



Book Series

Contemporary Perspectives on Capital in Educational Contexts

Series Editors

RoSusan D. Bartee, *University of Mississippi*

Using the consumer viewpoints of capital, the series will examine inputs associated with the acquisition of capital in K-12 and higher educational institutional structures and the implications of the backgrounds of individuals they serve. The regulator viewpoints of capital will address the processes used by individuals and/or the institution to control or monitor the acquisition of capital. Producer viewpoints of capital will focus on the outputs or results of the institutions and individuals to generate capital as currency. Using theoretical frameworks and applied models, such examination is poised to foster critical insights toward understanding how capital is a form of currency for which the institution of education and its constituents need to be successful in both short-term and long-term capacities.

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- Contemporary Perspectives on Social Capital in Educational Contexts
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Contemporary Perspectives on Social Capital in Educational Contexts

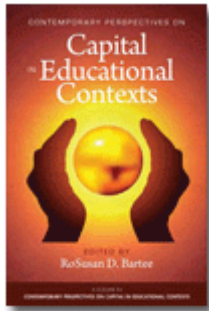
RoSusan D. Bartee, University of Mississippi; Phillis George, University of Mississippi

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The currency of social capital serves as an important function given the capacity to generate external access (getting to) and internal accountability (getting through) for individuals and institutions alike. Pierre Bourdieu (1986) defines social capital as “the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition or in other words, to membership in a group” (p. 251). Social capital contains embedded resources as a tool for manifesting opportunities and options among individuals and groups. Inevitably, the aforementioned opportunities and options become reflective of the depth and breadth of access and accountability experienced by the individual and institution. As educational stakeholders, we must consistently challenge ourselves with the question, “How do K-12 schools and colleges and universities accomplish shared, egalitarian goals of achieving access and accountability?” Such goals become fundamental toward ensuring students matriculating through K-12 and higher education, irrespective of background, are provided the caliber of education and schooling experience to prepare them for economic mobility and social stability.

To that end, the volume, *Contemporary Perspectives on Social Capital in Educational Contexts* (2019), as part of the book series, *Contemporary Perspectives on Capital in Educational Contexts*, offers a unique opportunity to explore social capital as a currency conduit for creating external access and internal accountability for K-12 and higher education. The commonalities of social capital emerging within the 12 chapters of the volume include the following: 1) Social Capital as Human Connectedness; 2) Social Capital as Strategic Advocacy; 3) Social Capital as Intentional Engagement; and 4) Social Capital as Culturally-Responsive Leadership. Thus, it becomes important for institutions of education (i.e. secondary, postsecondary, continuing) and individuals to assume efforts with intentionality and deliberateness to promote access and accountability.

CONTENTS: FOREWORD-External Access and Internal Accountability: The Currency Conduits for Maximizing Social Capital in Public Schools and Higher Education, *RoSusan D. Bartee and Phillis L. George*. **PART I: ACCOUNTABILITY STRUCTURES. PART I.A: LEADERSHIP CAPACITY.** The Role of School Leaders Managing Social Capital Within Urban and Rural School Settings, *John Crutchfield, Sarah Bailey, and Jandel Crutchfield*. Social Capital and School Reform: The Role of School Leaders in Fostering Relationships Amongst Stakeholders, *Denver J. Fowler*. Building Social Capital for Parents and Families Through School Leadership, *Roberto Trigosso, Phyllis F. Reggio, and Carlos R. McCray*. **PART I.B: RESOURCES, MEASUREMENT, AND MISSION STATEMENTS.** Nyeisha’s Mother: An Ethnographic Examination of Urban Schooling and Adopting a Resource Orientation Toward Social Capital, *Nicole Mittenfelner Carl*. The Past, Present, and Future of Social Capital Measurement among Transition-Age Youth, *Sarah Ryan and Lisa Romero*. Diversity Mission Statement Inclusion as Social Capital: How the Language of Appeasement Fails Egalitarian Goals in Postsecondary Institutions, *Zachary W. Taylor, Alden C. Jones, and Catherine E. Hartman*. **PART II: ACCESS STRATEGIES. PART II.A: INSTITUTIONALIZED ACTIONS AND AGENTS.** Still Chasing the Dream: The Possibilities and Limitations of Social Capital in Dismantling Racialized Tracks, *Richard Lofton, Jr.* Embracing the Fullness of Postsecondary Planning: Utilizing Social Capital to Serve Students at the Nexus of Navigational Capital and Care, *Raquel Farmer-Hinton and Nicole E. Holland*. Nós Por Nós (Us for Us): Black Brazilian University Students and Social Capital, *Jeana E. Morrison*. **PART II.B: PARTNERSHIPS AND EDUCATIONAL ATTAINMENT.** Social Capital Resources in Schools: Explaining Effective School Community, *Heather E. Price*. Social Capital and Educational Expectations: Exploring Adolescents’ Capabilities to Aspire for Postsecondary Education, *Chrysa Pui Chi Keung and Esther Sui Chu Ho*. Social Capital in the Rural United States and Its Impact on Educational, *Ty McNamee*. AFTERWORD- Redefining Social Capital with an Eye Toward Critical Proactiveness, *Phillis L. George*.



