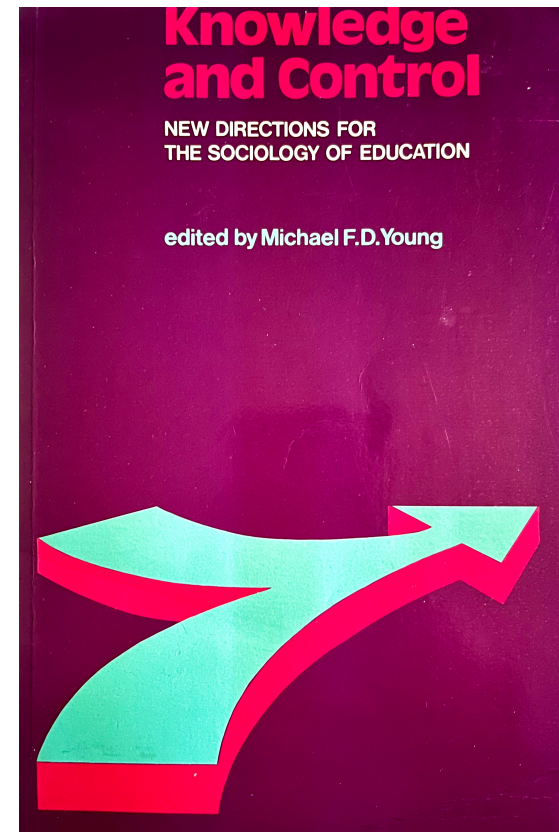
Ipsa facto: critic of
'democratic schooling'

Les Étudiants et leurs Études (1964)

1964



(1966/68) 1972



Language and Knowledge

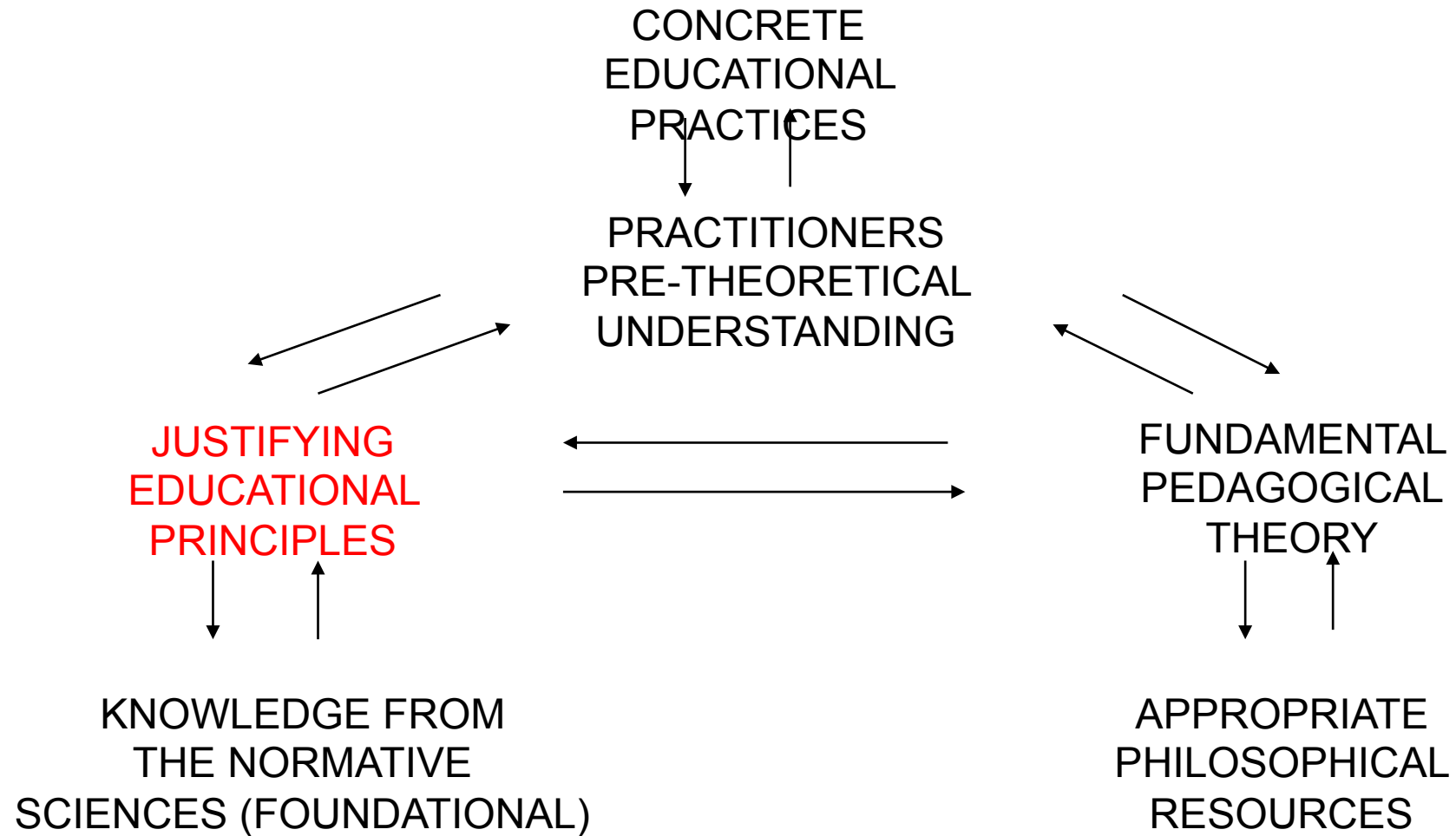
- 'Systems of education and systems of thought' (1967)
- 'Intellectual field and creative project' (1966)

