

Course Manual

Culture, Value, Power: Current debates and developments in cultural sociology

Course Catalogue Number

7525B004IY

Credits

9EC

Entry requirements

This course is open to RMSS students participating in the specialization tracks IILC and GFL. In principle RMSS students can choose one research theme elective outside of their specialization track. The course is not open to other students or to PhD students.

Instruction language

English.

Time Period(s)

Academic year 2014-2015, Semester 2, block 4 and 5 (February-May)

Block 4: Wednesdays 11-14

Block 5: Mondays 13-15

Location

Schedules can be found at <http://rooster.uva.nl/>

Lecturer

Giseline Kuipers

g.m.m.kuipers@uva.nl

REC B605

Office hours: by appointment. Please email or (better!) make an appointment ask before or after the meetings.

Course Objectives

At the end of this course, students are expected to

- Have insight in, and a thorough overview of central theories, concepts and current debates in cultural sociology (and adjacent fields) in particular with regard to analysis, theorizations and empirical studies of value and valuation.
- Be able to critically evaluate these theories and concepts, and to employ them in empirical research;
- Have insight in empirical developments and research traditions in cultural sociology (and adjacent fields); and the capacity to critically evaluate empirical studies in the field;
- Have an overview of sociological research and theory on culture, be able to distinguish various theoretical perspectives on this concept; and to critically evaluate these perspectives;
- Have an overview of theories and research on value and valuation, be able to distinguish various theoretical perspectives on this phenomenon, and to critically evaluate these perspectives;
- Have an overview of current methodological debates and developments in cultural sociology (and adjacent fields), and be able to critically evaluate these perspectives;

- Be able to recognize theoretical and methodological assumptions in scholarly articles, and to (tentatively) place articles in a sociological tradition;
- Formulate meaningful, theoretically founded, and researchable (cultural) sociological research questions;
- Be able to report on and discuss, orally and in writing, sociological debates and insights, in a clear, well-structured and well-argued fashion.
- Have a good understanding of the design and structure of a scholarly (journal) paper; be able to write such a paper (with support and feedback) and to provide constructive criticisms and practical advice to others about writing such papers.
- Be able to independently find relevant literature for a research paper; and to position oneself in theoretical debates in such a paper;
- Be able to relate current discussions and developments in cultural sociology to one's own research interests and projects, as well as one's wider area of specialization (track, discipline, RM program)

Course Content

[Note that this outline differs from the course content as announced in the online course guide]

This course gives an overview of current debates and developments in cultural sociology, focusing on the question of value: How do we decide what is valuable? On what basis do we make such evaluations? What criteria do we use to decide whether something is good, important, authentic, true, taste, funny, worth our money – or the reverse: bad, trivial, fake, lame and not worth paying for? How are these evaluations shaped and framed by cultural contexts and social dynamics? What mechanisms are at play in the cultural construction of value? For instance: how are such evaluations quantified and standardized, for instance by assigning it a specific monetary value? To what extent, and how, do people reach agreement on issues of value? How, when and why are judgments of worth contested, negotiated, justified?

The starting point of this course is that notions of value are cultural shaped. Value is not a fixed or inherent quality; instead it is the result of collective processes of meaning making. Every cultural system comes with its own definitions of value and related evaluative terms like 'worth', 'quality', 'virtue', etc. Such evaluations are embedded and reproduced in institutions, negotiated and legitimated in everyday practice, and constrained and shaped by societal power dynamics. Thus, they are at the heart of cultural sociology, which studies cultural meaning making in contemporary societies. Focusing on the question of culture and value allows us to survey the main theoretical perspectives and debates in cultural sociology, and adjacent fields like economic sociology, science and technology studies, or cultural studies. Evidently, there is also a certain polemical edge to this: cultural sociology typically argues against explanations of value given by economists (market dynamics), psychologists (universal human traits), philosophers (eternal or inherent values), and various more rationalist or individualist perspectives in social science like rational choice theory or functionalist organizational theory.

This course consists of two blocks of 8 weeks. In the first block, we discuss 'big issues': the fundamental questions regarding the central concepts, theories and methodologies in cultural sociology. How can we study culture? How is value constructed in social life? How does this differ cross-nationally, or between social groups? How are valuations and criteria produced in specific fields, markets, and networks? How do they move from specific fields to society at large and back? In this block, we also discuss recent developments in methodology, including novel developments in ethnography (e.g., ethnography and social media, auto-ethnography) as well as new inductive statistical techniques to study cultural meaning.

