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The formation of cultural capital among students at elite institutions in Swedish higher education

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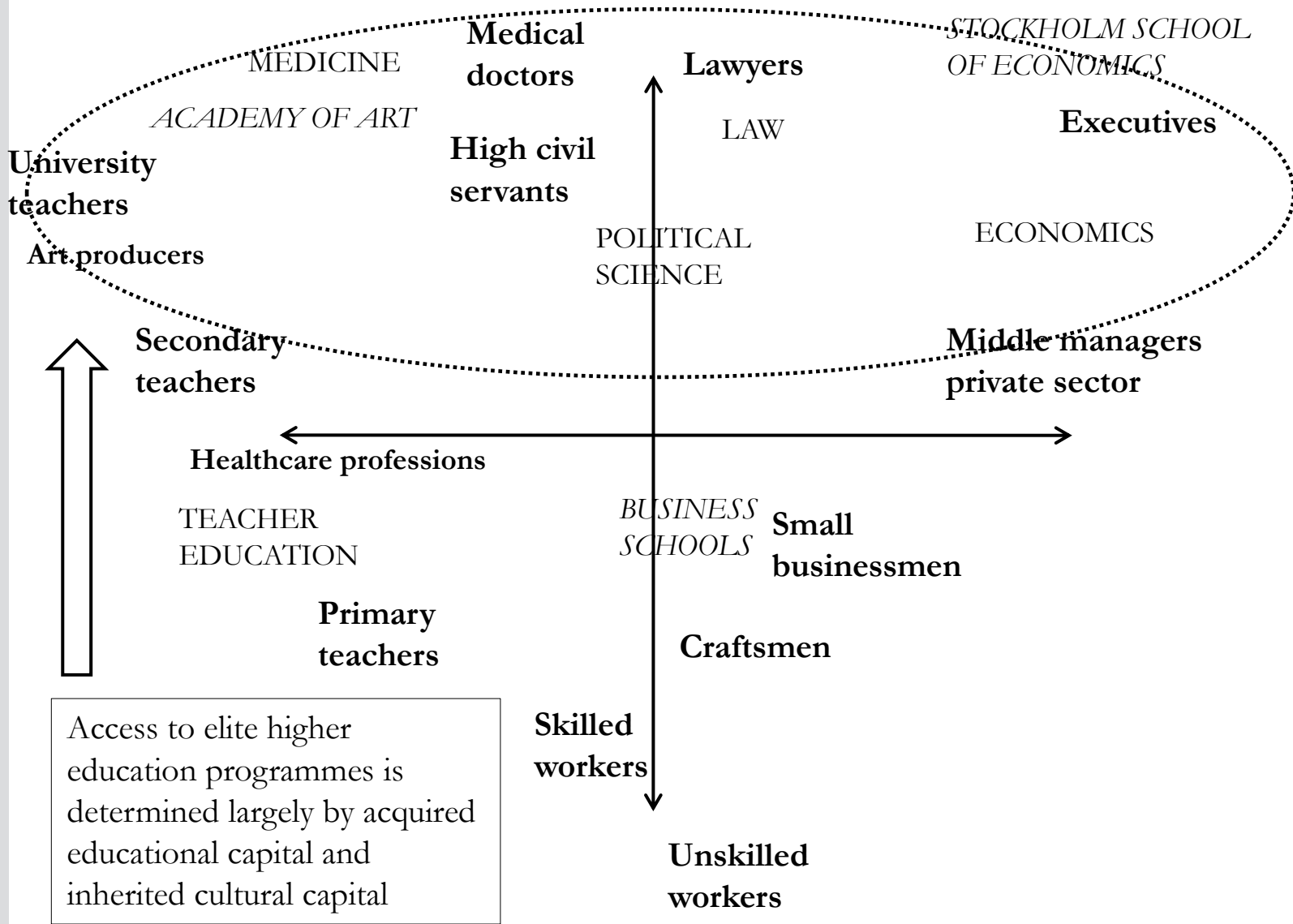