Language and Learning

- Basil Bernstein: Restricted/ Elaborated Codes; Framing/ Classification
- Douglas Barnes: The Law of Two Thirds; Open/ Closed Questions, etc.

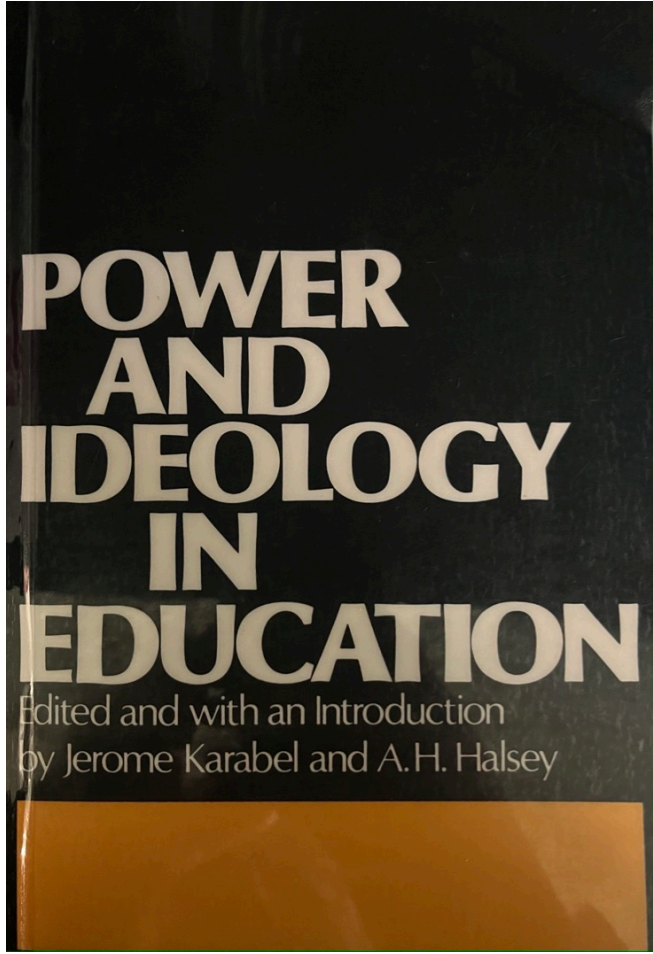
Context

- Education: Teacher Training in C20
- Institute of Education: 1902; New Building 1975 (Educational Policy and Research)
- 'Educational Theory': O'Connor -> Hirst
- The 'Foundational Disciplines': Sociology, Psychology; History; Philosophy.



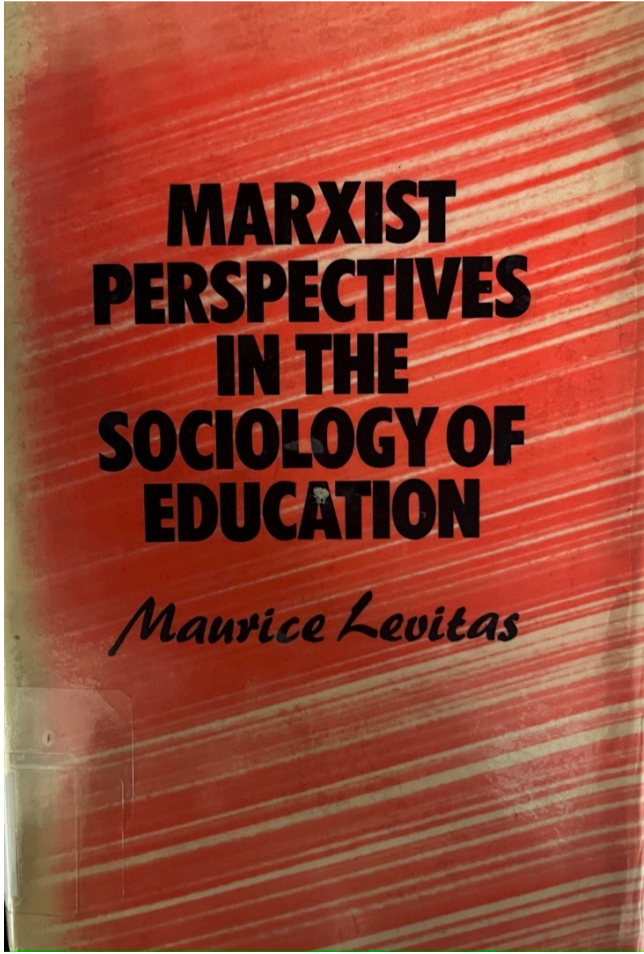
Sociology/ Cultural Studies/ Radical Pedagogy

