

# Contents

Acknowledgments	ix
Introduction: Whither the Symbolic Animal? Society, Culture, and Education at the Millennium Bradley A. U. Levinson	1
<b>Section I: The Symbolic Animal: Foundations of Education in Cultural Transmission and Acquisition</b> Bradley A. U. Levinson	13
1 The Impact of the Concept of Culture on the Concept of Man Clifford Geertz	25
2 Culture Is Ordinary Raymond Williams	31
3 The Education of the Samoan Child Margaret Mead	36
4 Stalking with Stories Keith H. Basso	41
5 Education and the Human Condition Jules Henry	53
6 The Nature of Education Emile Durkheim	57
7 Why Do Frenchmen? Gregory Bateson	62



8	Becoming a Marihuana User <i>Howard Becker</i>	66
<b>Section II: Culture, Modernization, and Formal Education</b> <i>Margaret Sutton</i>		75
9	The Shaping of Men's Minds: Adaptations to Imperatives of Culture <i>Yehudi A. Cohen</i>	83
10	Formal Schooling and the Production of Modern Citizens in the Ecuadorian Amazon <i>Laura Rival</i>	108
11	Transmitting Traditional Values in New Schools: Elementary Education of Pulap Atoll <i>Juliana Flinn</i>	123
12	The Cultural Transformation of Western Education in Sierra Leone <i>Caroline Bledsoe</i>	137
<b>Section III: School Practice and Community Life: Cultural Congruence, Conflict, and Discontinuity</b> <i>Michèle Foster</i>		159
13	What No Bedtime Story Means: Narrative Skills at Home and School <i>Shirley Brice Heath</i>	169
14	Understanding Cultural Diversity and Learning <i>John U. Ogbu</i>	190
15	Formation and Transformation of Funds of Knowledge among U.S.-Mexican Households <i>Carlos G. Vélez-Ibáñez and James B. Greenberg</i>	207
16	Habitus and Cultural Identity: Home/School Relationships in Rural France <i>Deborah Reed-Danahay</i>	223
<b>Section IV: Cultural Production and Reproduction in Contemporary Schools</b> <i>Kathryn M. Borman, Amy E. Fox, and Bradley A. U. Levinson</i>		237
17	Ability Grouping as a Self-fulfilling Prophecy: A Microanalysis of Teacher-Student Interaction <i>Donna Eder</i>	248
18	Beneath the Skin and between the Ears: A Case Study in the Politics of Representation <i>Hugh Mehan</i>	259



19	Moments of Discontent: University Women and the Gender Status Quo <i>Dorothy C. Holland and Margaret A. Eisenhart</i>	280
20	Class and Gender Dynamics in a Ruling-Class School <i>R. W. Connell, G. W. Dowsett, S. Kessler, and D. J. Ashenden</i>	296
	<b>Section V: New Directions in the Study of Culture, Learning, and Education</b> <i>Margaret Eisenhart</i>	315
21	"Those Loud Black Girls": (Black) Women, Silence, and Gender "Passing" in the Academy <i>Signithia Fordham</i>	327
22	Tying Things Together (and Stretching Them Out) with Popular Culture <i>Jan Nespor</i>	344
23	Fieldwork in the Postcommunity <i>Sherry B. Ortner</i>	358
24	The Fax, the Jazz Player, and the Self-storyteller: How Do People Organize Culture? <i>Margaret Eisenhart</i>	369
	Afterword: Implications for Educational Policy and Practice <i>Bradley A. U. Levinson and Margaret Sutton</i>	378
	Index	383