



# How Professors Think

Inside the  
Curious World  
of Academic  
Judgment

MICHÈLE  
LAMONT

































































































































































































































































































































































































































































































































































































































- Gambetta, Diego, and Heather Hamill. 2005. *Streetwise: How Taxi Drivers Establish Their Customers' Trustworthiness*. New York: Russell Sage.
- Gardner, Howard. 1999. *Intelligence Reframed: Multiple Intelligences for the Twenty-first Century*. New York: Basic Books.
- Garfinkel, Harold. 1967. *Studies in Ethnomethodology*. Englewood Cliffs, N.J.: Prentice Hall.
- Gaztambide-Fernandez, Ruben. 2009. *Lives of Distinction: Ideology, Space, and Ritual in Processes of Identification at an Elite Boarding School*. Cambridge: Harvard University Press.
- Geertz, Clifford. 1973. *The Interpretation of Cultures: Selected Essays*. New York: Basic Books.
- . 1985. "Waddling In." *Times Literary Supplement*, June 5.
- General Accounting Office. 1994. "Peer Review Reforms Needed to Ensure Fairness in Federal Agency Grant Selection: Report to the Chairman, Committee on Governmental Activities, U.S. Senate." Washington, D.C.: General Accounting Office.
- Gerson, Elihu. 1983. "Scientific Work and Social Worlds." *Knowledge* 4:357–377.
- Gieryn, Thomas. 1983. "Boundary-work and the Demarcation of Science from Non-Science: Strains and Interests in Professional Ideologies of Scientists." *American Sociological Review* 48:781–795.
- . 1994. "Boundaries of Science." Pp. 393–443 in *Handbook of Science, Technology, and Society*, ed. Sheila Jasanoff, Gerald Markle, James Petersen, and Trevor Pinch. Beverly Hills, Calif.: Sage.
- . 1999. *Cultural Boundaries of Science: Credibility on the Line*. Chicago: University of Chicago Press.
- Gigerenzer, Gerd. 2007. *Gut Feelings: The Intelligence of the Unconscious*. New York: Viking.
- Gilbert, Nigel, and Michael Mulkey. 1984. *Opening Pandora's Box: A Sociological Analysis of Scientists' Discourse*. Cambridge, Eng.: Cambridge University Press.
- Ginther, Donna K., and Kathy J. Hayes. 2003. "Gender Differences in Salary and Promotion for Faculty in the Humanities, 1977–95." *Journal of Human Resources* 38 (1): 34–73.
- Givens, David B., and Timothy Jablonski. 1996. "AAA Survey of Anthropology PhDs." Report prepared for the American Anthropological Association, Arlington, Va.

- Gladwell, Malcolm. 2005. *Blink: The Power of Thinking without Thinking*. New York: Little, Brown.
- Glazer, Nathan. 1976. *Affirmative Discrimination*. New York: Basic Books.
- Goffman, Erving. 1963. *Stigma*. Englewood Cliffs, N.J.: Prentice Hall.
- . 1974. *Frame Analysis*. New York: Harper.
- . 1981. *Forms of Talk*. Philadelphia: University of Pennsylvania Press.
- . 1990. *The Presentation of Self in Everyday Life*. New York: Doubleday. (Orig. pub. 1959.)
- Goleman, Daniel, Richard E. Boyatzis, and Annie McKee. 2002. *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston: Harvard Business School Press.
- Gordon, Lewis R., and Jane Anna Gordon, eds. 2006. *A Companion to African-American Studies*. Oxford, Eng.: Blackwell.
- Gould, Stephen Jay. 2003. *The Hedgehog, the Fox and the Magister's Pox: Mending the Gap between Science and the Humanities*. New York: Harmony Books.
- Graff, Gerald. 1992. *Beyond the Culture Wars: How Teaching the Conflicts Can Revitalize American Education*. New York: Norton.
- Granfield, Robert. 1991. "Making It by Faking It: Working-Class Students in an Elite Academic Environment." *Journal of Contemporary Ethnography* 20 (3): 331–351.
- Granovetter, Marc. 1985. "Economic Action and Social Structure: The Problem of Embeddedness." *American Journal of Sociology* 91 (3): 481–510.
- Green, Donald P., and Ian Shapiro. 1994. *Pathologies of Rational Choice Theory: A Critique of Applications in Political Science*. New Haven: Yale University Press.
- Gross, Neil. 2008. *Richard Rorty: The Making of a Philosopher*. Chicago: University of Chicago Press.
- Gross, Neil, and Solon Simmons. 2006. "Americans' Views of Political Bias in the Academy and Academic Freedom." Paper presented at the Annual Meeting of the American Association of University Professors, Washington, D.C., June 8–11.
- Gruenfeld, Deborah, Paul V. Martorana, and Elliot T. Fan. 2000. "What Do Groups Learn from Their Worldliest Members? Direct and Indirect Influence in Dynamic Teams." *Organizational Behavior and Human Decision Processes* 82 (1): 45–59.
- Guetzkow, Joshua, Michèle Lamont, Marcel Fournier, and Grégoire Mallard. 2003. "Originality and the Construction of Academic Worth: Substan-

- tive Qualities and Scholarly Virtue in Peer Review.” Paper presented at the Annual Meeting of the American Sociological Association, Atlanta, Ga., August 16–19.
- Guetzkow, Joshua, Michèle Lamont, and Grégoire Mallard. 2004. “What Is Originality in the Social Sciences and the Humanities?” *American Sociological Review* 69 (2): 190–212.
- Guillory, John. 1993. *Cultural Capital: The Problem of Literary Canon Formation*. Chicago: University of Chicago Press.
- Guinier, Lani, and Susan Sturm. 2001. *Who’s Qualified?* Boston: Beacon Press.
- Gumport, Patricia J. 2000a. “Academic Restructuring: Organizational Change and Institutional Imperatives.” *Higher Education: An International Journal of Higher Education and Educational Planning* 39:67–91.
- . 2000b. “Learning Academic Labor.” *Comparative Social Research* 19:1–23.
- . 2002. *Academic Pathfinders: Knowledge Creation and Feminist Scholarship*. Westport, Conn.: Greenwood.
- Gutmann, Amy, and Dennis Thompson. 1996. *Democracy and Disagreement*. Cambridge: Harvard University Press.
- Habermas, Jürgen. 1982. “A Reply to My Critics.” In *Habermas: Critical Debates*, ed. John B. Thompson and David Held. Cambridge: MIT Press.
- . 1984. *The Theory of Communicative Action*. Trans. Thomas McCarthy. Boston: Beacon Press.
- Hall, Peter A., and Michèle Lamont, eds. 2009. *Successful Societies: How Institutions and Culture Affect Health*. New York: Cambridge University Press.
- Hall, Peter A., and David Soskice, eds. 2001. *Varieties of Capitalism: The Institutional Foundations of Comparative Advantage*. New York: Oxford University Press.
- Hall, Stuart. 1990. “The Emergence of Cultural Studies and the Crisis of the Humanities.” *October* 53:11–23.
- Hargens, Lowell L. 1988. “Scholarly Consensus and Journal Rejection Rates.” *American Sociological Review* 53 (1): 139–151.
- Hartmann, Ilse, and Friedhelm Neidhardt. 1990. “Peer Review at the *Forschungsgemeinschaft*.” *Scientometrics* 19 (5–6): 419–425.
- Hastie, Reid. 2001. “Problems for Judgment and Decision Making.” *Annual Review of Psychology* 52:653–683.
- Hayagreeva, Rao, Phillippe Monin, and Rodolphe Durand. 2005. “Border

- Crossing: Bricolage and the Erosion of Categorical Boundaries in French Gastronomy." *American Sociological Review* 70 (9): 868–991.
- Heinich, Nathalie. 1996. *The Glory of Van Gogh*. Princeton: Princeton University Press.
- . 1997. "Les frontières de l'art à l'épreuve de l'expertise: politique de la décision dans une commission municipale." *Politix* 38:111–135.
- Helper, Susan, John Paul MacDuffie, and Charles Sabel. 2000. "Pragmatic Collaborations: Advancing Knowledge While Controlling Opportunism." *Industrial and Corporate Change* 9 (3): 443–488.
- Hennion, Antoine. 2004. "Pragmatics of Taste." Pp. 131–144 in *Blackwell Companion to the Sociology of Culture*, ed. Mark Jacobs and Nancy Hankahan. Oxford, Eng.: Blackwell.
- Hochschild, Arlie. 1979. "Emotion Work, Feeling Rules and Social Structure." *American Journal of Sociology* 85 (3): 551–575.
- Hoffer, T. B., V. Welch Jr., K. Webber, K. Williams, B. Lisek, M. Hess, D. Loew, and I. Guzman-Barron. 2006. "Doctorate Recipients from United States Universities: Summary Report 2005." Report prepared for the National Opinion Research Center, Chicago.
- Hojat, Mohammadreza, Joseph S. Gonnella, and Addeane S. Caellegh. 2003. "Impartial Judgment by the Gatekeepers of Science: Fallibility and Accountability in the Peer Review Process." *Advances in Health Sciences Education* 8 (1): 75–96.
- Ibarra, Herminia. 1992. "Homophily and Differential Returns: Sex Differences in Network Structure and Access in an Advertising Firm." *Administrative Science Quarterly* 37:422–447.
- Iggers, Georg G. 1997. *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*. Middletown, Conn.: Wesleyan University Press.
- Jackall, Robert. 1988. *Moral Mazes: The World of Corporate Managers*. New York: Oxford University Press.
- Jacobs, Jerry A. 2004. "The Faculty Time Divide (Presidential Address)." *Sociological Forum* 19 (1): 3–27.
- . Forthcoming-a. "Interdisciplinarity: A Review of Research on Communication among Social-Science Disciplines." *Annual Review of Sociology*.
- . Forthcoming-b. *Women in Higher Education*. New York: Russell Sage Foundation.
- Jacobs, Jerry A., and Sarah Winslow. 2004. "Overworked Faculty: Job Stresses