- Post-war Neo Marxist: Social Class
- *Centre for Contemporary Cultural Studies (1964)*, Birmingham
- Richard Hoggart; Stuart Hall.
- Gramsci
- ILEA
- 'De - schooling' – 'Resistance' – Positive discrimination



POWER AND IDEOLOGY IN EDUCATION

Edited and with an Introduction
by Jerome Karabel and A.H. Halsey



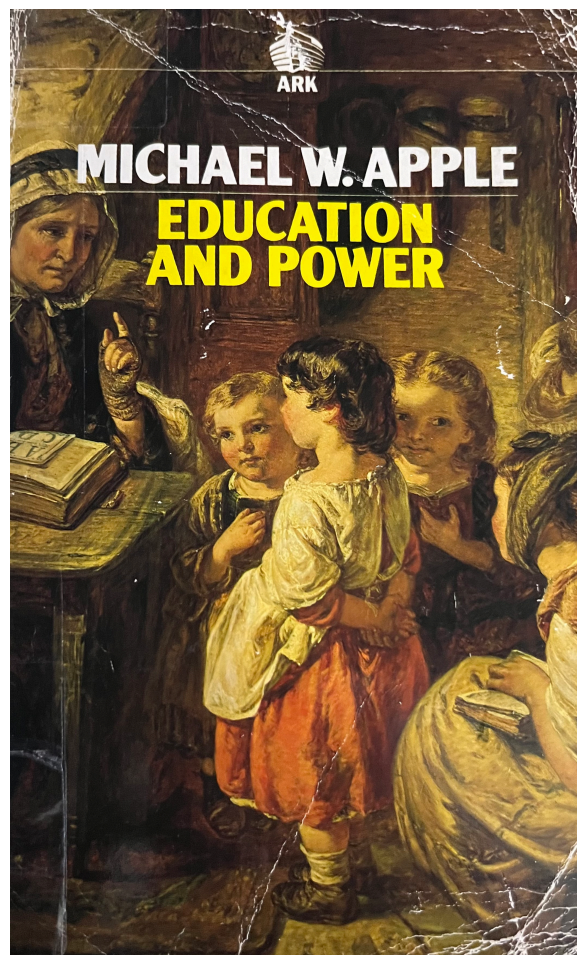
MARXIST PERSPECTIVES IN THE SOCIOLOGY OF EDUCATION

