

**BSA Bourdieu Study Group
Mid Term International Conference**

**Education and Social Inequalities: Between
Reproduction and Change**

5-7 July 2023, Barcelona

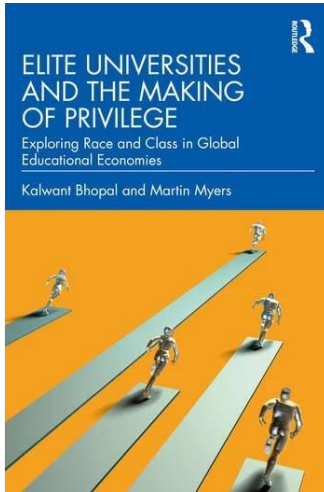
Book Launch Information and Programme

Book Launch Programme

The collective book launch will be organized as an exhibition. Each book will have its own designated space in the conference, where authors can engage in informal conversations with the attendees who will be moving around the different stands and spaces during the event. Thus, everyone will be able to get to know in detail all the books they want and meet their authors.

Book Launch					
Espai Equitat		Espai Innovació		Espai Co-Creació	
Author(s)	Book Title	Author(s)	Book Title	Author(s)	Book Title
Elif Keskiner, Louise Ryan and Michael Eve	Revisiting Migrant Networks. Migrants and their Descendants in Labour Markets	Quentin Maire	Credential Market. Mass Schooling, Academic Power and the International Baccalaureate Diploma	Miklós Hadas	Outlines of a Theory of Plural Habitus. Bourdieu Revisited
Oakleigh Welply	Immigration, Integration and Education. Children of immigrants in France and England	Aina Tarabini (ed.)	Educational Transitions and Social Justice. Understanding Upper Secondary School Choices in Urban Contexts	Michael Mu	1) Sociologising Child and Youth Resilience with Bourdieu An Australian Perspective 2) Bourdieu and Education of Asia Pacific
Derek Robbins (ed.)	Tomoo Otaka. Foundation of a theory of social association, 1932	Nicola Ingram, Ann- Marie Bathmaker, Jessie Abrahams, Laura Bentley, Harriet Bradley, Tony Hoare, Vanda Papafilippou and Richard Waller.	The Degree Generation: The Making of Unequal Graduate Lives	Cristóbal Villalobos & Maria Luisa Quaresma (eds.).	Entre el recambio y la reproducción. Élite y educación en Chile y América Latina
Berenice Scandone.	British-Bangladeshi Women in Higher Education. Aspirations, Inequities and Identities	Kalwant Bhopal & Martin Myers.	Elite Universities and the Making of Privilege: Exploring Race and Class in Global Educational Economies		

Books' abstracts (alphabetic order)



Elite Universities and the Making of Privilege: Exploring Race and Class in Global Educational Economies

Kalwant Bhopal & Martin Myers

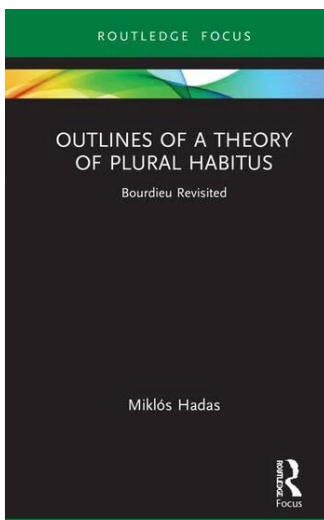
(2023) Routledge

Providing an extraordinary picture of the inner workings of elite universities, *Elite Universities and the Making of Privilege* draws on current debates on education and inequality and considers the relevance of universities' global brand identities.

Using the work of Bourdieu and critical race theory to explore how identity, experience and family background affects how people navigate the social space of the university, this book is underpinned with empirical research that considers different social, economic and educational contexts. Using

interview accounts of graduate students, this book highlights ambiguities in how eliteness works as both a recognisable marker of institutional status and a marker that is rarely quantified or defined.