- and Family Demands.” *Annals of the American Academy of Political and Social Science* 596 (1): 104–129.
- James, William. 1911. “The Essence of Humanism.” Pp. 121–135 in *The Meaning of Truth*. New York: Longman, Green.
- Jasanoff, Sheila. 1990. *The Fifth Branch: Science Advisers as Policy Makers*. Cambridge: Harvard University Press.
- , ed. 2004. *States of Knowledge: The Co-Production of Science and Social Order*. New York: Routledge.
- Jencks, Christopher, and David Riesman. 1977. *The Academic Revolution*. Chicago: University of Chicago Press.
- Jenkins, Richard. 1996. *Social Identity*. London: Routledge.
- Kanter, Rosabeth M. 1977. *Men and Women of the Corporation*. New York: Basic Books.
- Karabel, Jerome. 2005. *The Chosen: The Hidden History of Admission and Exclusion at Harvard, Yale, and Princeton*. Boston: Houghton Mifflin Co.
- Keane, Webb. 2003. “Self-Interpretation, Agency, and the Objects of Anthropology: Reflections on a Genealogy.” *Comparative Studies in Society and History* 45(2): 222–248.
- Kelle, Udo, Gerald Prein, and Catherine Beird. 1995. *Computer-Aided Qualitative Data Analysis: Theory, Methods, and Practice*. Thousand Oaks, Calif.: Sage.
- Kelly, Erin, and Frank Dobbin. 1998. “How Affirmative Action Became Diversity Management: Employers’ Response to Anti-Discrimination Law, 1961–1996.” *American Behavioral Scientist* 41:960–984.
- . 2001. “How Affirmative Action Became Diversity Management: Employer Response to Anti-Discrimination Law, 1961–1996.” Pp. 87–117 in *Color Lines: Affirmative Action, Immigration and Civil Rights Options for America.*, ed. John Skrentny. Chicago: University of Chicago Press.
- Kessler-Harris, Alice, Amy Swerdlow, and Sue Rovi. 1995. “Evaluation of Woodrow Wilson National Fellowship Foundation.” Report prepared for the Woodrow Wilson National Fellowship Foundation, Princeton.
- King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press.
- Kirp, David L. 2003. *Shakespeare, Einstein, and the Bottom Line: The Marketing of Higher Education*. Cambridge: Harvard University Press.
- Klein, Julie T. 1996. *Crossing Boundaries: Knowledge, Disciplinarity, and Interdisciplinarity*. Charlottesville: University of Virginia Press.

- . 2003. "Thinking about Interdisciplinarity: A Primer for Practice." *Colorado School of Mines Quarterly* 103 (1): 101–114.
- . 2005. "Interdisciplinary Teamwork: The Dynamics of Collaboration and Integration." Pp. 23–50 in *Interdisciplinary Collaboration: An Emerging Cognitive Science*, ed. S. J. Derry, C. D. Schunn, and M. A. Gernsbacher. Mahwah, N.J.: Lawrence Erlbaum.
- Knorr-Cetina, Karin. 1999. *Epistemic Cultures: How the Sciences Make Knowledge*. Cambridge: Harvard University Press.
- Kollock, Peter, Philip Blumstein, and Pepper Schwartz. 1985. "Sex and Power in Interaction: Conversational Privileges and Duties." *American Sociological Review* 50:34–46.
- Ladd, Everett Carll, and Seymour M. Lipset. 1975. *The Divided Academy: Professors and Politics*. New York: Norton.
- Laitin, David. 2004. "The Political Science Discipline." Pp. 11–40 in *The Evolution of Political Knowledge: Theory and Inquiry in American Politics*, ed. Edward D. Mansfield and Richard Sisson. Columbus: Ohio State University Press.
- Lakatos, Imre. 1974. "History of Science and Its Rational Reconstructions." in *The Interaction between Science and Philosophy*, ed. Yehuda Elkana. Atlantic Highlands, N.J.: Humanities.
- Lamont, Michèle. 1987. "How to Become a Dominant French Philosopher: The Case of Jacques Derrida." *American Journal of Sociology* 93 (3): 584–622.
- . 1989. "The Power-Culture Link in a Comparative Perspective." *Comparative Social Research* 11:131–150.
- . 1992. *Money, Morals, and Manners: The Culture of the French and American Upper-Middle Class*. Chicago: University of Chicago Press.
- . 2000. *The Dignity of Working Men: Morality and the Boundaries of Race, Class, and Immigration*. Cambridge: Harvard University Press.
- . 2001. "Three Questions for a Big Book: Collins' *The Sociology of Philosophies*." *Sociological Theory* 19 (1):86–91.
- . 2004a. "Recruiting, Promoting, and Retaining Women Academics: Lessons from the Literature." Report prepared for the Committee on the Status of Women, Faculty of Arts and Sciences, Harvard University, Cambridge.
- . 2004b. "Theoretical Growth and Conceptual Foreplay." *Perspectives: Newsletter of the ASA Theory Section* 27 (3): 1.
- . 2008. "Critères d'évaluation et structures culturelles: réflexions sur

- un parcours de recherches.” in *Sens de la critique, sens de la justice*, ed. Catherine Guaspere, Marc Breviglieri, Claudette Lafaye, and Daniel Trom. Paris: La Découverte.
- . 2009. “The Challenges of Pierre Bourdieu.” In *After Bourdieu*, ed. Elisabeth Silva and Alan Warde. London: Routledge.
- Lamont, Michèle, Veronica Boix Mansilla, and Katri Huutoniemi. 2007. “Fostering Successful Interdisciplinarity through Shared Cognitive Platforms.” Prepared for the Canadian Institute for Advanced Research, Toronto.
- Lamont, Michèle, and Crystal Fleming. 2005. “Everyday Anti-Racism: Competence and Religion in the Cultural Repertoire of the African-American Elite and Working Class.” *Du Bois Review* 2 (1): 29–43.
- Lamont, Michèle, Marcel Fournier, Josh Guetzkow, Grégoire Mallard, and Roxane Bernier. 2006. “Evaluating Creative Minds: The Assessment of Originality in Peer Review.” Pp. 166–181 in *Knowledge, Communication and Creativity*, ed. Arnaud Sales and Marcel Fournier. London: Sage.
- Lamont, Michèle, and Katri Huutoniemi. 2007. “Comparing Customary Rules of Fairness: Evidence of Evaluative Practices in Various Types of Peer Review Panels.” Paper presented at the conference Making, Evaluating, and Using Social Scientific Knowledge, Russell Sage Foundation, New York, December 7–8.
- Lamont, Michèle, Jason Kaufman, and Michael Moody. 2000. “The Best of the Brightest: Definitions of the Ideal Self among Prize-Winning Students.” *Sociological Forum* 15 (2): 187–224.
- Lamont, Michèle, and Annette Lareau. 1988. “Cultural Capital: Allusions, Gaps, and Glissandos in Recent Theoretical Developments.” *Sociological Theory* 6 (2): 153–168.
- Lamont, Michèle, and Grégoire Mallard. 2005. “Peer Evaluation in the Social Sciences and Humanities Compared: The United States, the United Kingdom, and France.” Report prepared for the Social Sciences and Humanities Research Council of Canada, Ottawa.
- Lamont, Michèle, and Virág Molnár. 2002. “The Study of Boundaries across the Social Sciences.” *Annual Review of Sociology* 28:167–195.
- Lamont, Michèle, and Laurent Thévenot, eds. 2000. *Rethinking Comparative Cultural Sociology: Repertoires of Evaluation in France and the United States*. London: Cambridge University Press.
- Lamont, Michèle, and Patricia White. 2008. “Workshop on Interdisciplinary Standards for Systematic Qualitative Research: Cultural Anthropology,

- Law and Social Science, Political Science, and Sociology Programs.” Report prepared for the National Science Foundation, Washington, D.C.
- Lamont, Michèle, and Marsha Witten. 1989. “Surveying the Continental Drift: The Diffusion of French Social and Literary Theory in the United States.” *French Politics and Society* 6 (3): 17–23.
- Lamont, Michèle, and Robert Wuthnow. 1990. “Betwixt-and-Between: Recent Cultural Sociology in Europe and the United States.” Pp. 287–315 in *Frontiers of Social Theory: The New Synthesis*, ed. George Ritzer. New York: Columbia University Press.
- Lamont, Michèle, and Ezra Zuckerman. In preparation. “Towards a Sociology of Valuation: Convergence, Divergence, and Synthesis.” *Annual Review of Sociology*.
- Langfeldt, Liv. 2001. “The Decision-Making Constraints and Processes of Grant Peer Review, and Their Effects on the Review Outcome.” *Social Studies of Science* 31 (6): 820–841.
- . 2006. “The Policy Challenges of Peer Review: Managing Bias, Conflict of Interest, and Interdisciplinary Assessment.” *Research Evaluation* 15 (1): 31–42.
- Langhout, Regina Day, Francine Rosselli, and Jonathan Feinstein. 2007. “Assessing Classism in Academic Settings.” *Review of Higher Education* 30 (2): 145–184.
- Latour, Bruno. 1987. *Science in Action: How to Follow Scientists and Engineers through Society*. Cambridge: Harvard University Press.
- . 1988. *The Pasteurization of France*. Trans. Alan Sheridan and John Law. Cambridge: Harvard University Press.
- Latour, Bruno, and Steve Woolgar. 1979. *Laboratory Life: The Social Construction of Scientific Facts*. Princeton: Princeton University Press.
- Laudel, Grit. 2006. “The ‘Quality Myth’: Promoting and Hindering Conditions for Acquiring Research Funds.” *Higher Education* 52:375–403.
- Laudel, Grit, and Gloria Origgi. 2006. “Special Issue on the Assessment of Interdisciplinary Research.” *Research Evaluation* 15 (1).
- Leahey, Erin. 2008. “Methodological Memes and Mores: Toward a Sociology of Social Research.” *Annual Review of Sociology* 34:33–53.
- Lederman, Rena. 2006. “Introduction: Anxious Borders between Work and Life in a Time of Bureaucratic Ethics Regulation.” *American Ethnologist* 33 (4): 477–481.
- Leiter, Brian, ed. 2004. *The Future for Philosophy*. New York: Oxford University Press.