Maurice Levitas



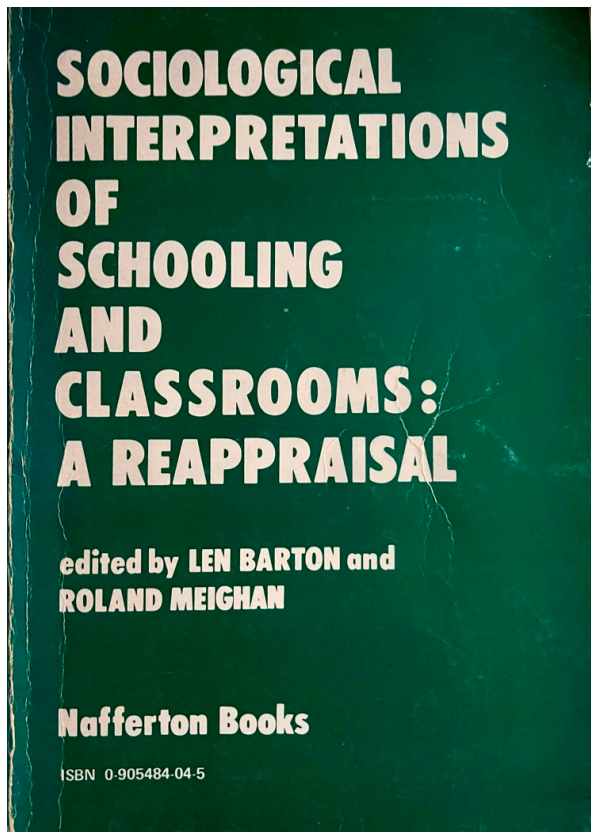
MICHAEL W. APPLE

**EDUCATION
AND POWER**

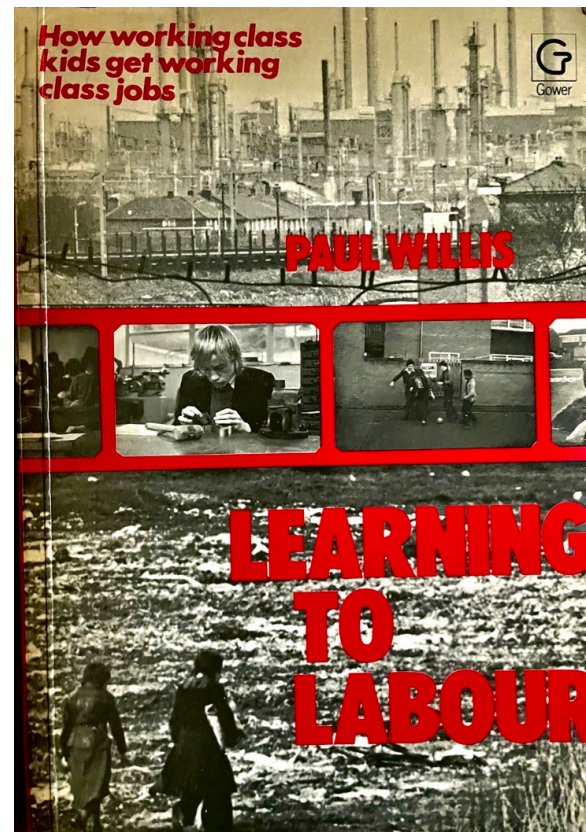


Sociology of Education

1978



1978



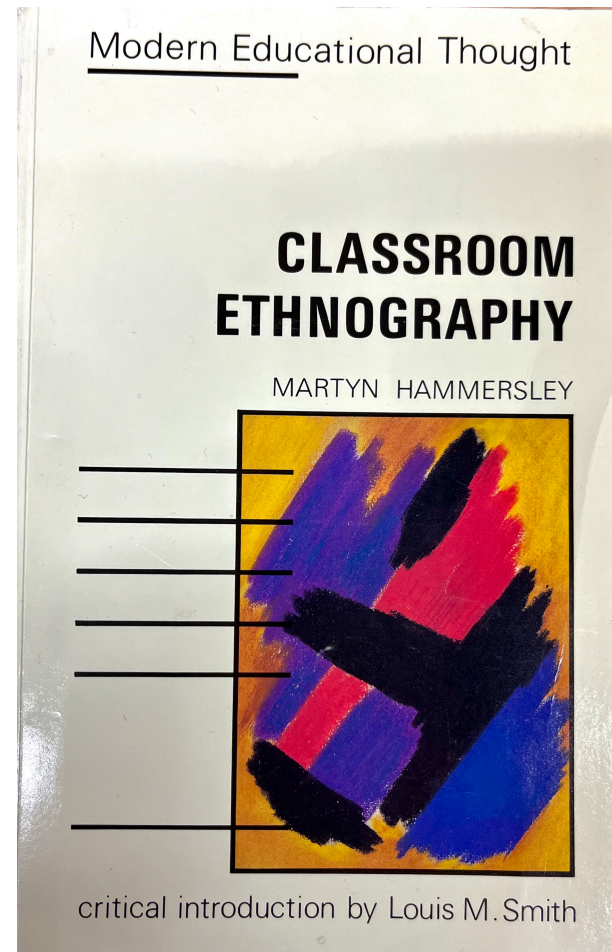
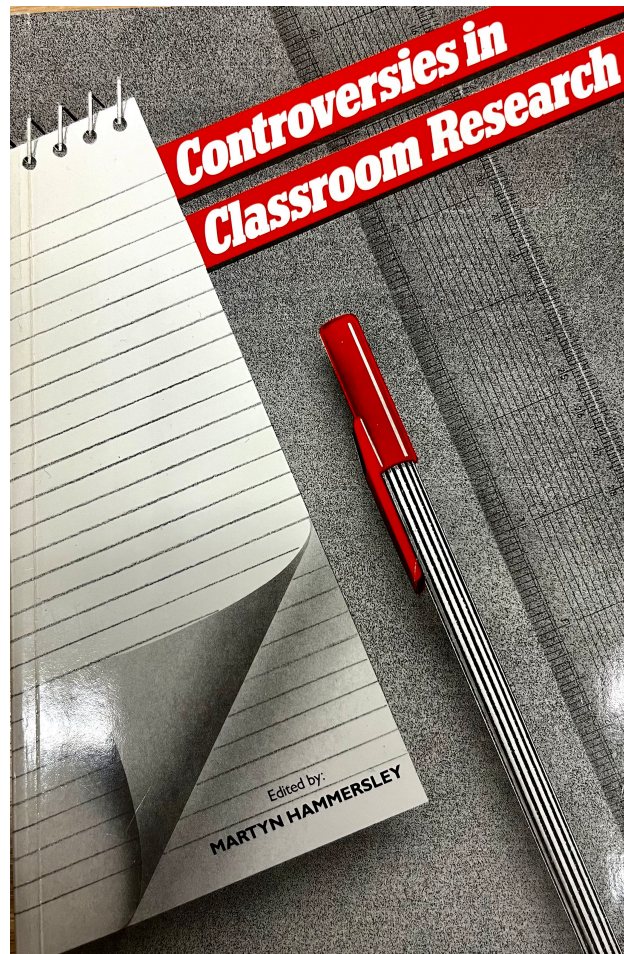
1970s – 1980s Educational Research