Combining intellectually rigorous, accessible and controversial chapters, *Elite Universities and the Making of Privilege* is crucial reading for anyone looking to understand how race and class affect those navigating elite universities.



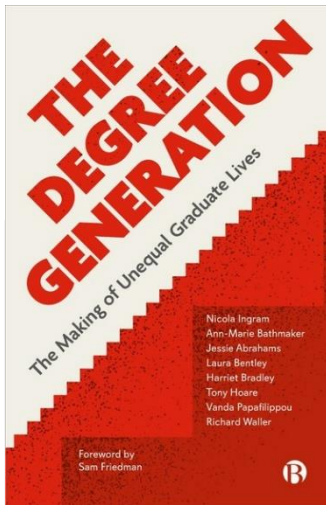
Outlines of a Theory of Plural Habitus. Bourdieu Revisited

Miklós Hadas

(2022) Routledge

This book explores the thought of Pierre Bourdieu, one of the most influential sociologists of the twentieth century, proposing a modification and extension of his concept of habitus. Building on Bourdieu's notion of the translational reproduction of social structure – the idea that while social classes move in the same direction, dominant groups are able to preserve their relative power position, thus maintaining the structure of the gap – the author proposes that as social structures change, habitus change correspondingly, and thus become plural. Informed by Norbert Elias' process sociology, this volume offers examples of habitus pluralisation, arguing that this modification of Bourdieu's thought renders it more suitable for the study of

social changes and represents the development of a path that Bourdieu himself had begun to explore in the later stages of his career. As such it will appeal to scholars of sociology and social theory with interests in historical sociology, process sociology, social structures and the thought of Bourdieu.



The Degree Generation: The Making of Unequal Graduate Lives

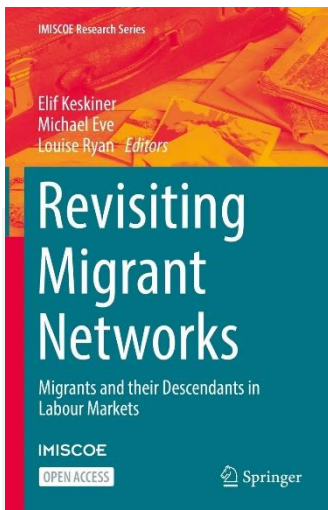
Nicola Ingram, Ann-Marie Bathmaker, Jessie Abrahams, Laura Bentley, Harriet Bradley, Tony Hoare, Vanda Papafilippou and Richard Waller

(2023) Policy Press

What are the challenges for the current generation of graduate millennials? The role of universities and the changing nature of the graduate labour market are constantly in the news, but less is known about the experiences of those going through it.

This book traces the transition to the graduate labour market of a cohort of middle-class and working-class young people who were tracked through seven years of their undergraduate and post-graduation lives.

Using personal stories and voices, the book provides fascinating insights into the group's experience of graduate employment and how their life-course transitions are shaped by their social backgrounds and education. Critically evaluating current government and university policies, it shows the attitudes and values of this generation towards their hopes and aspirations on employment, political attitudes and cultural practices.



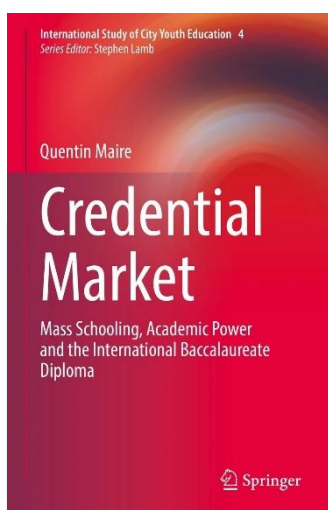
Revisiting Migrant Networks. Migrants and their Descendants in Labour Markets