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Introduction

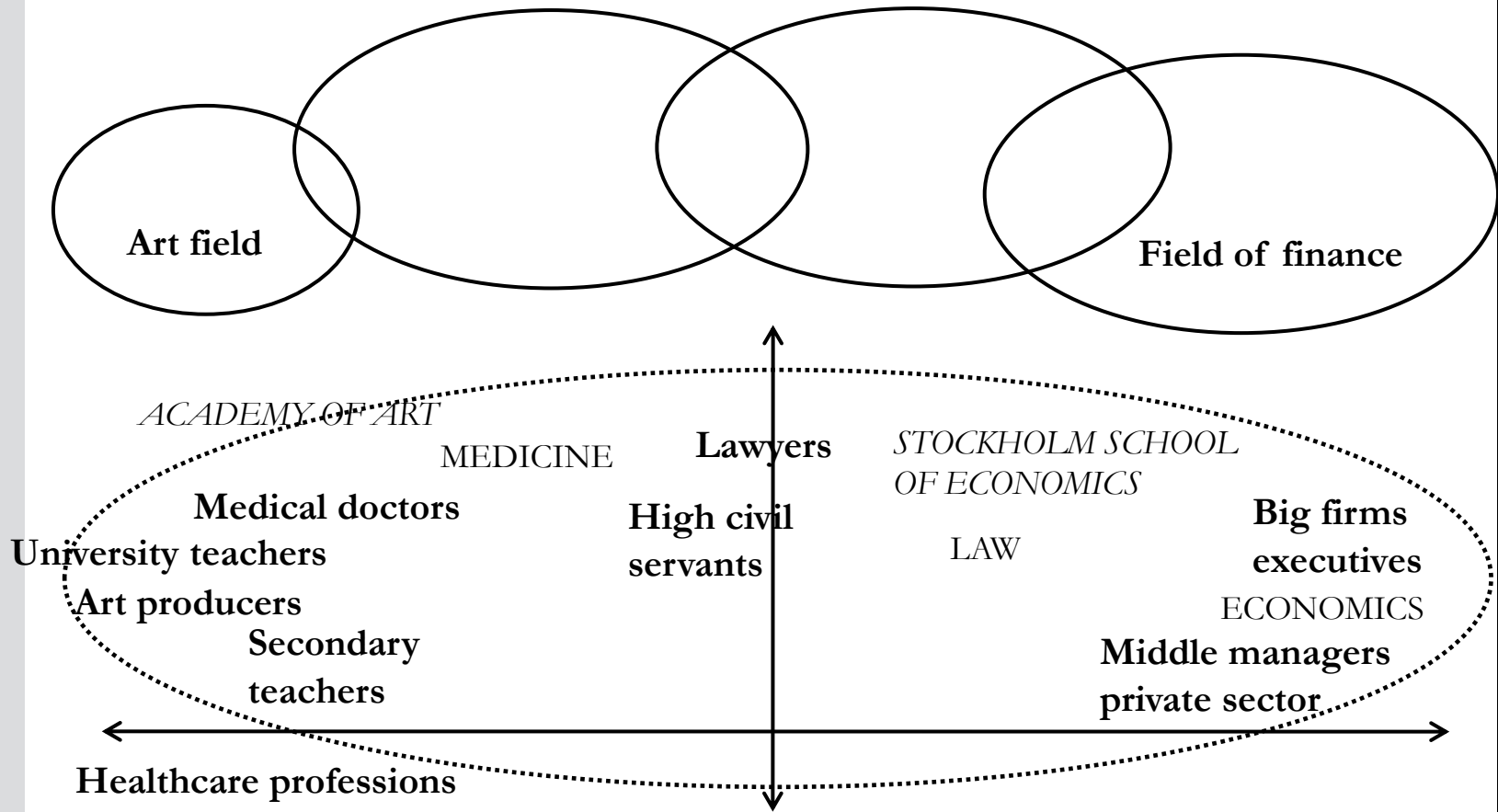


Social structure of higher education (simplified)





Social fields and different forms of field specific symbolic capital





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The Study



Research questions

- What differences exist with regard to out-of-study practices among students at socially and scholarly selective Swedish higher education institutions?
- How are the space of out-of-study practices related to the space of educational programmes?
- What are differences in symbolic values (here: related to out-of-study practices) indicators of?