Phase 1

- Ethnography (Hammersley)
- Classroom based research
- Symbolic Interactionism
- Case Study
- Action Research (Simons)
- Grounded Theory

Phase 2

- Reflective Practitioner (Utilitarian)
- Discourse – Foucault (Critical Pedagogies)
- Post-modernism





EDUCATIONAL RESEARCH

in action

Edited by
ROGER GOMM ■ PETER WOODS

VOLUME TWO

arena

the Reflective Practitioner

HOW PROFESSIONALS
THINK IN ACTION

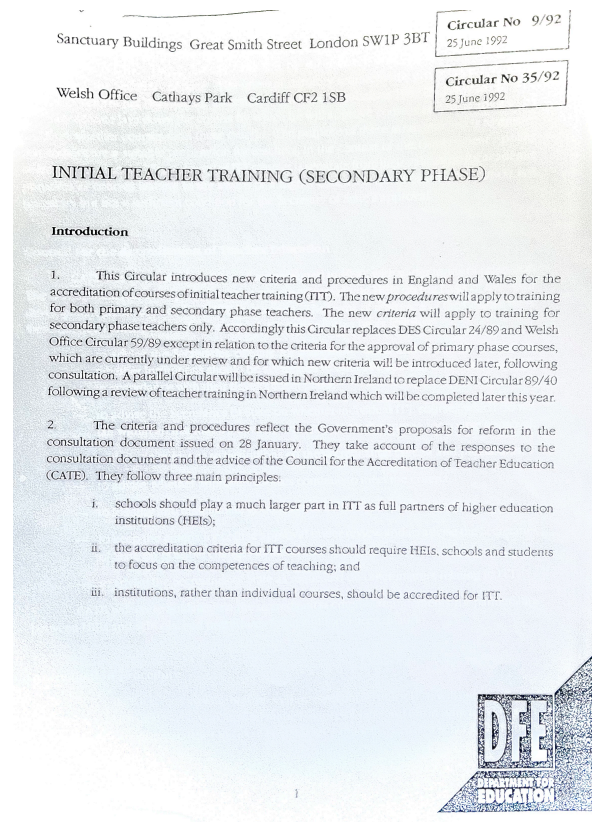
DONALD A SCHÖN

Critics

- Keith Joseph/ Margaret Thatcher
- Sheila Lawlor
- David Hargreaves
- Michael Barber
- James Tooley

Reactionary Backlash

1992....



1998



1992 – 1998: Political Initiatives

- 9/ 92
- OfSTED
- TTA
- National Curriculum
- Tooley OfSTED Report on Education Research
- NERF

NERF: National Education Research Forum - 2000

- Research Funding
- Journals
- Networks
- Teacher Education

Non-deterministic

- ‘one must beware of taking a model of social reproduction as a comprehensive model of society, as a law or trend which appears to regulate the order of historical evolution’
Passeron (1986)
- Reproduction models are approximate models, ‘constructed on a pattern of extremes’, of hypotheses which would be the case if they existed in ‘systematic perfection’.

The 'Autonomous' Teacher?