Elif Keskiner, Louise Ryan and Michael Eve

(2022) Ed. Springer

This open access book provides new conceptualisations on the networks of migrants and their descendants in accessing the labour market. Although references to social networks are common in discussions of migration, simplified ideas of co-ethnic networks often obscure the reality, for example confounding ties with co-ethnics and 'strong ties'. This open access book addresses key questions about the role of networks in migration contexts, particularly in relation to how migrants and their descendants, access the labour market and develop their employment trajectories over time. Rather than adopting a narrow essentializing ethnic lens, the research presented in

this book explores intersectional identities of class, generation and gender. By focusing on the kinds of capital circulating between ties, including the dark side of social capital, the book offers insights into power dynamics and the potentially exclusionary dimension of networks. Taking a long term view, across generations, the research in this book shows how migrants and their descendants mobilize resources to tackle discrimination and enhance their position within particular labour markets. Drawing on robust quantitative and rich qualitative data, this book provides a primary source to students, scholars and policy-makers focusing on issues of migration, social networks, social mobility as well as labour market inequalities



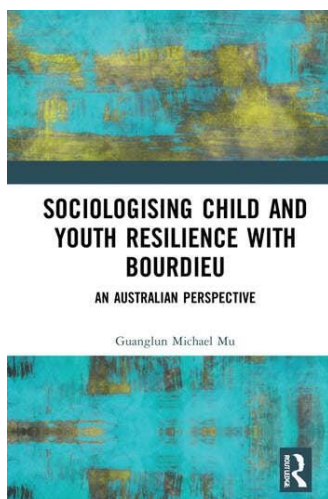
Credential Market. Mass Schooling, Academic Power and the International Baccalaureate Diploma

Quentin Maire

(2021) Springer

This book makes an original contribution to credential sociology by analysing how high school certificates become and remain valuable in a context of mass high school participation (i.e. credentialism). Building on a detailed analysis of the International Baccalaureate (IB) Diploma, a senior secondary school certificate offered in over 150 countries, Quentin Maire argues that the advent of new private credentials can be understood as a phenomenon of credential stratification in a context of intensified academic competition.

Using original data on high school credentials in Australia and internationally, the author makes a strong case for certificates to be studied relationally, by locating them in the credentialing structures in which they are inserted. He systematically applies the comparative method to explain the role of the curriculum, family resources, school segregation and higher education selection in creating a credential hierarchy. His robust combination of theoretical construction and detailed empirical work allows him to offer new insights into social inequality in education systems, credential theory and the IB Diploma.



Sociologising Child and Youth Resilience with Bourdieu An Australian Perspective

Michael Mu

(2023) Routledge

In this book, Mu crafts a sociology of resilience through his multi-year research with Australian students. The content is not merely concerned with individual achievements in precarious conditions but also ponders over transformative, reflexive, and power-rejective everyday practices that make social change possible, probable, and even inevitable.

Since Emmy Werner and her colleagues discovered the "self-righting" and "invincible" children on the Hawaiian island of Kauai who fared well despite exposure to significant household risks, positive psychology has markedly advanced the knowledge about child and youth resilience to adversities. Yet, many children and adolescents continue to slide through system cracks. This fact does not invalidate psychology of resilience; rather, it urges new frameworks to break the reproductive circle of inequality. Reframing the traditional psychological notion of resilience through recourse to Bourdieu's relational and reflexive sociology, the book moves beyond individual adaptation to adverse conditions and takes a deep dive into sociological resilience to structural problems. It offers school professionals and educational researchers an epistemological tool to reapproach resilience and reappropriate Bourdieu for social change.

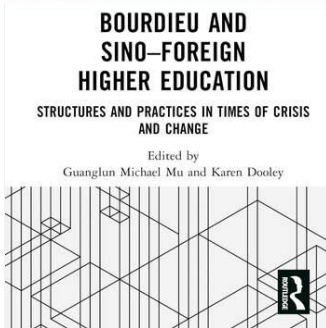
Offering scholarship that will interest researchers in the areas of child and youth resilience, sociology of resilience, and sociology of education, the volume is written to engage with the intellectual work of both established scholars and emerging researchers within Australia and beyond. The empirical analyses also provide useful insights for educational professionals in schools and resilience researchers in universities.