Although the issues in this block are fundamental and rather theoretical, most of the texts will be empirical. Theorizing in cultural sociology (like most sociology today) is strongly grounded in empirical work. Hence, the debate about big issues rarely is held through purely theoretical papers. Instead, we will discuss mainly empirical studies that make a particular theoretical or fundamental point.

In the second block, we zoom in on a number of specific fields or themes that are at the heart of cultural sociological inquiry. We move away from the big theoretical issues, and instead try to see what happens when themes like consumption, citizenship or the body are analyzed from the perspective of culture and value. This block is also intended to highlight one of the strengths (in my humble opinion) of cultural sociology: to show how relatively small and even mundane themes can shed light on large societal issues and processes, and big theoretical themes.

During the second block, students will also work on their final paper, which should be on a topic of their own choosing (but related to culture, value and power). In the three first weeks, we will discuss ideas for the paper. After three weeks, students will hand in their paper outlines. Students will receive feedback on these outlines, and then have 5 weeks to collect empirical materials or additional readings, and to write the paper. A full first draft will be peer reviewed by other students in the course. Only the final version, after peer review, will be graded. Thus, we will follow (more or less) the trajectory towards the writing of a real' academic article.

Teaching methods/learning formats

Note: current information on assessment only applies to regular UvA students. The assessment of participants in the 'Social Studies of Institutions' program is yet to be discussed with the International Office.

Seminar (class participation, including introduction of literature and leading of discussion: 15% of final grade)

During the weekly meetings, the assigned readings are discussed. Each meeting is chaired by two students. They give a short (about 15 minutes) presentation about the literature (no summary! Assume that your colleagues have read the materials), provide discussion points and lead the discussion. The lecturer will join in the discussion and provide background information when needed or requested.

During the seminar meetings, we will also discuss the paper projects. Students are explicitly invited to look for connections between the reading materials/course topics and their individual research projects and plans or other courses in the RMSS program. All students receive a grade for class participation.

Learning log (15% of final grade)

Students are expected to write weekly 'learning logs' about the assigned readings and whichever of the recommended readings that has managed to pique their interest. The learning log is a free-form discussion of these readings. It can take many directions: a discussion of the usefulness, strengths and weaknesses of a specific approach, or of the implications of a specific train of thought; a discussion of the relation between various papers; a discussion of the meanings and implications of research findings; an examination of the relations between theory and empirical findings in a specific paper; a discussion of the relation between a specific study or approach and your own work, etc.

Keep in mind that a pure critique, in the sense of an examination of the weaknesses of a perspective, text or study is usually not very interesting. In other words: try to focus on what you like, or what you find useful, interesting, original or inspiring.

The format of the learning log is more or less free, although it should conform to general academic standards (rigor, clarity, precision, adequate referencing, acknowledgement of sources, etc.). It should be at least 1 page (400 words); there probably is no sense in making it longer than 2,500 words. Please refer to at least 3 of the assigned/suggested readings for the week. You are also free to look for relations with other texts, perspectives, or current events, as long as the main focus remains with the texts and theme of the week. Learning logs will be made available to the other students.

Reflection paper (20% of final grade)

The learning log of Block 4 culminates in a short reflection paper (3,000-5,000 words). This paper is a more structured and rigorous version of the learning log, or what you consider the most important or interesting parts of this learning log. It should provide a (constructively) critical discussion of at least 6 of the assigned texts, around a theme of your choosing.

Paper (50% of final grade)

The course concludes with a final paper. During the entire course, but in particular during block 5, ideas for this paper are presented and discussed in class (see schedule). Students are encouraged to discuss paper ideas with the lecturer and their colleagues. A full version of the paper will be peer reviewed by two colleagues. In addition, the lecturer will give feedback on this paper. Only the resubmitted version, after peer review and feedback by the lecturer, will be graded.

Peer review:

Each student is expected to peer review the paper of two other students. This peer review will follow the same guidelines as the peer review process of journal articles. The final version of the paper (i.e. the version that is graded) will incorporate the peer review comments.

Course Evaluations & Adjustments of the Course

This is the first year this course is taught. There are therefore no previous evaluations.