- Lenoir, Timothy. 1993. "Discipline of Nature and the Nature of Disciplines." Pp. 77–78 in *Knowledges: Historical and Critical Studies in Disciplinarity*, ed. Ellen Messer-Davidow, David Shumway, and David Sylvan. Charlottesville: University of Virginia Press.
- Lévi-Strauss, Claude. 1983. *Structural Anthropology*. Trans. Monique Layton. Chicago: University of Chicago Press.
- Levinson, Jerold. 2002. "Hume's Standards of Taste: The Real Problem." *Journal of Aesthetics and Art Criticism* 60 (3): 227–238.
- Lewis, Lionel. 1998. *Scaling the Ivory Tower: Merit and Its Limits in Academic Careers*. New Brunswick, N.J.: Transaction.
- Liebert, Roland. 1976. *Disintegration and Political Action: The Changing Functions of City Governments in America*. New York: Academic Press.
- . 1982. "Productivity, Favor, and Grants among Scholars." *American Journal of Sociology* 83 (3): 664–673.
- Lipset, Seymour M. 1979. *The First New Nation*. New York: Norton. (Orig. pub. 1963.)
- Longino, Helen E. 2002. *The Fate of Knowledge*. Princeton: Princeton University Press.
- Lukes, Steven. 1974. *Power: A Radical View*. London: Macmillan.
- Lustick, Ian. 1997. "The Disciplines of Political Science: Studying the Culture of Rational Choice as a Case in Point." *PS—Political Science and Politics* 30 (2): 175–179.
- Lynch, Michael. 1993. *Scientific Practice and Ordinary Action: Ethnomethodology and Social Studies of Science*. New York: Cambridge University Press.
- MacKenzie, Donald, and Yuval Millo. 2003. "Constructing a Market, Performing Theory: The Historical Sociology of a Financial Derivatives Exchange." *American Journal of Sociology* 109 (10): 1907–1945.
- Mallard, Grégoire. 2005. "Interpreters of the Literary Canon and Their Technical Instruments: The Case of Balzac Criticism." *American Sociological Review* 70 (6): 992–1010.
- Mallard, Grégoire, Michèle Lamont, and Joshua Guetzkow. 2007. "Cognitive Contextualization, Epistemological Styles, and Peer Review in the Social Sciences and the Humanities." Cambridge: Harvard University, Department of Sociology.
- . 2009. "Fairness as Appropriateness: Negotiating Epistemological Differences in Peer Review." *Science, Technology and Human Values*.

- Mansbridge, Jane J. 1983. *Beyond Adversary Democracy*. Chicago: University of Chicago Press.
- Mansfield, Edward D., and Richard Sisson. 2004. *The Evolution of Political Knowledge: Theory and Inquiry in American Politics*. Columbus: Ohio State University Press.
- Manzo, John. 1993. "Jurors' Narratives of Personal Experience in Deliberation Talk." *Text* 13 (3): 267–290.
- March, James J., and Johan P. Olsen. 1976. *Ambiguity and Choice in Organizations*. Oslo, Norway: Universitetsforlaget.
- Marcus, George E., and Michael M. Fischer. 1986. *Anthropology as Cultural Critique: An Experimental Moment in the Human Sciences*. Chicago: University of Chicago Press.
- Martin, Brian, and Eveleen Richards. 1995. "Scientific Knowledge, Controversy, and Public Decision Making." Pp. 506–526 in *Handbook of Science and Technology*, ed. Sheila Jasanoff, Gerald E. Markel, James C. Paterson, and Trevor Pinch. Newbury Park, Calif.: Sage.
- Martin, Emily. 1994. *Flexible Bodies: Tracking Immunity in American Culture from the Days of Polio to the Age of AIDS*. Boston: Beacon Press.
- Maynard, Douglas W., and John Manzo. 1993. "On the Sociology of Justice: Theoretical Notes from an Actual Jury Deliberation." *Sociological Theory* 11 (2): 171–193.
- McCartney, John. 1970. "On Being Scientific: Changing Styles of Presentation of Sociological Research." *American Sociologist* 5 (1): 30–35.
- McPherson, Miller, Lynn Smith-Lovin, and James M. Cook. 2001. "Birds of a Feather: Homophily in Social Networks." *Annual Review of Sociology* 27:415–444.
- Merton, Robert K. 1968. "The Matthew Effect in Science." *Science* 159:56–63.
- . 1972. "Insiders and Outsiders: A Chapter in the Sociology of Knowledge." *American Journal of Sociology* 78 (1): 9–47.
- . 1973. "Priorities in Scientific Discovery: A Chapter in the Sociology of Science." Pp. 286–324 in *The Sociology of Science: Theoretical and Empirical Investigations*, ed. Norman Storer. Chicago: University of Chicago Press. (Orig. pub. 1957.)
- . 1988. "The Matthew Effect in Science, II: Cumulative Advantage and the Symbolism of Intellectual Property." *Isis* 79:606.
- , ed. 1996. *On Social Structure and Science*. Chicago: University of Chicago Press.

- Messer-Davidow, Ellen. 2002. *Disciplining Feminism: From Social Activism to Activist Discourse*. Durham, N.C.: Duke University Press.
- Meyer, John. 1986. "Myths of Socialization and of Personality." Pp. 208–221 in *Reconstructing Individualism: Autonomy, Individuality, and the Self in Western Thought*, ed. Thomas C. Heller, Morton Sosan, David E. Welbery, Arnold I. Davidson, Ann Swidler, and Ian Watt. Stanford: Stanford University Press.
- Meyer, John, Francisco Ramirez, David John Frank, and Evan Schofer. 2006. "Higher Education as an Institution." Stanford: Center on Democracy, Freeman Spogli Institute for International Studies, Stanford University.
- Meyer, John, and Brian Rowan. 1977. "Institutionalized Organizations: Formal Structure as Myth and Ceremony." *American Journal of Sociology* 83 (2): 340–363.
- Miles, Matthew B., and A. Michael Huberman. 1994. *Qualitative Data Analysis: A Sourcebook of New Methods*. Beverly Hills, Calif.: Sage.
- Moser, Walter. 2001. "Posface: Pas d'euphorie! anatomie d'une crise." *Canadian Review of Comparative Literature* 26 (3–4): 193–210.
- Mukerji, Chandra. 2007. "Cultural Genealogy: Method for a Historical Sociology of Culture or Cultural Sociology of History." *Cultural Sociology* 1 (1): 49–71.
- Mulkay, Michael. 1976. "Norms and Ideology in Science." *Social Science Information* 15:627–656.
- . 1991. *Sociology of Science: A Sociological Pilgrimage*. Philadelphia: Open University Press.
- Munch, Peter A. 1975. "'Sense' and 'Intention' in Max Weber's Theory of Social Action." *Sociological Inquiry* 45 (4): 59–65.
- Musselin, Christine. 1996. "Les marchés du travail universitaires, comme économie de la qualité." *Revue Française de Sociologie* 37 (2): 189–208.
- . 2005. *Le marché des universitaires: France, Allemagne, Etats-Unis*. Paris: Presses de SciencesPo.
- Nagel, Ernest. 1961. *The Structure of Science: Problems in the Logic of Scientific Explanation*. New York: Harcourt, Brace.
- National Academy of Sciences. 2006. "Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering." Report prepared for the National Academies, Washington, D.C.
- National Opinion Research Center. 2006. *Survey of Earned Doctorates, 2005*. Arlington, Va.: National Science Foundation.