- It is impossible to imagine a teacher able to maintain with their own discourse, their pupils' discourse and their pupils' relation to their own discourse, a relation stripped of all indulgences and freed from all the traditional complicities, without at the same time crediting them with the capacity to subordinate their whole pedagogic practice to the imperatives of a perfectly explicit pedagogy which could actually implement the principles logically implied in affirmation of the autonomy of the specifically scholastic mode of acquisition. Bourdieu (1977)

Bourdieuian Science

- Focus on the State of Vth Republic and its Institutions
- Traditional/ Capitalist Society
- Patterns of Domination
- Epistemological Breaks: Vigilance
- Reflexivity: Participant Objectivation
- Politics
- ‘Sociology’? Or ‘Social Philosophy’

The Béarn and Algeria: 1950S



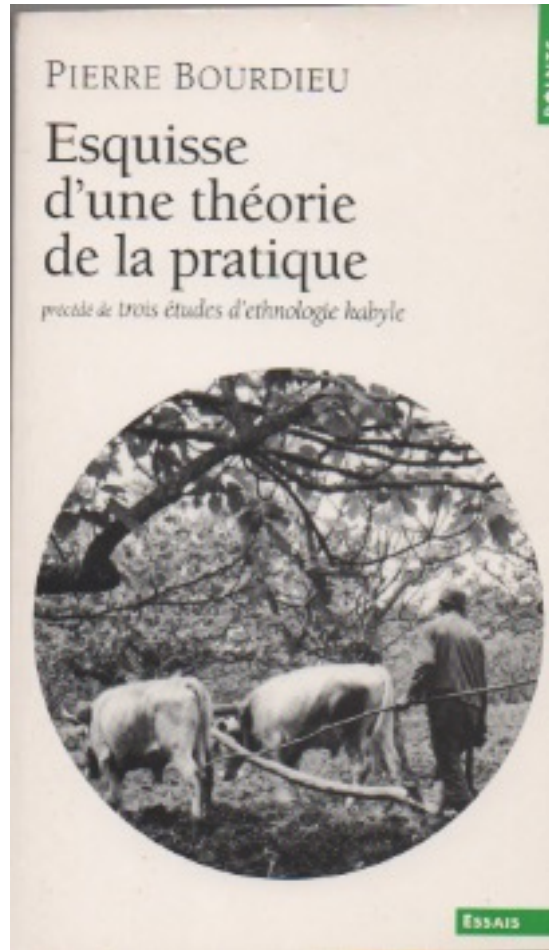
Patterns of Domination

NOT SIMPLY IMPOSITION

- Domination is preceded by Integration
- Monopolisation is preceded by Universalisation

Theory of Practice

1972/ 1977



LE SENS COMMUN

sous la direction de
pierre bourdieu

un art moyen

essai sur les usages sociaux
de la photographie



LES ÉDITIONS DE MINUIT

LE SENS COMMUN

**pierre bourdieu
alain darbel**

l'amour de l'art

les musées d'art européens
et leur public



LES ÉDITIONS DE MINUIT

Four Epistemological Breaks

- From Empirical Knowledge
- From Phenomenological Knowledge
- From 'Objective' Knowledge
- From Scientific Knowledge =>

Objectivism or Subjectivism?

Structure

- Structuring *and* Structured Structures
- Externalisation of Internality and the Internalisation of Externality

=>

‘A science of dialectical relations between objective structures...and the subjective dispositions within which these structures are actualised and which tend to reproduce them’

Bourdieu's Thinking Tools

“**Habitus** and **Field** designate bundles of *relations*.

A **field** consists of a set of objective, historical relations between positions anchored in certain forms of power (or capital);

habitus consists of a set of historical relations ‘deposited’ within individual bodies in the forms of mental and corporeal schemata of perception, appreciation and action.”

(Bourdieu 1992: 16).

Ontological complicity

Capital: A Medium for Field Manoeuvres

Bourdieu identifies three distinct forms of **capital**:

- **Cultural Capital** - embodied dispositions, cultural goods and educational qualifications;
- **Social Capital** - social connections and obligations, including those associated with associations and institutions;
- **Economic Capital** - into which, given certain conditions, all other capitals can be converted.

(based on Bourdieu 1986/83)

...concepts have no definition other than systemic ones, and are *put to work empirically in systematic fashion*. Such notions as habitus, field, and capital can be defined, but only within the theoretical system they constitute, not in isolation...Science admits no systems of laws...**And what is true of concepts is true of relations, which acquire their meaning only within a system of relations...**

(1992: 96)

-

Principal Publications

- I
- Sociologie de L'Algérie (1958)
- Travail et travailleurs en Algérie (1962)
- Le déracinement, la crise de l'agriculture traditionnelle en Algérie (1964)
- Célibat et condition paysanne (1962)
- II
- Les héritiers (1964)
- La reproduction (1970)
- Un art moyen (1964)
- L'amour de l'art (1966)
- Le métier de sociologue (1968)
- Esquisse d'une théorie de la pratique (1972).

