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TEACHING, LEARNING,  
AND CURRICULUM STUDIES

“WE ALL WE GOT”: DESCRIBING AND CONNECTING FOOTBALL AND  
CLASSROOM FIGURED WORLDS AND LITERACIES (250 pp.)

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Adolescents use literacies in order to build identities in a variety of figured worlds. Some identities become more powerful than others as adolescents attempt to understand and successfully utilize the valuations and literacies of the diverse figured worlds in which they participate. The goals of this study were to describe the figured worlds of football and the classroom of a highly recognized high school football program and school. My study involved four participants from the varsity football squad and the coaches and teachers who guided and shaped both figured worlds.

I used a qualitative case study design to explore each figured world and the literacies demanded from my participants. Data were gathered from observations in both the football and classroom figured worlds, interviews with my participants, their coaches, and teachers. I also studied various artifacts from both figured worlds in order to describe the valuations and literacies endemic to both.

Findings show that both figured worlds demanded key beliefs and valuations from my participants in order to gain power and positionality in each one. My study also shows that the football figured world expects players to comprehend key literacies in order to gain recognition and esteem. For some of my participants, connecting the valuations and literacies between the worlds allowed them to build strong identities in both. However, one participant was unable to take on the expected valuations and

literacies in recognizable ways in the classroom figured world, and as a result, was unable to build a strong identity there.