- National Science Foundation. 2004. "Report of the Workshop on Scientific Foundations of Qualitative Research." Report prepared for the National Science Foundation, Arlington, Va.
- Nehamas, Alexander. 1998. "Trends in Recent American Philosophy." Pp. 227–242 in *American Academic Culture in Transformation*, ed. Thomas E. Bender and Carl E. Schorske. Princeton: Princeton University Press.
- Novick, Peter. 1988. *That Noble Dream: The "Objectivity Question" and the American Historical Profession*. New York: Cambridge University Press.
- Ortner, Sherry B. 2005. "Subjectivity as Cultural Critique." *Anthropological Theory* 5 (1): 31–52.
- Pachucki, Mark, Sabrina Pendergrass, and Michèle Lamont. 2007. "Boundary Processes: Recent Theoretical Developments and New Contributions." *Poetics* 35 (6): 331–351.
- Page, Scott E. 2007. *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*. Princeton: Princeton University Press.
- Palumbo-Liu, David. 1995. *The Ethnic Canon: Histories, Institutions, and Interventions*. Minneapolis: University of Minnesota Press.
- Perna, Laura W. 2001. "Sex and Race Differences in Faculty Tenure and Promotion." *Research in Higher Education* 42 (5): 541–567.
- Perry, Merry G. 2006. "Feminism and Cultural Studies in Composition: Locating Women and Men in College Writing Courses." *Composition Forum* 15 (special issue "Composition and Location"): <http://www.fau.edu/compositionforum/15/perryfeminism.php>.
- Polletta, Francesca, and M. Kai Ho. 2005. "Frames and Their Consequences." Pp. 187–214 in *Oxford Handbook of Contextual Political Studies*, ed. Robert E. Goodin and Charles Tilly. Oxford, Eng.: Oxford University Press.
- Porter, Alan L., and Frederick A. Rossini. 1985. "Peer Review of Interdisciplinary Research Proposals." *Science, Technology, and Human Values* 10 (3): 33–38.
- Porter, Theodore. 1999. "Quantification and the Accounting Ideal in Science." Pp. 394–406 in *The Science Studies Reader*, ed. Mario Biagioli. New York: Routledge.
- Powell, Walter W. 1985. *Getting into Print: The Decision-Making Process in Scholarly Publishing*. Chicago: University of Chicago Press.
- Putnam, Hilary. 1998. "A Half Century of Philosophy, Viewed from Within." Pp. 193–226 in *American Academic Culture in Transformation*, ed.

- Thomas E. Bender and Carl E. Schorske. Princeton: Princeton University Press.
- Ragin, Charles C. 1987. *The Comparative Method: Moving beyond Qualitative and Quantitative Strategies*. Berkeley: University of California Press.
- . 2000. *Fuzzy Set Social Science*. Chicago: University of Chicago Press.
- Ravinet, Pauline. 2007. “La genèse et l’institutionnalisation du processus de Boulogne.” Ph.D. diss., Fondation Nationale des Sciences Politiques (Sciences Po).
- Readings, Bill. 1996. *The University in Ruins*. Cambridge: Harvard University Press.
- Reskin, Barbara F. 2000. “The Proximate Causes of Employment Discrimination.” *Contemporary Sociology* 29 (2): 319–328.
- Reskin, Barbara F., and Debra B. McBrier. 2000. “Why Not Ascription? Organizations’ Employment of Male and Female Managers.” *American Sociological Review* 65 (2): 210–233.
- Rhoten, Diana. 2003. “Final Report, National Science Foundation BCS-0129573: A Multi-Method Analysis of the Social and Technical Conditions for Interdisciplinary Collaboration.” Report prepared for the National Science Foundation, Washington, D.C.
- Ridgeway, Cecilia L. 1997. “Interaction and the Conservation of Gender Inequality: Considering Employment.” *American Sociological Review* 62 (2): 218–235.
- Rivera, Lauren. 2009. “Cultural Reproduction in the Labor Market: Homophily in Job Interviews.” Paper presented in the Culture and Social Analysis Workshop, Department of Sociology, Harvard University, October 6.
- Rosental, Claude. 2003. “Certifying Knowledge: The Sociology of a Logical Theorem in Artificial Intelligence.” *American Sociological Review* 68 (4): 623–644.
- . 2008. *Weaving Self-Evidence: A Sociology of Logic*. Princeton: Princeton University Press.
- Roska, Josipa, and Mitchell L. Stevens. 2007. “Diversity in Organizational Admission: Explaining the Success of Affirmative Action in U.S. Higher Education.” Presented at the annual meeting *Is Another World Possible?* American Sociological Association, New York, August.
- Rossi, Peter, and Howard Freeman. 1993. *Evaluation: A Systematic Approach*. New York: Sage.

- Roy, Rustum. 1985. "Funding Science: The Real Defects of Peer Review and an Alternative to It." *Science, Technology, and Human Values* 10:73–81.
- Rudenstine, Neil L. 2001. *Pointing Our Thoughts: Reflections on Harvard and Higher Education, 1991–2001*. Cambridge: Harvard University Press.
- Sauder, Michael. 2006. "Third Parties and Status Systems: How the Structure of Status Systems Matter." *Theory & Society* 35:299–321.
- Schiebinger, Londa L. 1999. *Has Feminism Changed Science?* Cambridge: Harvard University Press.
- Scott, Joan M. 2001. "Women's History." Pp. 43–70 in *New Perspectives on Historical Writing*, 2d ed., ed. Peter Burke. University Park: Pennsylvania State University Press.
- Sewell, William H., Jr. 2005. *Logics of History: Social Theory and Social Transformation*. Chicago: University of Chicago Press.
- Shapin, Steven. 1994. *A Social History of Truth: Civility and Science in Seventeenth-Century England*. Chicago: University of Chicago Press.
- Shapin, Steven, and Simon Schaeffer. 1985. *Leviathan and the Air Pump: Hobbes, Boyle, and the Experimental Life*. Princeton: Princeton University Press.
- Shapiro, Ian. 2005. *The Flight from Reality in the Human Sciences*. Princeton: Princeton University Press.
- Shapiro, Ian, Rogers M. Smith, and Tarek E. Masoud. 2004. *Problems and Methods in the Study of Politics*. New York: Cambridge University Press.
- Shenhav, Yahouda A. 1986. "Dependence and Compliance in Academic Research Infrastructures." *Sociological Perspectives* 21 (1): 29–51.
- Shumway, David R. 1997. "The Star System in Literary Studies." *PMLA: Publications of the Modern Language Association of America* 112 (1): 85–100.
- Simon, Herbert. 1957. *Models of Man: Social and Rational*. New York: John Wiley and Sons.
- Singleton, Royce A., and Bruce C. Straits. 1999. *Approaches to Social Research*. New York: Oxford University Press.
- Skrentny, John D. 2002. *The Minority Rights Revolution*. Cambridge: Belknap Press of Harvard University Press.
- Slaughter, Sheila, and Gary Rhoades. 2004. *Academic Capitalism and the New Economy*. Baltimore: John Hopkins University Press.
- Smith, Daryl G., and José Moreno. 2006. "Hiring the Next Generation of Professors: Will Myths Remain Excuses?" *Chronicle of Higher Education* 53 (6): 64.

- Smith, Dorothy E. 1990a. *The Conceptual Practices of Power: A Feminist Sociology of Knowledge*. Toronto: University of Toronto Press.
- . 1990b. “Women’s Experience as a Radical Critique of Sociology” and “The Ideological Practice of Sociology.” Pp. 1–57 in *The Conceptual Practices of Power: A Feminist Sociology of Knowledge*. Boston: Northeastern University Press.
- Snow, Charles P. 1993. *The Two Cultures*. New York: Cambridge University Press.
- Social Science Research Council. N.d. “Academic Fellowship Program Peer Review Process.” Report prepared for the Social Science Research Council, New York.
- Sonnert, Gerhard. 1995. “What Makes a Good Scientist? Determinants of Peer Evaluation among Biologists.” *Social Studies of Science* 25:35–55.
- . 2002. *Ivory Bridges: Connecting Science and Society*. Cambridge: MIT Press.
- Star, Susan Leigh. 1985. “Scientific Work and Uncertainty.” *Social Studies of Science* 15:391–427.
- Stark, Laura. 2007. “IRB Meetings by the Minute(s).” Presented at the Workshop on Knowledge Production and Evaluation in the Social Sciences, Russell Sage Foundation, New York.
- Steinmetz, George. 2005. *The Politics of Method in the Human Sciences: Positivism and Its Epistemological Others*. Durham, N.C.: Duke University Press.
- Stevens, Mitchell L. 2007. *Creating a Class: College Admissions and the Education of Elites*. Cambridge: Harvard University Press.
- Stevens, Mitchell L., Elizabeth A. Armstrong, and Richard Arum. 2008. “Siege, Incubator, Temple, Hub: Empirical and Theoretical Advances in the Sociology of Higher Education.” *Annual Review of Sociology* 34: 127–151.
- Stewart, Sharla. 2003. “Revolution from Within.” *University of Chicago Magazine* 95 (5): 33–37.
- Stinchcombe, Arthur L. 1990. *Information and Organizations*. Berkeley: University of California Press.
- . 2005. *The Logic of Social Research*. Chicago: University of Chicago Press.
- Stout, Jeffrey. 2004. *Democracy and Tradition*. Princeton: Princeton University Press.

- Strathern, Marilyn, ed. 2000. *Audit Cultures: Anthropological Studies in Accountability, Ethics, and the Academy*. London: Routledge.
- Stuber, Jenny M. 2006. "Talk of Class: The Discursive Repertoires of White Working- and Upper-Middle-Class College Students." *Journal of Contemporary Ethnography* 35 (3): 285–318.
- Szakolcay, Arpad. 1998. *Max Weber and Michel Foucault: Parallel Life-Works*. London: Routledge.
- Tarrow, Sid. 2007. "Knowledge Struggles: Two Disciplines Processing Contentment." Institute of Social Sciences, Cornell University, Ithaca, N.Y.
- Thévenot, Laurent. 2006. *L'action au pluriel: Sociologie des régimes d'engagement*. Paris: La Découverte.
- . 2007a. "The Plurality of Cognitive Formats and Engagements: Moving between the Familiar and the Public." *European Journal of Social Theory* 10 (3): 409–423.
- . 2007b. "A Science of Life Together in the World." *European Journal of Social Theory* 10 (2): 233–244.
- Tilly, Charles. 1984. *Big Structures, Large Processes, Huge Comparisons*. New York: Russell Sage.
- . 1998. *Durable Inequality*. Berkeley: University of California Press.
- . 2006. *Why?* Princeton: Princeton University Press.
- Travis, G. D. L., and Harry M. Collins. 1991. "New Light on Old Boys: Cognitive and Institutional Particularism in the Peer Review System." *Science, Technology and Human Values* 16 (3): 322–341.
- Trix, Frances, and Carolyn Psenka. 2003. "Exploring the Color of Glass: Letters of Recommendation for Female and Male Medical Faculty." *Discourse and Society* 14 (2): 191–220.
- Tsay, Angela, Michèle Lamont, Andrew Abbott, and Joshua Guetzkow. 2003. "From Character to Intellect: Changing Conceptions of Merit in the Social Sciences and Humanities, 1951–1971." *Poetics* 31:23–49.
- Turner, Mark. 1991. *Reading Minds: The Study of English in the Age of Cognitive Science*. Princeton: Princeton University Press.
- Uzzi, Brian. 1999. "Embeddedness and the Making of Financial Capital: How Social Relations and Networks Benefit Firms Seeking Financing." *American Sociological Review* 64:481–505.
- Walker, George, Chris Golde, Laura Jones, Andrea Conklin Bueschel, and Pat Hutchings. 2008. *The Formation of Scholars: Rethinking Doctoral Education for the Twenty-first Century*. San Francisco: Jossey-Bass.