Manner & Form of Assessment and Assessment Requirements & Criteria

Assessment

Class participation including introduction of literature and leading of discussion (15%)

Learning log (15%)

Reflection paper (20%)

Final paper (50%)

Class participation

Participation is mandatory. Students who have missed more than one session in a block (so two sessions for the entire course) will be removed from the course unless they can show convincingly that their absence was absolutely unavoidable.

Deadlines & submission

Learning logs are to be handed in the day before class (Tuesdays in Block 4, Sundays in Block 5) before 17:00 in the Blackboard dropbox, and in hard copy at the beginning of the meeting. There is no learning log in the first week.

The reflection paper is to be handed in is to be handed in on 26 March, 2015 before 17:00, both via the Blackboard dropbox, and in hard copy in Giseline's pigeon hole on the 6th floor of REC-B.

The first version of the final paper is to be handed in on 13 May, 2015 before 17:00, both via the dropbox in Blackboard, and in hard copy in Giseline's pigeon hole on the 6th floor of REC-B.

The final, gradable version of the final paper must be handed in on 26 May, 2015 before 17:00, both via the Blackboard dropbox, and in hard copy in Giseline's pigeon hole on the 6th floor of REC-B.

Criteria for evaluation

Although criteria vary for different assignments and forms of participation, these are the core criteria for the evaluation of class participation, learning log, papers and presentations.

- Correct and critical employment of sociological concepts and insights
- Good representation of, and critical reflection on course readings and lectures
- Sound and precise argumentation, well-structured arguments, texts and presentations

- Sound, precise, well-founded use of empirical evidence and research materials
- Creativity, originality and sociological imagination
- Good integration of theory, method, and empirical findings and insights
- Capacity to contrast and compare various sociological perspectives and approaches; be aware that different perspectives and theories may lead to different interpretations, methods, and perspectives
- Enthusiastic and constructive engagement with scholarly debate
- Academic habitus: curiosity, openness, willingness to learn, to change one's mind, readiness to share insights with others and to help others improve and sharpen their ideas.

Resit/rewrite/compensation

Compensation for missed learning log: All students can miss one installment of the learning log, no questions asked. A second missed installment should be compensated with an extra paper of at least 1,000 words. This paper discusses a question chosen by the lecturer, covers the literature of the same week, and should conform to the regular format and standards of a 'real' academic paper.

Paper retakes The reflection paper and the final paper can each be retaken once, irrespective of the grade for the first version. The last grade counts, even if the first grade was higher.

The deadline for the retake of the reflection paper is 5 May, 2015, 17:00

The deadline for the retake of the final paper is 10 July, 2015, 17:00

See also the regulations of the Exam Board of the RMSS at <http://student.uva.nl/rmss/az/item/rules-and-regulations.html>

Inspection of exams/assignments, feedback

All assignments will be returned to the students with oral or written feedback. Feedback on learning logs will be given within 2 weeks. Grades and feedback for the 'big' papers will be made available via e-mail within 15 working days after submission. Participation grades will be given at the end of each block.

Rules regarding Fraud and Plagiarism

The provisions of the Regulations Governing Fraud and Plagiarism for UvA Students apply in full. Access this regulation at <http://student.uva.nl/rmss/az/item/plagiarism-and-fraud.html>.

Suspected cases of plagiarism and fraud will *always* be reported to the exam committee. Fraud and plagiarism can lead to temporary or permanent suspension from the University. Many more things count as fraud or plagiarism than most people realize: it involves all forms of copying or cheating during exams and assignments, but also all use of someone else's writings or ideas without reference or acknowledgement, in any assignment, no matter how small, also in oral presentations or Powerpoint slides, as well as the fabrication or doctoring of empirical materials. All written papers will be checked for plagiarism, using Ephorus anti-plagiarism software.

Date Final Grade

The final grade for the entire course will be available at the latest on June 23, 2015.