- III
- La distinction (1979)
- Homo academicus (1984)
- La noblesse d'état (1989)
- Le sens pratique (1980)
- Questions de sociologie (1980)
- Leçon sur la leçon (1982)
- Choses Dites (1987)
- L'ontologie de politique de Martin Heidegger (1988)
- Ce que parler veut dire (1982)

- IV
- La misère du monde (1993)
- Les structures sociales de l'économie (2000)
- Contre-feux (1998) and Contre-feu 2 (2001)
- La domination masculine (1998).
- Réponses (1992)
- Raisons pratiques (1994)
- Méditations pascaliennes (1997)
- Science de la science et réflexivité (2001).
- Les règles de l'art (1992)

3-Phase Methodology

1) Construction of the Research Object

2) Field Analysis

3) Participant Objectivation

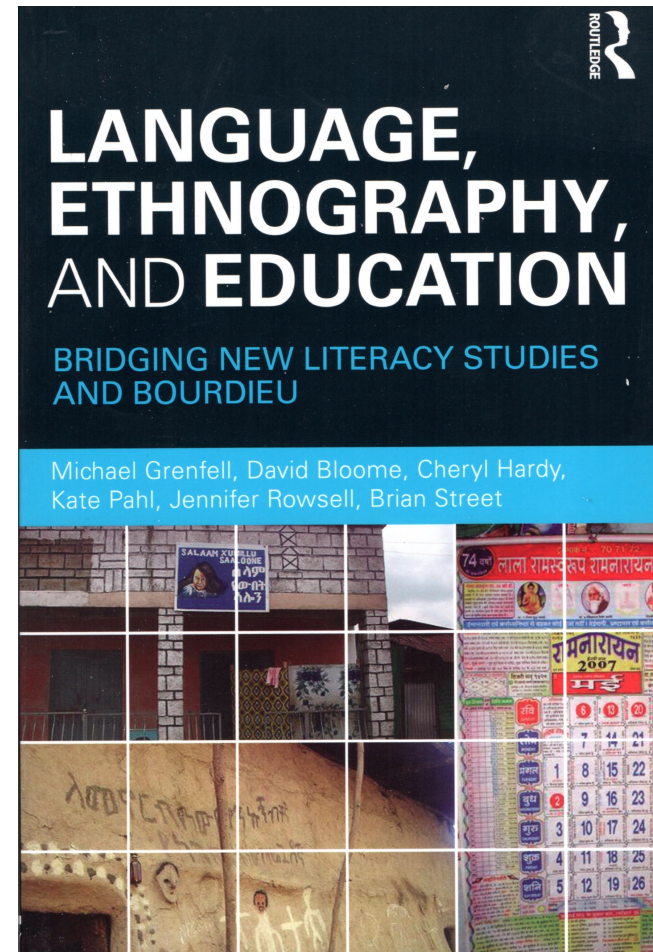
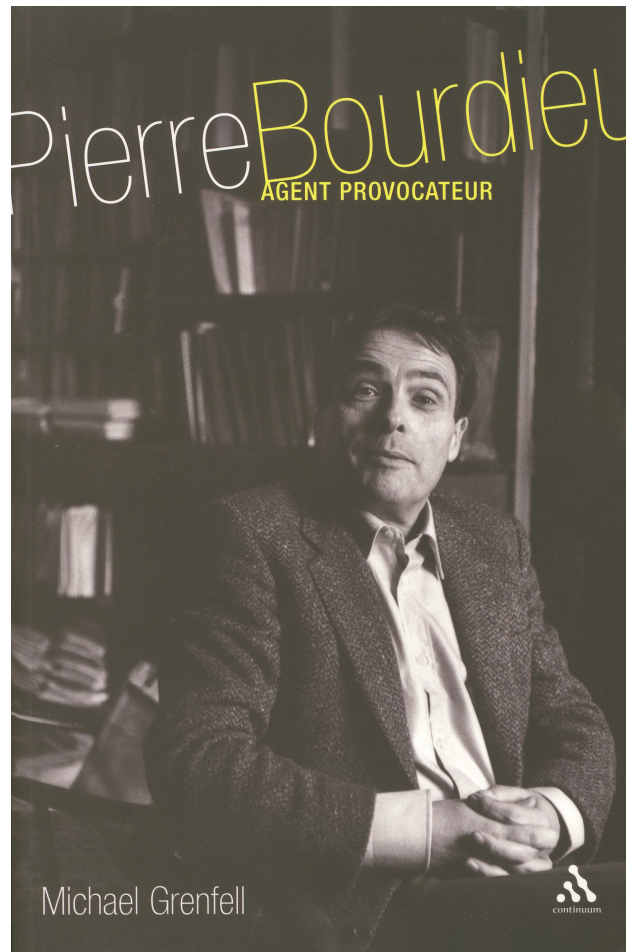
2. Field Analysis