- Walzer, Michael. 1983. *Spheres of Justice: A Defense of Pluralism and Equality*. New York: Basic Books.
- Weber, Max. 1978. *Economy and Society*. Berkeley: University of California Press. (Orig. pub. 1956.)
- . 1984. *Confucianism and Taoism*. Trans. M. Alter and J. Hunter. London: London School of Economics. (Orig. pub. 1913.)
- Webster, Murray, Jr. 2003. "Working on Status Puzzles." Pp. 173–215 in *Power and Status, Advances in Group Processes*, ed. Shane R. Thye and John Skvoretz. New York: Elsevier/ JAI.
- Weinberg, Alvin. 1963. "Criteria for Scientific Choice." *Minerva* 1 (2): 159–171.
- Weingart, P. 2000. "Interdisciplinarity: The Paradoxical Discourse." Pp. 25–42 in *Practising Interdisciplinarity*, ed. P. Weingart and N. Stehr. Toronto: University of Toronto Press.
- Weisbuch, Robert. 1999. "Why Women's Studies." *Woodrow Wilson National Fellowship Foundation Newsletter* (Fall): 4.
- Wenneras, Christine, and Agnes Wold. 1997. "Nepotism and Sexism in Peer Review." *Nature* 387:341–343.
- White, Harrison C., and Cynthia A. White. 1993. *Canvases and Careers: Institutional Change in the French Painting World*. Chicago: University of Chicago Press.
- White, Jonathan. 2007. "A Political Bond in Europe." Ph.D. diss., European University Institute, Florence, Italy.
- Whitley, Richard. 1984. *The Intellectual and Social Organization of the Sciences*. Oxford, Eng.: Clarendon Press.
- Williams, Jeffrey J. 2004. "Here's the Problem with Being So 'Smart.'" *Chronicle of Higher Education* 51 (17): B16.
- Williams, Joan. 2004. "Hitting the Maternal Wall." *Academe* 90 (6): 16–20.
- Wilson, Logan. 1942. *The Academic Man*. New York: Oxford University Press.
- Wimmer, Andreas, and Michèle Lamont. 2006. "Boundaries and Group Making: A Framework and a Research Agenda." Paper presented at the American Sociological Association's annual meeting, Montreal, August.
- Worcester, Kenton. 2001. *The Social Science Research Council, 1923–1998*. New York: Social Science Research Council.
- Zuckerman, Harriet, and Robert K. Merton. 1971. "Patterns of Evaluation in Science—Institutionalisation, Structure, and Functions of the Referee System." *Minerva* 9 (1): 66–100.

# Acknowledgments

Nothing convinces me more of the collective character of knowledge production than finishing this book, which has been at the center of a great many conversations with friends and colleagues over the past several years.

My first thanks go to a few social scientists who helped me gain access to my research sites. Craig Calhoun, president of the Social Science Research Council, understood the interest of my research from the start, opened the door of SSRC, and contributed to enrolling other institutions. Stanley Katz, president emeritus of the American Council of Learned Societies and a former colleague at Princeton University, also played a crucial role, as did Robert Weisbuch and Judith Pinch of the Woodrow Wilson National Fellowship Foundation. I also thank the leaders of those participating organizations that requested anonymity, and the program officers with whom I worked.

The project would not have been possible without the goodwill of the many academics who agreed to be interviewed and observed. I

am extremely grateful to each of you for your sense of adventure, generosity, and openness. I hope you will find your trust in me was deserved.

The start of the project was facilitated by a small grant from the University Committee for Research in the Social Sciences and the Humanities, Princeton University. The bulk of the research was supported by a grant from the National Science Foundation (SES-0096880). The Canadian Institute for Advanced Research also supported my time when I worked on the book. I want to acknowledge the special collegueship of the CIFAR Successful Societies research group over these past five years, especially the input of Peter A. Hall, Natalie Zemon Davis, Bill Sewell, Ann Swidler, and Jonathan Arac on this particular project.

A first draft of the manuscript was written while I was a fellow at the Center for Advanced Study in the Behavioral Sciences, under a fellowship from the Andrew W. Mellon Foundation (grant no. 29800639). The book manuscript was completed while I held the Matina Horner Distinguished Professorship at the Radcliffe Institute for Advanced Study. As was the case at the CASBS, Radcliffe provided the ideal combination of intellectual stimulation and uninterrupted time I needed to work on this book. I want to single out the stimulating friendships that kept me going during these leaves. I thank particularly Jane Burbank, Fred Cooper, and Peter Gourevitch in Palo Alto, and Bruce Carruthers and Wendy Espeland at Radcliffe.

I have been very fortunate in being surrounded by a number of kindred spirits as I conceptualized the project, conducted interviews, and worked on the book manuscript. The most central presence was that of my colleagues, research assistants, and friends Joshua Guetzkow (now assistant professor at the University of Arizona) and Grégoire Mallard (now assistant professor at Northwestern University). Josh contributed to this project in all the various phases of the research. His judicious comments and his kindness enriched the

process throughout. His substantive contributions, notably in the papers we coauthored, fed the argument of this book in a great many ways. The same holds for Grégoire (known as “Greg” in the United States), who, although he joined the project later than Josh, also made important contributions, notably in the construction of the typology of epistemological styles used in Chapter 5. At Harvard, another graduate student, Lauren Rivera, helped me in countless ways, as did several other assistants: Frederic Clark, Eva Dickerman, Joshua Wakeham, Luis Martos, Viktoria Slavina, Janice Whang, and May Tobin-Hochstadt.

Other colleagues contributed directly to the project time and time again. At Princeton, my dialogues with Carl Schorske, notably around his work with Tom Bender concerning the transformation of the social sciences and the humanities, were very inspiring. My early thinking about the culture of excellence across disciplines was also enriched by conversations with John Borneman, Angela Creager, Bob Darnton, Tony Grafton, Rena Lederman, Liz Lunbeck, and Alexander Nehamas. Within sociology, Paul DiMaggio, Robert Wuthnow, Viviana Zelizer, and Marion Fourcade-Gourinchas were stimulating conversational partners around sociology of knowledge topics, while Chris Winship and Neil Gross played a similar role at Harvard. Beyond my department, Lisbeth Cohen, Peter Gallison, Howard Gardner, Ivan Gaskell, Sheila Jasanoff, Steve Shapin, Kay Shelemay, Gerhart Sonnert, and many others generously engaged my project. I want to underscore the particularly significant contributions of Jenny Mansbridge and Sandy Jencks, for their friendship throughout. My writing group, which includes Jenny as well as Ann Blair, Nancy Cott, Lani Guinier, Leah Price, and Harriet Ritvo, constituted the ideal interdisciplinary audience. So did my Radcliffe writing group, which was composed of John Diamond, Jane Kamenski, Peggy Miller, Leah Price, and Francesca Tribaletto.

Friends and colleagues from various disciplines played a crucial

role by giving an essential “native” reader’s reaction to my description of various disciplinary cultures in Chapter 3. I want to both acknowledge their generosity and exonerate them from all blame. They are, for anthropology, John Bowen, Don Brenneis and Nancy Schepper-Hughes; for philosophy, Rebecca Goldstein; for literary studies, Jonathan Arac, Homi Bhabha, and Leah Price; for history, Natalie Zemon Davis, Drew Faust and Bill Sewell; for political science, Suzanne Berger, Peter Hall, and Sid Tarrow; and for economics, David Cutler and Elhanan Helpman.