Program

Date	Topic	Assignment
4 Feb	Introduction: Culture, value, power	
11 Feb	Culture	Learning log Due 10/2 17:00
18 Feb	Value	Learning log Due 17/2 17:00
25 Feb	Culture, value, institutional context: Fields, markets and networks	Learning log Due 24/2 17:00
4 March	Cultural order: Classifications and boundaries	Learning log Due 3/3 17:00
11 March	Cultural logics: Justifications, legitimations and negotiations	Learning log Due 10/3 17:00
18 March	Methods: traditions and new avenues	Learning log Due 17/3 17:00
		Reflection paper Due 26/3 17:00
30 March	Culture, value, inequalities	No learning log
13 April	Culture, value, bodies	Learning log Paper outline Due 12/4 17:00
20 April	Culture, value, things	Learning log Due 19/4 17:00
<i>Week of 4 May*</i>	Culture, value, consumption	Learning log Due 3/5 17:00 Retake reflection paper Due 5/5 17:00
11 May	Culture, value, citizenship	Learning log Due 10/5 17:00 Final paper version 1 Due 13 May 17:00
18 May	Culture, value, globalization	Learning log Due 17/5 17:00 Peer review Due 18/5 17:00
26 May		Final paper Due 26/5 17:00
10 July RETAKE		Retake final paper Due 10/7 17:00

* On May 4, the University is closed. The meeting for this week will be rescheduled after consultation with students during the first meeting.

Literature/materials

Book

Beckert, Jens & Aspers, Patrik (eds.). 2011. *Worth of Goods. Valuation & Pricing in the Economy*. Oxford: Oxford University Press. (Note: Only for block 4, so not for SSoI students.)

Selected texts on reading list, see below

Journal articles are available from the digital library.

All assigned books can be borrowed from Giselinde for photocopying or scanning.

Recommended books are often available from Giselinde. Alternatively, they can be found in the library.

The reading list is designed to be flexible and adaptable to student's research interests. Each week, we read 75-100 pages. In addition, there is a list of recommended readings. This list contains classical texts, review articles (which are boring but useful), as well as various nice texts that couldn't be fit in. On this list you will also see books. Sadly, books are too long to assign, but for thorough understanding of an argument or a really good empirical study, nothing beats a full-length monograph. Students are also expected to look for additional readings for their final papers.

Block 4: Big issues in culture, value and power.

1. Introduction: culture, value, power & 2. Culture

Note: these readings are for week 1 and 2

Alexander, Jeffrey & Philip Smith. The discourse of American civil society: A new proposal for cultural studies. *Theory and Society* 22(2): 151-207. <http://www.jstor.org/stable/657770>

Bourdieu, Pierre. 1984 [1979]. The habitus and the space of life-styles. Chapter 3 in *Distinction. A Social Critique of the Judgment of Taste*. London: Routledge.

Fine, Gary Alan. 1979. Small groups and culture creation: The idioculture of Little League baseball teams. *American Sociological Review* 44(5): 733-745. <http://www.jstor.org/stable/2094525>

Lamont, Michele. 1992. 'Most of my friends are refined'. Chapter 4 in *Money, Morals and Manners. The Culture of the French and American Upper-Middle Class*. Chicago: University of Chicago Press.

Lash, Scott. 1993. Reflexive modernization: The aesthetic dimension. *Theory, Culture & Society* 10(1): 1-23.

Lizardo, Omar. 2007. *Fight Club*, or the cultural contradictions of late capitalism. *Journal for Cultural Research* 11(3): 221-243. DOI: 10.1080/14797580701763830

Swidler, Ann. 1986. Culture in action. Symbols and strategies. *American Sociological Review* 51(2): 273-286.

Recommended readings

Adams, Matthew. 2003. The reflexive self and culture: A critique. *The British Journal of Sociology* 54(2): 221-238. DOI: 10.1080/0007131032000080212

Alexander, Jeffrey. 2003. *The Meanings of Social Life. A Cultural Sociology*. Oxford: Oxford University Press.

Alexander, Jeffrey & Philip Smith. 2001. The strong program in cultural sociology.

<http://ccs.research.yale.edu/about/strong-program/>

Bourdieu, Pierre. 1984. *Distinction. A Social Critique of the Judgment of Taste*. London: Routledge.

Bourdieu, Pierre. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press.

Fine, Gary Alan. 1995. Wittgenstein's kitchen: Sharing meaning in restaurant work. *Theory and Society* 24(2): 245-269.

Lamont, Michele. 1992. *Money, Morals and Manners*. Chicago: University of Chicago Press.

Liebertson, Stanley. 2000. *A Matter of Taste: How Names, Culture and Fashion Change*. Yale: Yale University Press.