Bourdieu and Education of Asia Pacific

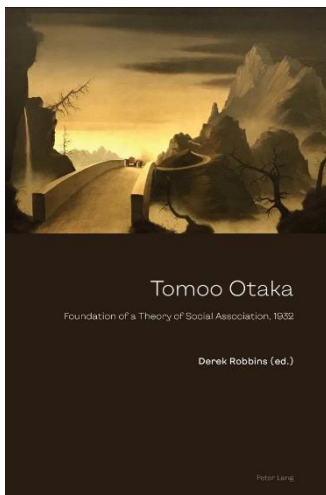
Michael Mu

(2023) Routledge



Bourdieu and Education of Asia Pacific capitalises on the intellectual and political bequest of the French sociologist to analyse and debate problems associated with education and social justice within, between, and beyond nations of Asia Pacific. The series welcomes theoretical, methodological, and empirical contributions – in the forms of authored books and edited volumes – that draw on but do not consecrate Bourdieu. It opens up an intellectual space for educational research to utilise, critique, and/or extend Bourdieu’s toolkits – including but not limited to his signature concepts of capital, habitus, and field – for the sake of educational equality and social change. The series does not take the economic and geopolitical classification of ‘the

Asia Pacific’ as a given. Instead, it encourages contestation, deconstruction, and reconstruction of that classification – whether as a discursive or ontological category – by deliberately embracing the syntactic inelegance of the term, Asia Pacific.



Tomoo Otaka. Foundation of a theory of social association, 1932

Derek Robbins

(2023) Peter Lang

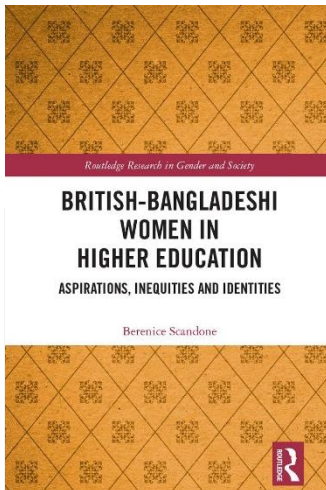
Tomoo Otaka (1899-1956) studied philosophy at the University of Kyoto in the mid-1920s. The *Grundlegung der Lehre vom sozialen Verband* [Foundation of a theory of social association] was the product of a three-year European visit (1929-1932) in which he studied in Vienna with Kelsen and in Freiburg with Husserl.

Otaka deployed Husserl’s theory of knowledge to criticise the work of various contemporary German sociologists, arguing that there was a need to reframe social scientific research. He also criticised Kelsen’s pure law theory, presenting a different view of the nature and function of law within and

between nation states. He promoted an ontological science of society, but his book offered a philosophy of social science without applying that science to itself.

In his Introduction to his translation, Derek Robbins (author of *The Bourdieu paradigm*, 2019) suggests that assessing Otaka’s text and its context contributes to an understanding of the development of Bourdieu’s conceptual apparatus. In turn, the application of Bourdieu’s thinking to Otaka’s theory generates the reflexivity which it requires but did not offer.

The volume comprises three Parts: an Introduction, the translated text, and a collection of commentaries from four international scholars who offer invaluable insights into Otaka’s work from different perspectives.



British-Bangladeshi Women in Higher Education. Aspirations, Inequities and Identities

Berenice Scandone

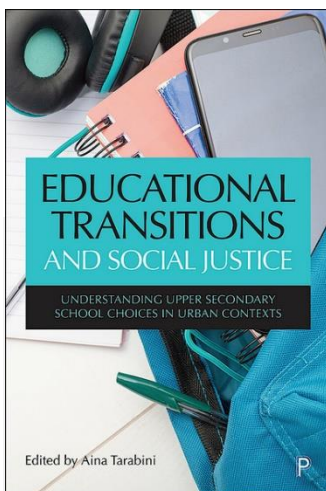
(2023) Routledge

Drawing on primary qualitative research, this book explores the experiences and identities of a group of British-born women of Bangladeshi background attending university in London through a Bourdieusian theoretical framework

It demonstrates the inequities that these women experience in UK higher education and employment as well as how they challenge them. This book presents stories that illuminate the diversity of views and experiences marked by dynamics of class, race, ethnicity, religion and gender. These

stories reveal family projects of social mobility and discourses of aspiration, the multiple resources and constraints that influence decisions, experiences and pathways, and the mutual construction of different dimensions of identification and tensions between them.