Conversations with a broader group of colleagues also enriched my thinking about the project. I am particularly grateful to colleagues who commented on the entire manuscript or on chapters: Steve Brint, Charles Camic, Bruce Carruthers, Wendy Espeland, Marion Fourcade, Marcel Fournier, Neil Gross, Josh Guetzkow, Annette Lareau, Grégoire Mallard, Jenny Mansbridge, Chandra Mukerji, Claude Rosenthal, Mitchell Stevens, Art Stinchcombe, Andreas Wimmer, and Chris Winship. I also benefited from exchanges with Julia Adams, Randall Collins, Nina Eliasoph, Irwin Feller, David Frank, Joan Fujimura, Patricia Gumpert, Stanley Hegginbotham, Nathalie Heinrich, Antoine Hennion, Warren Ilchman, Karin Knorr, Bruno Latour, Paul Lichterman, John Meyer, Kelly Moore, Christine Musselin, Francisco Ramirez, Susan Silbey, Peggy Somers, George Steinmetz, Laurent Thévenot, Diane Vaughan, Mark Ventresca, and Woody Powell. The book also greatly benefited from continuing exchanges with former graduate students who worked in the sociology of knowledge at Princeton: Sada Aksartova, Virag Molnar, Kyoko Sato, Anna Xiao Sun, and Laura Stark. At Harvard, the Culture and Social Analysis workshop also provided another ideal audience since 2003. I thank the graduate students who are regular workshop participants for their many contributions to my thinking on this and other topics: Alvaro Acuna-Santana, Chris Bail, Jovonne Bickerstaff, Jeff Denis, Crystal Fleming, Nathan Fosse, Joyce Liu, Mark Pachucki,

Sabrina Pendergrass, Lauren Rivera, Graziella Silva, and Jessica Welburn. I also thank the postdocs and the visiting graduate students and professors who joined the workshop for varying periods over the past few years, several of whom discussed the book with me: Gabi Abend, Janice Aurini, Katri Huutoniemi, Hunaida Ghanim, Fuyuki Kurasawa, Nasser Meer, Avi Shoshana, Sylvie Tissot, Alexis Tremoulinas, and Jonathan White.

Special thanks also go to Kathy Mooney, who so skillfully edited the book, and to my editor at Harvard University Press, Elizabeth Knoll, for her great enthusiasm for the project from the first time she learned about it. Also thanks to Adam Kissel, Dorothy Friendly, Mary Quigley, and especially Joe Cook, who did much more than providing technical help at various stages in the project.

Finally, I also thank my children, Gabrielle, Pierre, and Chloë, for offering diversion, entertainment, and love as I worked on the book. I first thought of dedicating this book to my youngest children, Pierre and Chloë, who were born as I was starting to conceptualize this project and reached the age of seven by the time I finished (these were well-spent years). The other natural choices might have been my colleagues (to oil the wheel of our collective deliberations) or my graduate students (to keep the flame alive). But in the end, I dedicate this book to my husband, Frank Dobbin, who is excellent in so many ways. With loving thanks for the past twenty-five years.

# Index

- Academic Revolution, The*, 159–160  
academic standards, 55; in English, 59, 69, 70–72, 75, 76–77, 104; in various disciplines, 62–63, 103, 106, 159; in philosophy, 66, 69; in history, 83–84, 85, 86, 103–104; in anthropology, 90, 92–93, 94; in political science, 99; in economics, 101–102. *See also* evaluation; excellence  
accuracy, 169  
advocacy, 181  
affirmative action, 64, 203, 224–235, 285n25  
African American studies, 235  
*Age of the Democratic Revolution, The*, 189–190  
Akerloff, George, 164  
Allen, Walter, 284n18  
alliances of panelists, 120–121  
American Association for University Women, 218–219  
American Council of Learned Societies (ACLS), 13, 251; applicants to, 15; grants by, 16, 25, 283n1; Humanities Fellowship program, 24; evaluation process, 27, 28–30, 167; and selection of panelists, 30–31; and diversity, 203, 212; and affirmative action, 224–225  
American Philosophical Association (APA), 66, 272n26  
American Political Science Association (APSA), 95–96, 237  
*American Political Science Review*, 95  
American Sociological Association (ASA), 237, 274n42, 286n44  
*American Sociological Review*, 11  
Anderson, Benedict, 208  
anonymity, 35  
anthropology and anthropologists, 55, 56, 72, 93; and boundaries, 4, 88–91; and “theory wars,” 58–59; view of other disciplines, 62–63; cultural, 74, 87–95, 274n44; identity crisis in,

- anthropology (*continued*)  
 87–88; evaluative criteria in, 90;  
 anti-scientism in, 91; and multi-  
 sited research, 91–92; ethnography  
 in, 92–93; and notions of excellence,  
 94; and rational choice theory, 98; as  
 inward-looking discipline, 105
- anti-positivism, 57
- anti-reductionism, 184–185
- anti-scientism, 91
- area studies, 25–26
- Asad, Talal, 274n47
- assessment strategies, 241–242
- attachments, theoretical, 54–55
- attribution biases, 222
- audacity, 195
- audit culture, 281n18
- authenticity, 161, 162, 195, 197–198, 199
- autonomy, 32, 45, 66
- balance, 32
- belief, production of, 110
- Bender, Thomas, 252
- bias, 144, 246, 278n23; class-based,  
 191; gender, 221–224, 246; in-group,  
 222; ideological, 246; indirect,  
 285n38
- Birmingham School, 230
- blind review, 244
- Boix Mansilla, Veronica, 284n15
- Bologna Declaration, 243
- Bologna Process, 243
- Boltanski, Luc, 204, 266n60
- boringness, 193
- Borofsky, Robert, 274n44
- boundary work, 88–91, 277n11
- Bourdieu, Pierre, 18, 19–20, 36, 84,  
 180, 192, 223, 244, 261n15, 262n22,  
 275n2
- Brenneis, Donald, 268n30
- broad-mindedness, 132
- bullshit, 162, 163, 280n6
- Callon, Michel, 261n14
- Camic, Charles, 184
- canon formation, 70, 72
- canon wars, 72–79, 272n28
- canonical disciplines, 282n26
- career, vision of, 197
- career trajectories, academic, 38
- chance, 153–155
- character traits of panelists, 113
- Chubin, Daryl, 262n37
- citation counts, 262n30
- clarity, 167–168, 185, 199
- class, 192, 199, 221, 282nn30,31
- Clemens, Elizabeth, 223–224
- clientelism, 128, 157
- Clifford, James, 89, 91
- close reading, 72
- coding scheme, 256
- cognitive contextualization: defined, 6,  
 58; disciplinary, 57, 211; by panel-  
 ists, 64–66, 106; and deprofessional-  
 ization, 73; and methodological  
 pluralism, 132–134, 142; and con-  
 sistency, 144, 185
- cognitive dimensions, 8
- cognitive translations, 265n54
- Cole, Jonathan, 261n15
- Cole, Stephen, 261n15, 264n53
- collegiality, 8, 113, 119–120, 138–141,  
 145, 244
- Collins, Harry, 18, 265n54, 271n20
- Collins, Randall, 36, 266n62
- common good, 117
- communication, discipline of, 87
- competence, criteria of, 128–130
- competition, 163
- comprehensive style, 57, 174–176, 178

compromise, 204  
 Comte, Auguste, 9  
 confidentiality, 255  
 conflict avoidance, 116  
 confrontation, 116  
 congeniality, 48  
 connection, 36  
 connoisseurship, 4, 51  
 consensus, 48, 59, 96, 105–106, 117, 264n53; within disciplines, 55, 76–78, 103; and philosophy proposals, 64  
 consistency, 141–142, 185  
 constructivist style, 57, 174–176, 178–179, 224  
 continental philosophy, 272n23  
 corruption, 126–127  
 craftsmanship, 80–81, 103, 160, 168–169, 273n34  
 cream rising metaphor, 13, 70–71, 95, 108, 241  
 creativity, 154  
 credibility of panelists, 112  
 cronyism, 108, 126–127, 158  
 cultural capital, 18, 161, 163, 188, 191–192, 199  
 cultural material production, 74  
 cultural studies, 74, 91, 235  
 culture of peer review, 51  
 culture wars, 72  
 cynicism, 245

D'Arms, John, 30–31  
 Darnton, Robert, 84  
 Daston, Lorraine, 261n13  
 data analysis, 62, 194, 255–256  
 Davis, Murray, 192–193  
 Davis, Natalie Zemon, 84  
 debate, role of, 7, 260n11  
 decision making, 24, 246  
 decision theory, 248

deference, 105, 138–139, 146  
 deliberation, 7, 50–51, 141–142, 248, 260nn9,11, 277n15; mechanics of, 42, 45–51; disciplinary differences in, 56–58  
 democracy, 33, 237–238  
 demographic patterns, 58–59, 60  
 dependency, 19  
 deprofessionalization, 73–75, 104  
 depth, 160, 168, 169  
 Derrida, Jacques, 70  
*Designing Social Inquiry*, 98  
 detail, 113, 168, 169  
 determination, 195, 196, 199  
 Deutsche Forschungsgemeinschaft, 264n53  
 Dewey, John, 21, 50  
 disciplinary crisis, 104  
 disciplinary cultures, 53, 55–61, 63, 64, 152  
 disciplinary differences, 55–58, 152  
 disciplinary fragmentation (history), 83–84  
 disciplinary sovereignty, 117–119  
 disciplines, hierarchy of, 9, 11–12  
 disconfirmable knowledge, 61–62  
 discrimination. *See* bias  
 distributive justice, 228  
 diversity, 4, 48, 202, 203–204, 235, 242, 284n22; ethnic, 4; and excellence, 5, 10, 217–219; gender, 5, 218–219; geographical, 5; disciplinary, 5, 213; institutional, 5, 213; of applicants, 26; of panels, 32–33, 151, 219–221; of faculty, 211; criteria for, 211–212; expansive definition of, 212–217; topic, 213; and merit, 216; racial, 218–219; class, 331  
 doctoral degrees, 81–82, 87–88, 100–101