Lizardo, Omar. 2014. The End of Theorists: The Relevance, Opportunities, and Pitfalls of Theorizing in Sociology Today. <http://akgerber.com/OpenBook010.pdf>

Wolff, Janet. 1999. Cultural studies and the sociology of culture. *InVisible Culture. An Electronic Journal for Visual Studies*. https://www.rochester.edu/in_visible_culture/issue1/wolff/wolff.html

3. Value

- Beckert, Jens. 2011. The transcending power of goods: Imaginative value in the economy. In Beckert & Aspers, pp. 106-128.
- Fourcade, Mario. 2011. Price and prejudice. On economics and the enchantment (and disenchantment) of nature. In Beckert & Aspers, pp. 41-62.
- Heuts, Frank & Annemarie Mol. 2013. What is a good tomato? A case of valuing in practice. *Valuation Studies* 1(2): 125-146. Doi: 10.3384/vs.2001-5992.1312125
- Karpik, Lucien. 2011. What is the price of a scientific paper? In Beckert & Aspers, pp. 63-85.
- Krause-Jensen, Jakob. 2011. Ideology at work: Ambiguity and irony of value-based management in Bang & Olufsen. *Ethnography* 12: 266-289, doi:10.1177/1466138110362008

Recommended readings

Journal of Valuation Studies, <http://valuationstudies.liu.se/>

- Espeland, Wendy. 1998. Commensuration as a social process. *Annual Review of Sociology* 24: 313-343. DOI: 10.1146/annurev.soc.24.1.313
- Karpik, Lucien. 2010. *Valuing the Unique: The Economics of Singularities*. Princeton: Princeton University Press.
- Lamont, Michèle. 2012. Toward a comparative sociology of valuation and evaluation. *Annual Review of Sociology* 38(1): 201-21.
- Zelizer, Viviana. 2010. *Economic Lives: How Culture Shapes the Economy*. Princeton: Princeton University Press.
- Zuckerman, Ezra W. 2012. Construction, concentration, and (dis)continuities in social valuations. *Annual Review of Sociology* 38(1): 223-45.

4. Culture, value, institutional contexts: Fields, markets and networks

- Franssen, Thomas & Giseline Kuipers. 2013. Coping with uncertainty, abundance and strife: Decision-making processes of Dutch acquisition editors in the global market for translations. *Poetics* 41(1): 48-74.
- McAndrew, Siobhan & Martin Everett. 2014. Music as collective invention: A social network analysis of composers. *Cultural Sociology* publication ahead of print. doi:10.1177/1749975514542486
- Mears, Ashley. 2011. Pricing looks: Circuits of value in fashion modeling markets. In Beckert & Aspers, pp. 155-177.
- Smith Maguire, Jennifer & Julian Matthews. 2012. Are we all cultural intermediaries now? An introduction to cultural intermediaries in context. *European Journal of Cultural Studies* 15(5): 551-562.
- Velthuis, Olav. 2011. Damien's dangerous idea: Valuing contemporary art at auction. In Beckert & Aspers, 155-177.

Recommended readings

- Bottero, Wendy & Nick Crossley. 2011. Worlds, fields and networks: Becker, Bourdieu and the structures of social relations. *Cultural Sociology* 5(1): 99-119. 10.1177/1749975510389726
- Bourdieu, Pierre. 1983. The field of cultural production, or: The economic world reversed. *Poetics* 12(4-5): 311-356. doi: 10.1016/0304-422X(83)90012-8
- Fine, Gary Alan. 1992. The culture of production: Aesthetic choices and constraints in culinary work. *American Journal of Sociology* 97(5): 1268-1294.
- Griswold, Wendy. 2000. *Bearing Witness: Readers, Writers and the Novel in Nigeria*. Chicago: University of Chicago Press and Princeton: Princeton University Press.
- Van Hoyweggen, Ine. 2014. On the politics of calculative devices. Performing life insurance markets. *Journal of Cultural Economy* 7(3): 334-352. Doi: 10.1080/17530350.2013.858062
- Knox, Hannah, Mike Savage & Penny Harvey. 2006. Social networks and the study of relations: Networks as method, metaphor and form. *Economy and Society* 35(1): 113-140. DOI: 10.1080/03085140500465899
- Nylander, Eric. Mastering the jazz standard: Sayings and doings of artistic valuation. *American Journal of Cultural Sociology* (2014) 2, 66-96. doi:10.1057/ajcs.2013.13;
- Mears, Ashley. 2011. *Pricing Beauty: The Making of a fashion model*. Berkeley: University of California Press.
- Moeran, Brian & Strandgaard Pedersen (eds.) 2011. Negotiating values in the

Moeran, B. and Strandgaard Pedersen, J. (Eds.) 2011 *Negotiating Values in the Creative Industries: Fairs, Festivals and Competitive Events*. Cambridge: Cambridge University Press.