Contemporary Perspective on Capital in Educational Contexts

RoSusan D. Bartee, University of Mississippi

2010. Paperback 978-1-61735-363-5 \$45.99. Hardcover 978-1-61735-364-2 \$85.99. eBook 9781617353659 \$65.

The edited volume, *Contemporary Perspectives on Capital in Educational Contexts*, is timely in its unique and appropriate analyses of the prevailing internal and external dynamics of capital as indicative of the type of currency within institutional structures or the currency among individual stakeholders of education. The intersection of capital and currency emerges similarly and differently within the American compulsory-based system of K-12 and the choice-based system of higher education. More specifically, *Contemporary Perspectives on Capital in Educational Contexts* disentangles the broader challenges and opportunities of the institution of education and the individuals who comprise. Emerging insights from the analyses provide an informed basis for ascertaining the rules of engagement and means of negotiation for the respective constituencies. With that said, this volume essentially responds to three important questions: 1) What are the tenets of capital and currency in public schools and higher education?; 2) How do institutions and individuals navigate those tenets?; and 3) What general and specific implications do capital hold for the educational pipeline and beyond? These questions provide a useful framework for engaging critical conversations about the dynamics of capital while offering perspectives about how to improve the quality of currency in K-12 or colleges and universities. These questions further serve as a basis for eliciting more questions toward the consideration capital as both a conceptual construct and applicable model.

Contemporary Perspectives on Capital in Educational Contexts, too, is an expansion of the work of *School matters: Why African American students need multiple forms of capital*, where Bartee & Brown (2006) examines how the acquisition and possession of capital equips African American students in a highperforming, high-achieving magnet school in Chicago for competitiveness in school-generated and non-school generated activities. Success experienced by the students and the school become associated with the academic rigor and reputation while any shortcomings reflect an inadequate capacity of the school or the student to appropriately engage the other. *School matters: Why African American students need multiple forms of capital* (2006) further introduces an initial exploration of different forms of capital as producer (improve the status quo through inputs), consumer (participant based upon outputs), and regulator (maintain the status quo through the process) within the educational system. The multifaceted role of capital demonstrates its span of influence for institutional and individual capacities.

CONTENTS: Foreword: Making it on the Broken Pieces of Capital and Context, *M. Christopher Brown II*. Insights into Different Forms of Capital, *RoSusan D. Bartee* and *M. Christopher Brown II*. **PART I: EDUCATIONAL CONTEXT AND THE CONSUMER ASPECTS OF CAPITAL.** Legal Information as a Source of Social Capital: The Need for Broad and Sustained Engagement in School Policy Affairs, *Mario S. Torres*. A Pedagogy of Self-Development: Making Room for Alternative Forms of Capital, *Carlos A. McCray* and *Floyd R. Beachum*. Segmentation, Capital, and Community College Transfer Students: Exploring Community Colleges as Agents of Currency, *Eboni Zamani-Gallagher*, *Stanley Bazile*, and *Tamara N. Stevenson*. **PART II: EDUCATIONAL CONTEXT AND THE PRODUCER ASPECTS OF CAPITAL.** Capital Gains and Losses: The Roles of Political, Social, and Cultural Capital in School Reform and School Access, *Sheneka N. Williams* and *Robert W. Gaines*. Mathematics Matters: Policies and Practices that Impact Access to and Outcomes in the K-12 Pipeline, *Lecretia A. Buckley*. **PART III: EDUCATIONAL CONTEXT AND THE REGULATOR ASPECTS OF CAPITAL.** Exploring Capital Within College Choice: High Achieving, Low-Income African American Student Perceptions of Selective Colleges, *Phillis A. George*. Bridging the Gap Between Theory and Practice: An Intra-Educational Analysis of Capital and Its Diverse Forms for Educational Opportunity and Attainment, *Susan S. McClelland*. Capitalizing Through Learning: Forms of Capital that Affect Graduate School Admissions and Achievement, *Saran Donahoo*. About the Contributors. About the Editor.



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