- Douglas, Mary, 87  
 Dritz, Iona Mara, 285n23  
 Dubet, François, 51  
 Durkheim, Emile, 110, 126, 276n7
- Ecole Normale Supérieure, 244  
 economics (discipline), 4, 55, 59, 96–97, 100–102, 104, 105  
 Edelman, Lauren, 285n23  
 effervescence, collective, 36, 37  
 efficacy, 203  
 elegance, 161, 163, 188, 191–192, 282n27  
 Elias, Norbert, 84  
 elite insitutions, 151, 193, 226, 227, 235  
 elites and elitism, 52, 105  
 embeddedness, 278n20  
 emotion and emotion work, 19, 20, 36–37, 41, 46, 50, 78, 84–86, 96, 115–116, 119–120, 128, 134, 135–141, 144–145, 148, 149, 157, 192–194, 265n56. *See also* evanescence  
 empiricism, 6, 81  
 English (discipline), 19, 55; and legitimation crisis, 4, 70–79; and “theory wars,” 58–59; idiosyncratic criteria in, 73–75, 78; epistemological crisis in, 74; demographic decline of, 75; theory in, 75–76; consensus in, 76–78; vs. history, 80–81  
 epistemological styles, 4, 53–54, 57–58, 174–179, 224, 232, 260n6  
 epistemology, 96–97, 105, 270n3  
 equality of panelists, 117  
 ethnic studies, 235  
 ethnography, 92–93  
 ethnomethodology, 17, 279n32  
 Eurocentrism, 233  
 Europe, 51, 236, 243–245  
 evaluation: criteria of, 4, 68–69, 104, 141–144, 180, 187–194, 225; technology of, 50–51; in anthropology, 90; in economics, 101–102; context of, 123, 157; pragmatic nature of, 125; collective, 133; meritocratic, 193; interdisciplinary, 204–205; cognitive, 265n54  
 evaluative culture, 65, 112, 260n6  
 evanescence, 6, 161, 163, 187–194  
 Evans, Robert, 265n54, 271n20  
 evidence, 209  
 excellence: constructions of, 1–3, 4, 70, 159; and diversity, 4, 5; scripts of, 4; definitions of, 7, 8–9, 20, 58–61, 77, 94, 97, 99; and consensus, 86; questioning of, 104; culture of, 108; sacrality of, 126–127; criteria for, 166–187; scripts of, 170–171, 191–192; and diversity, 217–219; as moral accomplishment, 242  
 excitement, 161, 188, 192–194  
 exhaustion, 155  
 expertise of panelists, 37, 113–114, 117–119, 132  
 extracognitive dimensions, 8, 19  
 extraneous influences, 146–155
- fairness, 19, 128, 157, 240–242, 260n11, 265n56, 271n20, 275n1  
 fallibility, 246  
 falsifiability, 61–62  
 feasibility, 160, 166, 186–187  
 fellowships, 15, 215  
 feminism, 35–36, 167, 179, 230–233  
 feminist theory, 73, 131  
 fieldwork, 92  
 Fish, Stanley, 104, 210  
 flashiness, 207–208  
 Foucault, Michel, 70  
 Fourcade, Marion, 275nn58,60  
 frameworks of panelists, 109  
 France, 244–245

- French theory, 179
- Fuller, Sally Riggs, 285n23
- funding panels, 12–16, 136. *See also individual panel names*
- Galison, Peter, 261n13
- “Garbage-can” model, 23–24
- Gardner, Howard, 284n15
- Garfinkel, Irving, 17, 280n11
- gatekeepers, 12
- Geertz, Clifford, 84, 87, 88, 89, 191–192
- gender, 148, 149–150, 213, 231, 280n10, 284n19
- gender bias, 221–224, 246
- generalization, 57, 178, 186
- generational differences, 79, 84–85
- generosity, 137
- Germany, 245
- Glazer, Nathan, 285n25
- global unification, 104
- Goffman, Erving, 17, 20, 160, 275n2, 280nn4,11
- gossip, 32, 144–145
- Gould, Stephen Jay, 282n26
- grading strategies, 39–41
- graduate students, 25–26, 85, 91, 182, 227
- Granovetter, Marc, 278n20
- grants, 7, 15, 141
- Green, Donald P., 274n50
- Gross, Neil, 184, 230, 266n62
- group dynamics, 49–50
- group style, 260n12
- Guetzkow, Joshua, 171–172
- guidelines for review, lack of, 43–44
- Guinier, Lani, 215
- Habermas, Jürgen, 248
- Hackett, Edward, 262n37
- halo effect, 18, 164
- Hartmann, Ilse, 264n53
- Helpman, Elhanan, 100
- high-balling, 123
- hiring decisions, 249
- history and historians, 55, 72, 73, 270n14; and craftsmanship, 4; and utilitarian epistemological style, 59; narrative vs. theory in, 63–64; and cultural studies, 74, 84, 230; as consensual discipline, 79–96, 103; vs. English, 80–81; empiricism in, 81; expanded pluralism of, 81–82; and funding of competitions, 82; as science, 82–83; and divisions around theory, 82–85; disciplinary fragmentation in, 83, 85–86; cultural vs. social, 84; and academic excellence, 86; and competition funding, 136; and originality, 172; and significance, 174; and comprehensive style, 175; and theory, 185; and elegance, 191; and subjectivity, 193; and evaluation criteria, 194; and diversity, 213–214; faculty numbers, 273n37
- history from below, 81, 230
- Hobbes, Thomas, 106
- Homo Academicus*, 244
- homophily, 7–8, 20–21, 231, 247, 261n19, 278n22, 287n14
- horse-trading, 121–125
- humanism and humanities, 9, 169, 270n14, 282n26, 284n19; and grants, 15; polarizing stances of, 54; comprehensive epistemological style in, 57; and demographic patterns, 59; and interpretative skills, 61; and originality, 172; and significance, 174; and comprehensive style, 175; diffusion of theory in, 184; and elegance, 191; and subjectivity, 193; and diversity, 213; progressives in, 230; liberalism of, 236

- Humanities Fellowship program, 13, 24
- Hume, David, 176
- humility, 195, 196, 199
- hypothesis testing, 57
- identity, 38, 200. *See also* self-concept of panelists
- identity politics, 76, 278n23
- idiosyncrasies, 6, 51, 128–132, 157, 247
- Iggers, Georg, 81
- impression management, 162
- incommensurability of proposals, 42–43
- inconsistency, 141–144
- inequality, 180
- influence, degrees of, 147
- innovation, 154
- inquiry beliefs, 54–55
- insiderism, 15–17
- institutional affiliation, 147
- instrumental knowledge, 178–179, 180
- intellectual similarity, 150–151
- intelligence, signs of, 189–191
- interactionism, symbolic, 17
- interdisciplinarity, 14–15, 26, 48, 66, 202–205, 235, 242; cleavages in, 83, 85–86; of panelists, 114–115; of proposals, 139; evaluation of, 205–208
- interestingness, 192–194
- International Dissertation Field Research (IDRF) competition, 13, 24, 25, 27, 97, 229
- interpersonal relations, 41, 45, 157
- interpretive communities, 104
- intersubjectivity, 4, 70, 94, 103
- interviewing, 14, 253
- Ivy League, 126, 147
- jargon, 80, 92, 93, 185, 193
- Jencks, Christopher, 159–160
- job market, 81–82
- journals, 3, 15, 158
- judgment, 55, 111, 131
- juries, 269n40
- Keohane, Robert, 98
- Keynes, John Maynard, 179
- King, Gary, 98
- Knorr-Cetina, Karin, 22, 264n48, 266n1
- knowledge, 58, 63, 175, 180, 231
- Kuhn, Thomas, 171
- Lachs, John, 272n26
- Ladd, Everett Carl, Jr., 230
- Laitin, David, 274n50
- Lakatos, Imre, 99
- Langfeldt, Liv, 280n5, 283n14
- Latour, Bruno, 17–18, 171, 194, 261n15, 264n48, 265n54
- legitimacy, 31, 110, 137–145, 158, 228, 242–243, 247, 276n6, 277n10
- legitimation crisis (English), 4, 70–79
- letters of support, 163–165, 280nn7,10
- limitations of study, 256–258
- Lipset, Seymour Marin, 189, 230
- listening, 116
- localism, 245
- location, institutional, 245
- low-balling, 122, 123
- MacKenzie, Donald, 261n14
- Mallard, Grégoire, 171–172
- Marcus, George, 89, 91
- market ideology, 10
- Marxism, 73, 179, 180
- Masoud, Tarek, 96
- mathematical formalism, 100–102
- Matthew effect, 8, 18, 227, 246
- meaning systems, 109

- mechanics of peer review, 6  
 merit and meritocracy, 4, 51, 52, 163, 216, 237–238, 245, 265n56  
 meritocratic processes, 242–243  
 Merton, Robert K., 18, 19, 171–172, 261n15, 262n21, 276n4  
 methods and methodology, 12–16, 100, 160, 181–186, 199  
 Meyer, John, 23  
 Middlebrook, Diane, 164–165  
 Millo, Yuval, 261n14  
 minorities, 211  
 moral qualities, 161, 194–198, 199  
 motivations of panelists, 34–36  
 Mulkay, Michael, 261n15, 265nn54,56  
 multidisciplinary. *See* interdisciplinarity  
 Musselin, Christine, 245, 277n9  
 mutual incomprehension between disciplines, 53
- narrative, role of, 63  
 National Endowment for the Humanities, 218–219, 264n52, 272n26  
 National Institutes of Health, 205, 264n52  
 National Science Foundation, 26, 56, 97, 205, 264n52  
 naturalism, 271n22  
 Nehamas, Alexander, 65  
 Neidhardt, Friedhelm, 264n53  
 neoliberalism, 10  
 networks, 32, 151–152, 245  
 New York University, 92  
 non-Western subjects, 230–234
- objectivity, 4, 181, 232  
 observing, 253–254  
 opportunity hoarding, 37  
 originality, 4, 9, 68–69, 130, 160, 161, 166, 171–174, 199, 200, 278n22
- other, disciplinary, 55  
 overambitiousness, 207  
 overreaching, 207
- Palmer, Robert, 189–190  
 panel chair, 29, 46–47  
 panelists: self-concept of, 8, 9, 19, 20, 36–37, 242; and sovereignty, 29, 112, 132, 158; selection of, 30–37; autonomy of, 32; diversity of, 32–33, 151, 219–221; motivations of, 34–36; as experts, 37; grading strategies and practices of, 39–41; and interpersonal skills, 41, 113–116, 127–128; length of service, 41; evaluation methods of, 43; training of, 43–45; deliberations by, 45–51, 116–120, 141–142; and academic excellence, 108; and cronyism, 108, 126–127, 158; experience as evaluators, 109; and rules, 109, 110–112, 137–145; good vs. bad, 112–116; deference to expertise by, 117–119; and disciplinary sovereignty, 118–119; and collegiality, 119–120, 145; alliances among, 120–121; strategic voting by, 121–123; horse-trading by, 123–125; self-interest of, 125–128; idiosyncrasies of, 128–132, 157; and methodological pluralism, 133–135; and disciplinary prejudices, 135–137; conflicts between, 138–141; and evaluation criteria, 141–144; gossip among, 144–145; extraneous influences on, 146–155; personality of, 147–148; and gender, 149–150; standards of, 150–151; networks of, 151–152, 157; and chance, 153–155; and personal taste, 200  
 partiality, 246  
 particularism, 121, 278n22, 287n14