Peterson, Richard & N. Anand. 2004. The production of culture perspective. *Annal Review of Sociology* 30: 311-334. DOI: 10.1146/annurev.soc.30.012703.110557

Smith Maguire, Jennifer & Julian Matthews (eds.). 2012. Special issue on 'Cultural intermediaries in context'. *European Journal of Cultural Studies* 15(5).

Velthuis, Olav. 2005. *Talking Prices*. Princeton: Princeton University Press.

Vihena, Daril, Jacob Foster, Martin Rosvall, Jevin West, James Evans & Carl Bergstrom. 2014. Finding cultural holes: How structure and culture diverge in networks of scholarly communication. *Sociological Science* DOI 10.15195/v1.a15

5. Cultural order: Classifications and boundaries

Abbott, Andrew. 2001. Things of boundaries. In *Time Matters: On Theory and Method*, pp. 261-279. Chicago: University of Chicago Press.

DiMaggio, Paul. 1987. Classification in art. *American Sociological Review* 52(4): 440-455.

Hallett, Tim. 2003. Symbolic power and organizational culture. *Sociological Theory* 21(2): 128-149. DOI: 10.1111/1467-9558.00181

Hsu, Greta. 2006. Jacks of all trades and masters of none: audience's reactions to spanning genres in feature film production. *Administrative Science Quarterly* 51(3): 420-450. doi: 10.2189/asqu.51.3.420

Khaire, Mukti & R. Daniel Wadhvani. 2010. Changing Landscapes: The Construction of Meaning and Value in a New Market Category—Modern Indian Art. *Academy of Management Journal* 53(6): 1281-1304. doi: 10.5465/AMJ.2010.57317861

Van Venrooij, Alex. 2011. Classifying popular music in the United States and the Netherlands. *American Behavioral Scientist* 55(5): 609-623. doi: 10.1177/0002764211398082

Recommended readings

Bourdieu, Pierre. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press.

Foucault, Michel. 1970. *The Order of Things*. New York: Pantheon Books.

Hsu, Greta, Peter Roberts and Anand Swaminathan. Evaluative schemas and the mediating role of critics. *Organization Science* 23(1): 83-97. <http://dx.doi.org/10.1287/orsc.1100.0630>

Lena, Jennifer & Richard Peterson. 2008. Classification as Culture: Types and Trajectories of Music Genres doi: 10.1177/000312240807300501 *American Sociological Review* October 2008 vol. 73 no. 5 697-718

Levi Martin, John. 2000. What do animals do all day? The division of labor, class bodies, and totemic thinking in the popular imagination. *Poetics* 27:195-231.

Lamont, Michèle & Virág Molnár. 2002. The study of boundaries in the social sciences. *Annual Review of Sociology* 28: 167-195. <http://www.jstor.org/stable/3069239>

van Venrooij, Alex & Vaughn Schmutz. 2013. De categorische imperatief in de populaire muziek. *Sociologie* 9(1): 73-96.

6. Cultural logics: Justifications, legitimations and negotiations

Friedland, Roger, John W. Mohr, Henk Roose and Paolo Gardinali. 2014. An Institutional Logic for Love: Measuring Intimate Life. *Theory and Society* 43(3-4): 333-370.

Stark, David. 2011. Creative friction in a new media start-up. Chapter 3 in *The Sense of Dissonance. Accounts of Worth in Economic Life*. Princeton: Princeton University Press.