Through participants' narratives, the book tackles wider questions around fair access to education and employment, social mobility and the (re)production and transformation of social inequities. The book will be of interest to scholars and students in the fields of Youth, Education, Race/Ethnicity and Migration Sociology, as well as community and education practitioners and anyone with an interest in multi-ethnic societies and young people's histories.



Educational Transitions and Social Justice. Understanding Upper Secondary School Choices in Urban Contexts

Aina Tarabini

(2022) Policy Press

Transitions to upper secondary education are crucial to understanding social inequalities. In most European countries, it is at this moment when students are separated into different tracks and faced with a 'real choice' in relation to their educational trajectory.

Based on a qualitative driven approach with multiple research techniques, including documentary analysis, questionnaires and over 100 interviews with policymakers, teachers and young people in Barcelona and Madrid, this book offers a holistic account of upper secondary educational transitions in

urban contexts. Contributors explore the political, institutional and subjective dimensions of these transitions and the multiple mechanisms of inequality that traverse them.

Providing vital insights for policy and practice that are internationally relevant, this book will guarantee greater equity and social justice for young people regarding their educational trajectories and opportunities.

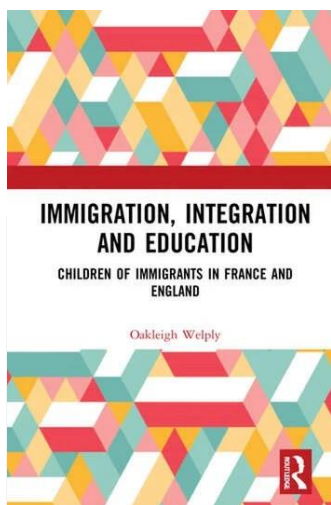
Not yet published

Between replacement and reproduction. Elite and education in Chile and Latin America

Cristóbal Villalobos y María Luísa Quaresma

Not yet published.

The book includes 11 chapters (six focused on Chile and five on Argentina, Mexico, Peru and Brazil), which are organised in three sections. The first presents an overview of the main conceptual discussions on education and elites in Chile and Latin America, discussing the strong influence of Bourdieusian and post-Bourdieusian theories. The second one describes the historical trajectories, particularities, and specificities of Latin American elite institutions (particularly schools and universities), through different theoretical and methodological approaches. Complementarily, the last section focuses on individual actors inserted into elite educational spaces (primarily past and present students), and the formation of their subjectivities. As a whole, the book gives an actualized account of the processes of reproduction and replacement of contemporary elites in Latin America.



Immigration, Integration and Education. Children of immigrants in France and England

Oakleigh Welply

(2021) Routledge

Immigration, Integration and Education offers a unique comparative analysis of the views and experiences of children of immigrants in school in France and England. It showcases how the theorization of children's narratives can offer new methodological tools and insights in comparative education and help understand the different role of educational systems and discourses around issues of immigration, integration, race, language and religion.

Presenting an in-depth analysis of children's own narratives, this book offers a close comparative examination of the French and English educational systems, and the ways in which they impact on the experiences and identities of children of immigrants. The narratives of the children reveal the multiple forms of othering, discrimination and exclusion that shape their experiences in school, but also the multiple strategies they deploy to navigate these complex educational landscapes. It stresses that beyond national ideologies and philosophies of integration, structural and cultural aspects need to be explored to understand the role played by schools in the inclusion of immigrant populations.

This book is an essential resource for academics, researchers and graduate students in the fields of sociology of education, migration studies, intercultural education, educational policy and comparative and international education. It will also appeal to those who are committed to addressing inequalities and discrimination in education.