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Population

1,222 students at 25 socially and scholarly selective higher education study programs in the Stockholm and Uppsala area.



Selected topic areas in the questionnaire

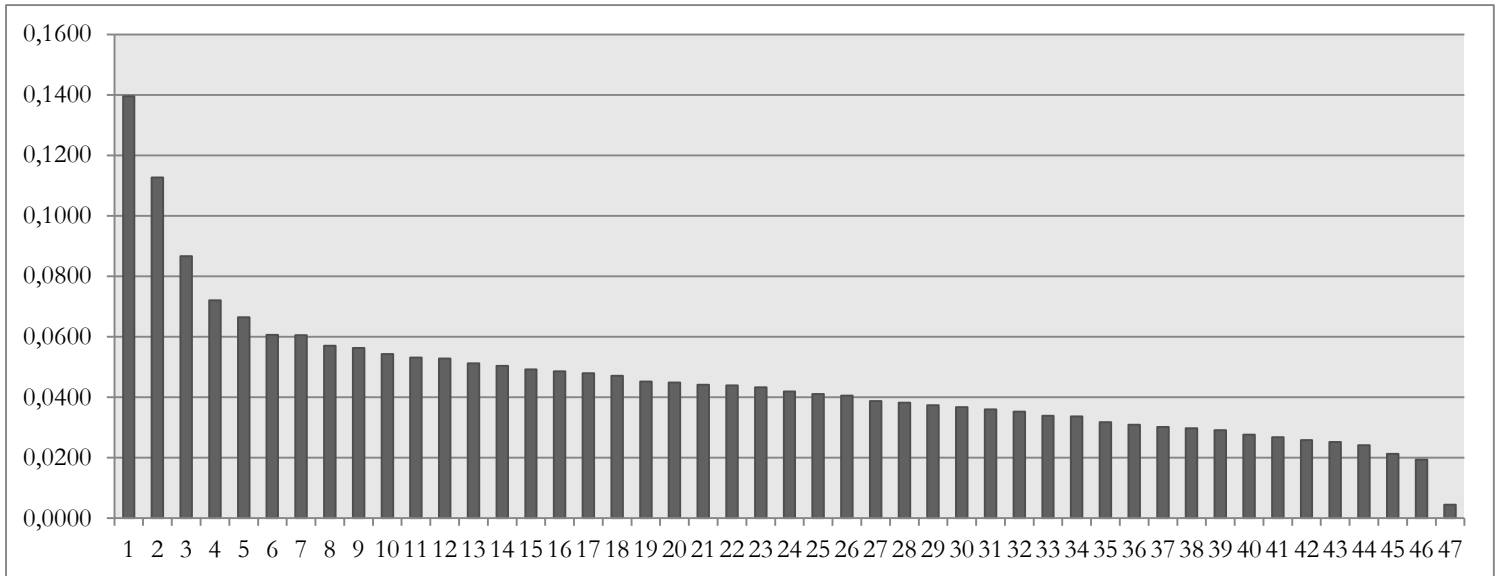
The questionnaire comprises 84 question areas covering study careers, social origin, practices and attitudes in various areas

Selected here: practices related to

- **Media practices:** Newspapers, TV, Radio
(7 questions, 21 categories, representing 28,7%)
- **Cultural practices:** Theatre, Literature, Art, Music, Movies (7 questions, 22 categories, 31,8%)
- **Body-oriented practices:** Clothes, Sports, Outdoor activities
(8 questions, 25 categories, 35,9%)