Passeron, Jean-Claude, 223  
 path dependency, 19  
 Perestroika Movement, 95  
 performance of self, 48–49  
 performative effects, 261n14  
 personal influence, 145–151  
 personality, 147–148  
 perspective, 177–178  
*Philosophical Gourmet Report*, 272n23  
 philosophy (discipline), 4, 55, 105; an-  
 alytical, 54, 65–66, 272n23; as  
 “problem field,” 64–69; and other  
 disciplines, 137  
 pluralism, methodological, 6, 112,  
 133–135; disciplinary, 10;  
 epistemological, 10; expanded, 81–  
 82; culture of, 104, 105  
 political correctness, 278n23  
 political science, 4, 55, 93, 103, 104;  
 conflicts in, 11; and demographic  
 patterns, 59; and positivism, 61; and  
 rational choice, 95–99; quantitative  
 vs. qualitative divide in, 95, 96–98;  
 and consensus, 105  
 political theory, 230–231  
 politics, 104, 180  
 popular culture, 72  
 positionality, 232  
 positivism, 9, 57, 61, 102, 133, 181, 232  
 positivist style, 174–176  
 postcolonial theory, 87  
 postdoctoral research, 222  
 postmodernism, 84  
 post-structuralism, 10–11, 58–59, 70,  
 71, 73, 84, 94, 103, 179  
 posturing, 148  
 Powell, Walter, 267n16  
 power, 34, 70, 146–151, 179  
 pragmatism, 18, 21, 134, 272n23  
 prejudice, disciplinary, 135–137  
 preparedness, 113, 187  
 presentation of self, 113  
 prestige, 18, 34, 77, 157–158, 164  
 Prewett, Kenneth, 267n7  
 Princeton University, 92  
 problem solving, 134  
 professional organizations, 249  
 professionalism, 197, 247  
 program officer, 28, 38–39, 45, 46  
 promotion, 3, 249  
 proposals: elements of, 161–165; crite-  
 ria for evaluation of, 166–187; eva-  
 nescent criteria of, 187–194; and ap-  
 plicant’s moral qualities, 194–198  
 Przeworski, Adam, 96, 170  
 Psenka, Carolyn, 280n10  
 psychoanalytic analysis, 73  
 publications, 281n23  
 quality, 31, 54, 78, 160, 168–170, 200,  
 264n52, 281n23  
 quantification, role of, 64  
 quantitative vs. qualitative research, 11,  
 95, 105, 224  
 race, 148–149, 213, 218–219  
 racism, 179–180  
 ranking, 47–48, 124–125  
 rational choice theory, 11, 95, 96–98,  
 105, 134, 280n11  
 rationality, 33  
 rational legitimacy, 125, 128  
 reactivity, 254  
 Readings, Bill, 159  
 reason, 117  
 reciprocity, 116–117  
 reductivism, 175  
 reflexivity, 57, 92, 184–185  
 relativism, 70  
 relegation strategies, 223  
 relevance, 66–67  
 repair work, 29

representation, 203  
 reputation, 18, 112, 151–152  
 research, multi-sited, 91–92  
 respect, 46, 115, 118, 120, 139, 157  
 respondents in study, 252–253  
 responsibility, sense of, 113  
 rewards, 36  
 Riesman, David, 160  
 rigor, 168  
 rigor, methodological, 200  
 risk avoidance, 247  
 ritual, 110, 111  
 Rosental, Claude, 267n20, 279n25  
 Rowan, Brian, 22  
 Rudenstine, Neil, 284n22  
 rules of panels, 109; informal, 110–112; during deliberations, 116–120; violations of, 137–145; customary, 272n25  
 ruthlessness, 66  
  
 sacredness, 29, 240  
 satisficing, 21, 50, 134, 269n37  
 scarcity, 279n31  
 science, 9, 10, 98  
 scope, 187  
 Scott, Joan, 101–102  
 screeners and screening, 37–39  
 scripts, 160, 170–171, 259n5  
 sectariansim, 160  
 selection of panelists, 30–37  
 self-concept of panelists, 8, 9, 19, 20, 36–37, 147, 242  
 self-interest, 6, 111, 125–128, 131–132, 229  
 self-management, 195, 216  
 Sen, Amartya, 164  
 seniority, 148, 149  
 sensitivity of panelists, 115–116  
 Sewell, William, Jr., 64  
 Shapin, Steve, 261n13, 277n17  
  
 Shapiro, Ian, 96, 274n50  
 signaling, 50, 164  
 significance, 68, 160, 162, 172, 174–180, 199, 200, 281n18  
 Simmons, Solon, 230  
 Simon, Herbert, 269n37  
 skepticism, 61, 162  
 Smith, Dorothy, 279n27  
 Smith, Rogers, 96  
 Snow, Charles Percy, 53  
 social Darwinism, 204  
 social history, 84  
 social identity, 8  
 social justice, 230  
 social relevance, 180–181  
 social science and social scientists, 9, 270n14; and market explanations, 10; polarizing stances of, 54; comprehensive epistemological style in, 57; and interpretative skills, 61, 62; scientific registers in, 98; and originality, 172; and significance, 174; and comprehensive style, 175; graduate training in, 182; and elegance, 191; and subjectivity, 193; and diversity, 213–214; progressives in, 230; liberalism of, 236  
 Social Science Research Council (SSRC), 13, 15, 24–25, 97, 229, 251, 267n7, 283n1; criteria for evaluation, 167; and methodology, 181  
 social usefulness, 180  
 Society of Fellows, 13, 15, 22, 24, 25, 27, 251, 253, 283n1; and selection of panelists, 30; interview policy, 40; panelists for, 151–152; and intelligence, 190–191; and excellence, 196; and authenticity, 197–198  
 sociology and sociologists, 11, 18, 87, 194, 278n18  
 Sonnert, Gerhard, 281n23

- Sorbonne, 244  
 soundness, 168, 169–170  
 sovereignty, 29, 158  
 Spivak, Gayatri, 208  
 standards, 150–151, 208–211  
 star system, 76  
 stereotyping, 144  
 Stevens, Mitchell, 38  
 Strathern, Marilyn, 281n18  
 structuralist theory, 73  
 Sturm, Susan, 215  
 subjectivity, 20, 55, 59, 61, 62, 129, 180, 193, 247  
 succinctness, 113  
 superficiality, 207
- task uncertainty, 19, 55  
 tenure, 3, 222, 224  
 textual analysis, 74  
 theory: role of, 55; generalized, 63; and English literature, 75–76; and discipline of history, 82–85; in political science, 95; use of, 181–186; schools of, 184; abuse of, 184–185  
 theory wars, 58–59  
 Thévenot, Laurent, 204, 266n60, 287n11  
 Thompson, E. P., 180  
 thoroughness, 160, 169  
 timing, 123, 154–155, 179  
 tokenism, 222  
 track record, 163, 187  
 training, 43–45  
 transparency, 12  
 Travis, David, 278n22, 287n14  
 trendiness, 170  
 Trix, Frances, 280n10  
 Turner, Victor, 87
- unidisciplinary panels, 158  
 universalism, 18, 33, 111–112, 129, 133, 247, 278n18  
 University of California, Berkeley, 92  
 University of Chicago, 92  
 University of Michigan, 92  
 unpretentiousness, 196  
 utilitarian style, 57–58, 174–176, 178–179  
 utility maximization, 95
- Verba, Sidney, 98  
*verstehen*, 57, 175  
 visual studies, 87  
 voice, 57  
 voting, strategic, 121–125
- Walzer, Michael, 203–204  
 Weber, Max, 57, 110, 112, 125, 128, 276n6  
 Weisbuch, Robert, 26  
 Weiss, Robert, 253  
 Whitley, Richard, 18, 19–20, 55  
 women and women's studies, 26, 148, 211, 229, 231, 232, 235, 286n44  
 Women's Studies Dissertation Grant, 13, 24, 26, 27, 212, 219, 283n1  
 Wood, Peter, 196  
 Woodrow Wilson National Fellowship Foundation (WWNFF), 13, 15, 24, 26, 27, 212, 219, 229, 251  
 work ethic, 113–114, 196  
 working-class students, 223, 282n31  
*Writing Culture*, 89, 91  
 writing style, 167–168, 186, 191
- Zuckerman, Harriet, 261n15