Thévenot, Laurent, Michal Moody & Claudette Lafaye, Claudette. 2000. Forms of Valuing Nature: Arguments and Modes of Justification in French and American Environmental Disputes. Pp. 229-272 in Lamont, Michèle and Thévenot Laurent (eds.), *Rethinking Comparative Cultural Sociology: Repertoires of Evaluation in France and the United States*. Cambridge: Cambridge University Press. Also available at academia.edu

Zuckerman, Ezra. 1999. The Categorical Imperative: Securities analysts and the illegitimacy discount. *American Journal of Sociology* 104(5): 1398-1438. <http://www.jstor.org/stable/10.1086/210178>

Recommended readings

- Baumann, Shyon. 2007. A general theory of artistic legitimation: How art worlds are like social movements. *Poetics* 35(1): 45-67. [doi:10.1016/j.poetic.2006.06.001](https://doi.org/10.1016/j.poetic.2006.06.001)
- Boltanski, Luc & Laurent Thevenot. 2006. *On Justification. Economies of Worth*. Princeton: Princeton University Press.
- Fourcade, Marion & Kieran Healy. 2007. Moral views of market society. *Annual Review of Sociology* 33: 285-311.
- Johnson, Cathryn, Timothy Dowd & Cecilia Ridgeway. 2006. Legitimacy as a social process. *Annual Review of Sociology* 32. Doi: 53.78. <http://www.jstor.org/stable/29737731>
- Lamont, Michele. 2009. *How Professors Think*. Cambridge: Harvard University Press.
- Rossmann, Gabriel. 2014. The diffusion of the legitimate and the diffusion of legitimacy. *Sociological Science* 3. DOI 10.15195/v1.a5
- Zelizer, Viviana. 1997. *The Social Meaning of Money*. Princeton: Princeton University Press.
- Zelizer, Viviana. 2010. *Economic Lives: How Culture Shapes the Economy*. Princeton: Princeton University Press.

7. Methods in the study of culture: old traditions and new avenues

- DiMaggio, Paul, Manish Nag & David Blei. 2013. Exploring affinities between topic modeling and the sociological perspective on culture. Application to newspaper coverage of US government arts funding. *Poetics* 41(6): 570-606.
- Jerolmack, Colin & Shamus Kham. 2014. Talk is cheap. Ethnography and the attitudinal fallacy. *Sociological Methods & Research* 43(2): 178-209. doi: 10.1177/0049124114523396
- Mohr, John & Amin Ghaziana. 2014. Problems and prospects of measurement in the study of culture. *Theory and Society* 43(3-4): 225-246.
- Reich, Jennifer. 2014. Old methods and new technologies: Social media and shifts in power in qualitative research *Ethnography* 1466138114552949

Recommended readings

- Ghaziani, Amin & John W. Mohr (Eds. Special Issue of *Theory and Society* 43(3-4) on “Measuring Culture.” 1998 John W. Mohr “Measuring Meaning Structures.” *Annual Review of Sociology*, Vol. 24:345-70.
- Kuipers, Giselinde. 2014. Cultural intermediaries and ethnographic research. In Smith Maguire, Jennifer & Julian Matthews (eds), *The cultural intermediaries reader*. London: Sage.
- Mohr, John & Petko Bogdanov (Eds). Special Issue of *Poetics* (41(6) on “Topic Models and the Cultural Sciences.”

Block 2

1. Culture, value, inequalities

- Choo, Hae Yeon & Myra Marx Ferree. 2010. Practicing intersectionality in sociological research: A critical analysis of inclusions, interactions, and institutions in the study of inequalities. *Sociological Theory* 28(2): 129-149. DOI: 10.1111/j.1467-9558.2010.01370.x
- Friedman, Sam & Giselinde Kuipers. 2013. The divisive power of humor: Comedy, taste and symbolic boundaries. *Cultural Sociology* 7(2): 179-195.
- Daenekindt, Stijn & Henk Roose. 2014. Ways of preferring: Distinction through the ‘what’ and the ‘how’ of cultural consumption. *Journal of Consumer Culture* ahead of print. doi: 10.1177/1469540514553715
- Prieur, Annick & Mike Savage. 2013. Emerging forms of cultural capital. *European Societies* 15(2): 246-267., DOI: [10.1080/14616696.2012.748930](https://doi.org/10.1080/14616696.2012.748930)
- Trautner, Mary Nell. 2005. Doing gender, doing class. The performance of sexuality in exotic dance clubs. *Gender & Society* 19(6): 771-788. doi: 10.1177/0891243205277253

Recommended readings:

- Bennett, Tony. 2011. Culture, choice, necessity: A political critique of Bourdieu’s aesthetic. *Poetics* 39(6): 530-546.

- Bennett, Tony, Mike Savage, Elizabeth Silva, Alan Warde, Modesto Gayo-Cal & David Wright. 2009. *Culture, Class, Distinction*. London: Routledge.
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