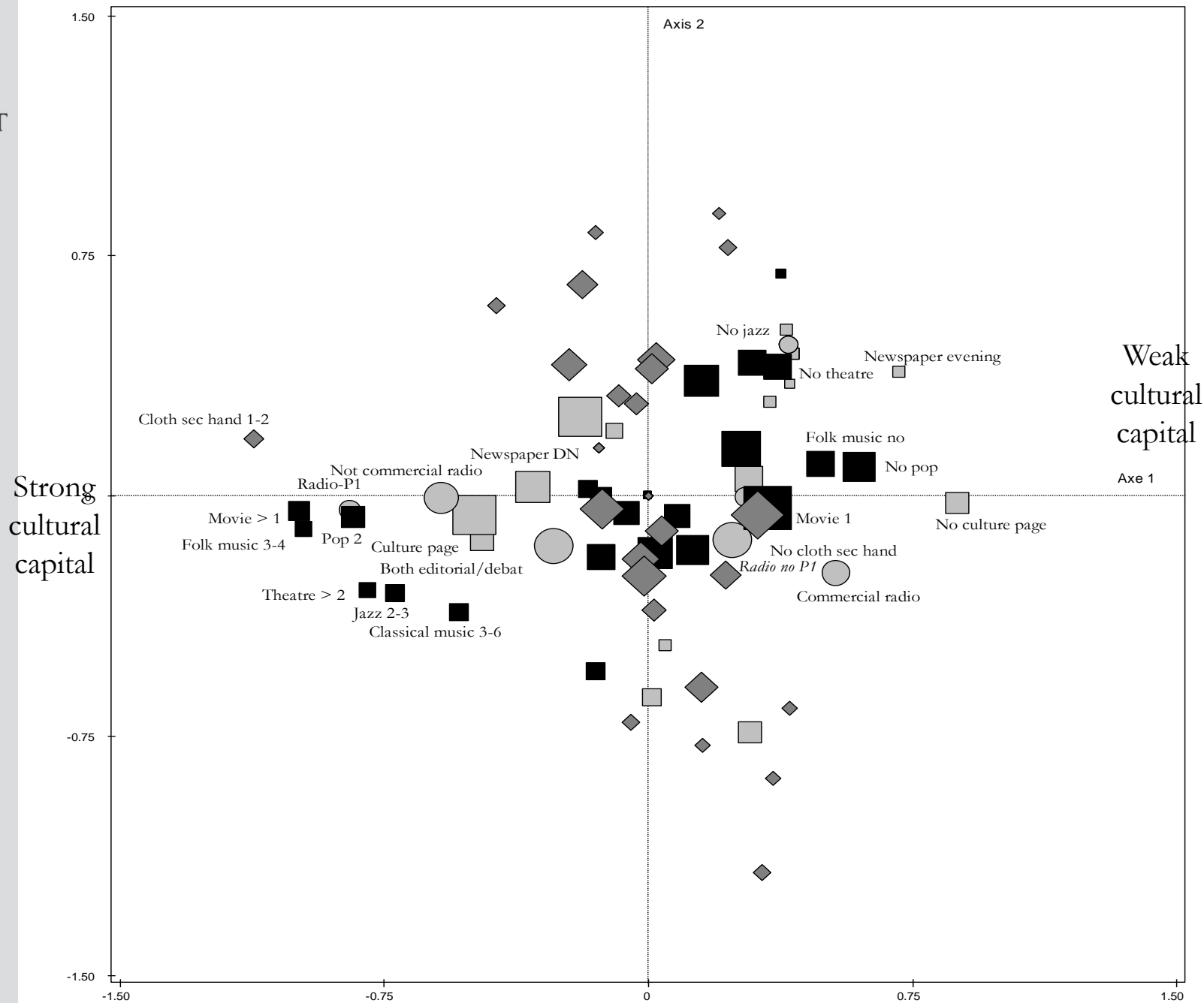
Eigenvalues, Axes 1-47





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