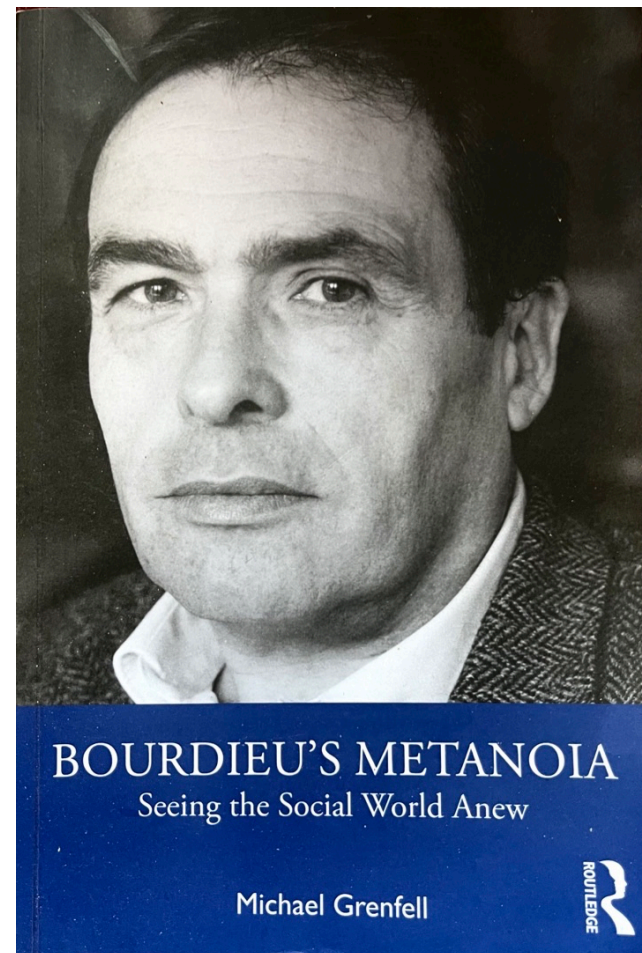
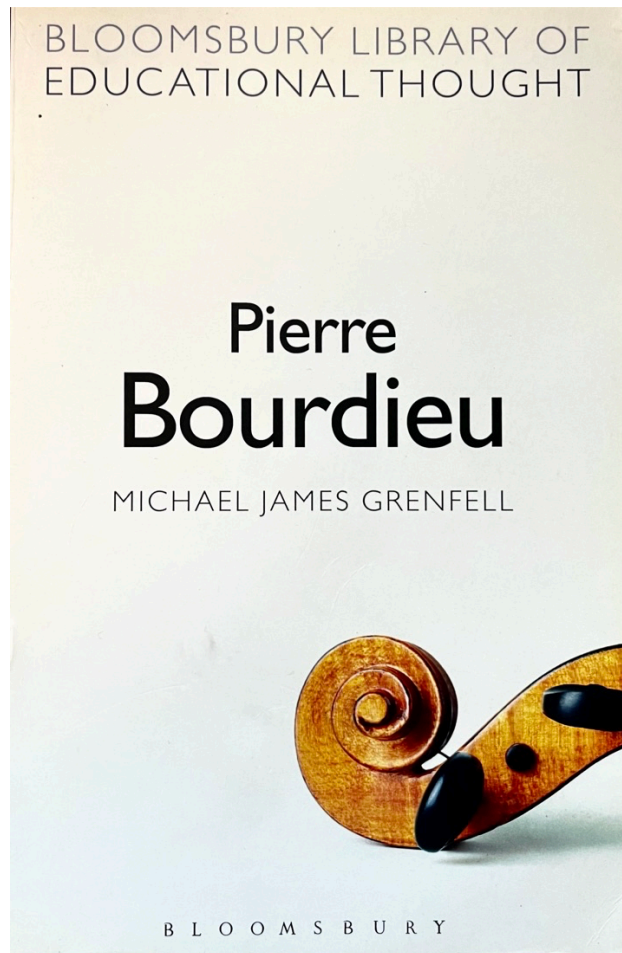
- **1. Field and the Field of Power**
- **2. The Field**
- **3. The Habitus of those involved in the Field**

General Conclusions

- Not really a 'sociologist of education.
- Doubtful influence of pedagogy
- A sociologist?
- Epistemology
- Anti-Particular
- The knower
- Symbolic power
- More interested in the institutions of the state
- Interested in dynamic of power
- An ethnographer
- Ontology
- Holistic/ relations
- What is known
- Social suffering

“Sociology would not be worth anything...if it did not return men and women to the meaning of their actions”.





THE END