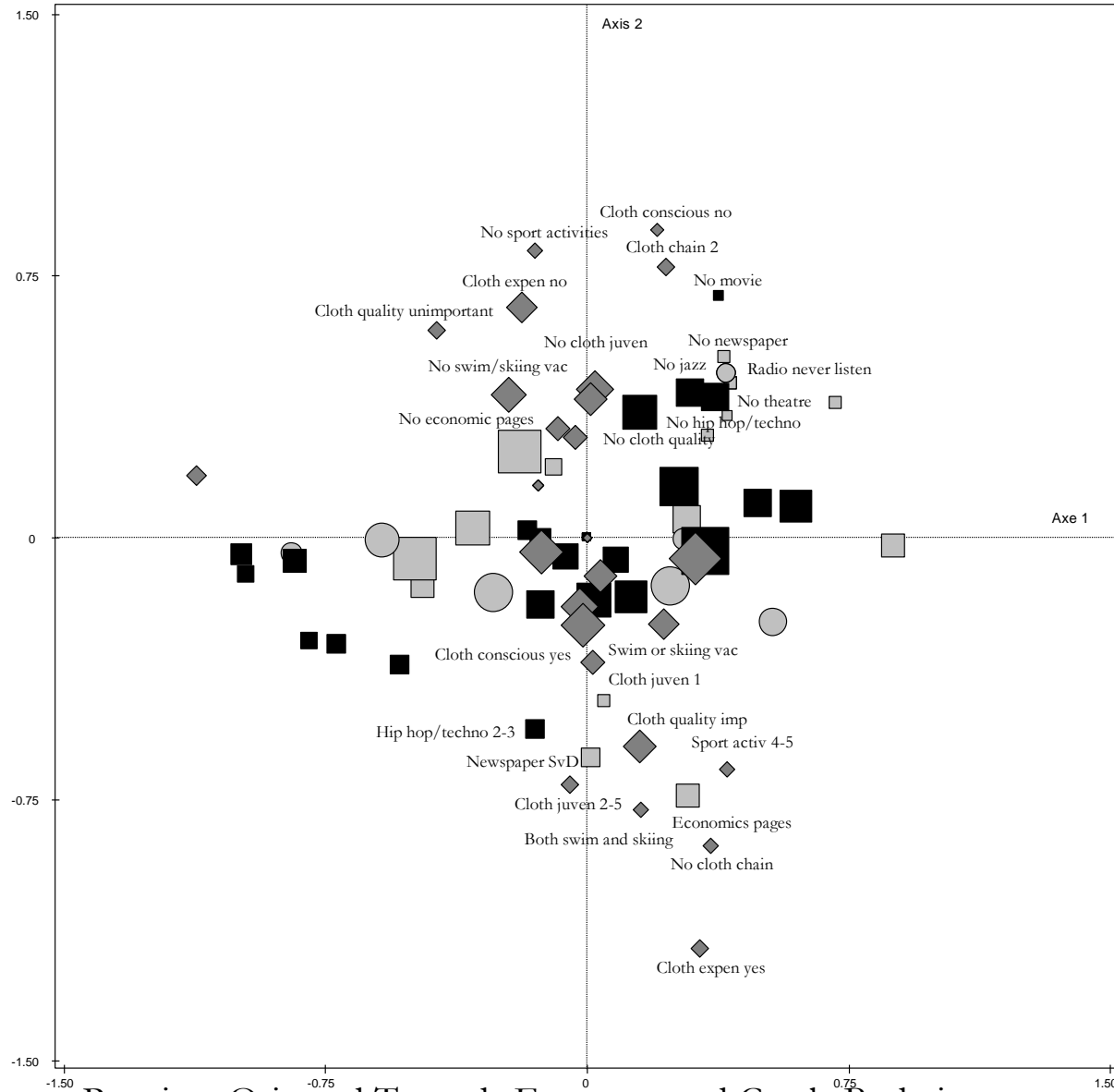
Axis 1 – Contributing Modalities





Axis 2 – Contributing Modalities

Practices Oriented Towards Economy and Costly Body-investments - Weak



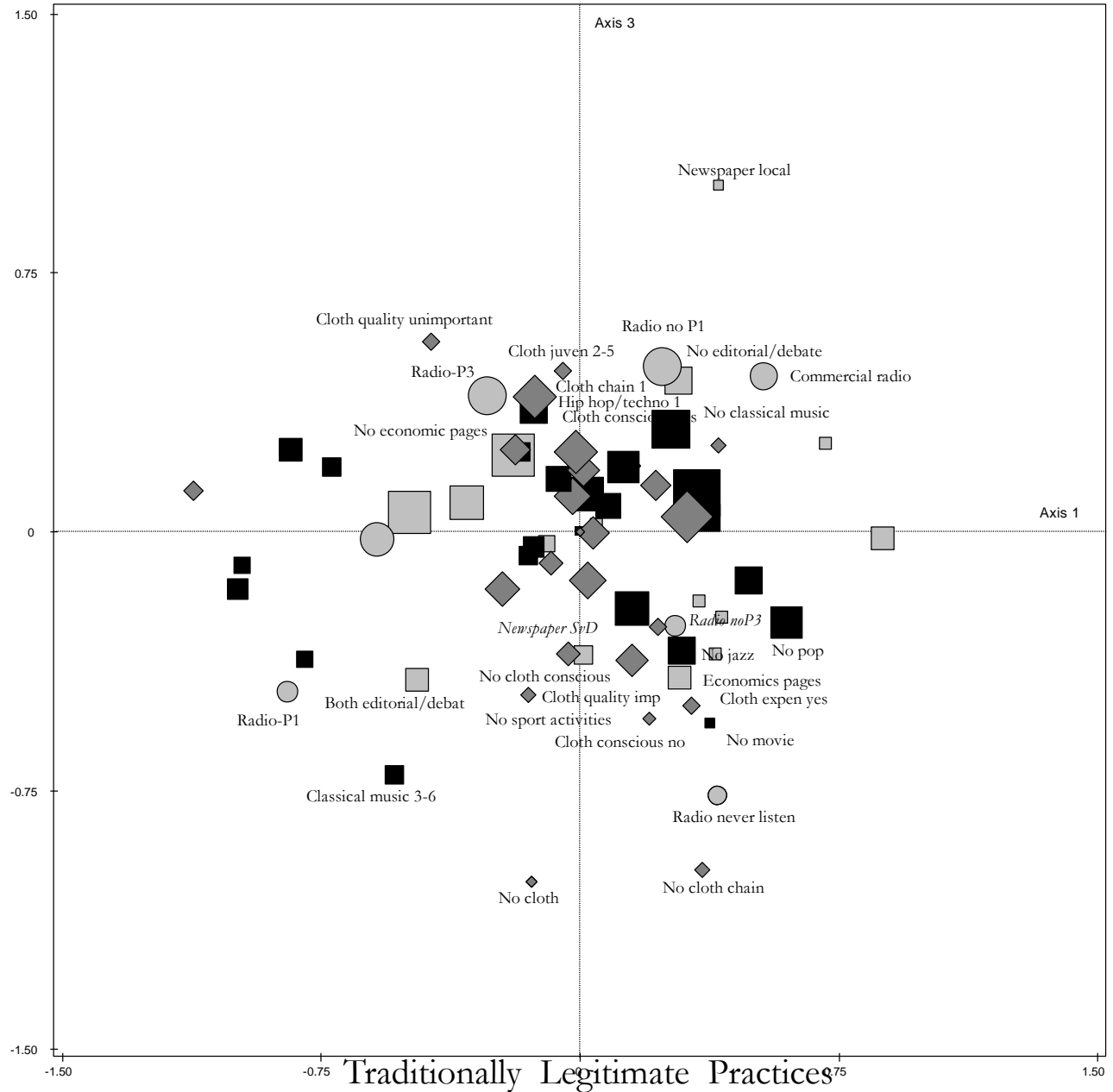
Practices Oriented Towards Economy and Costly Body-investments - Strong

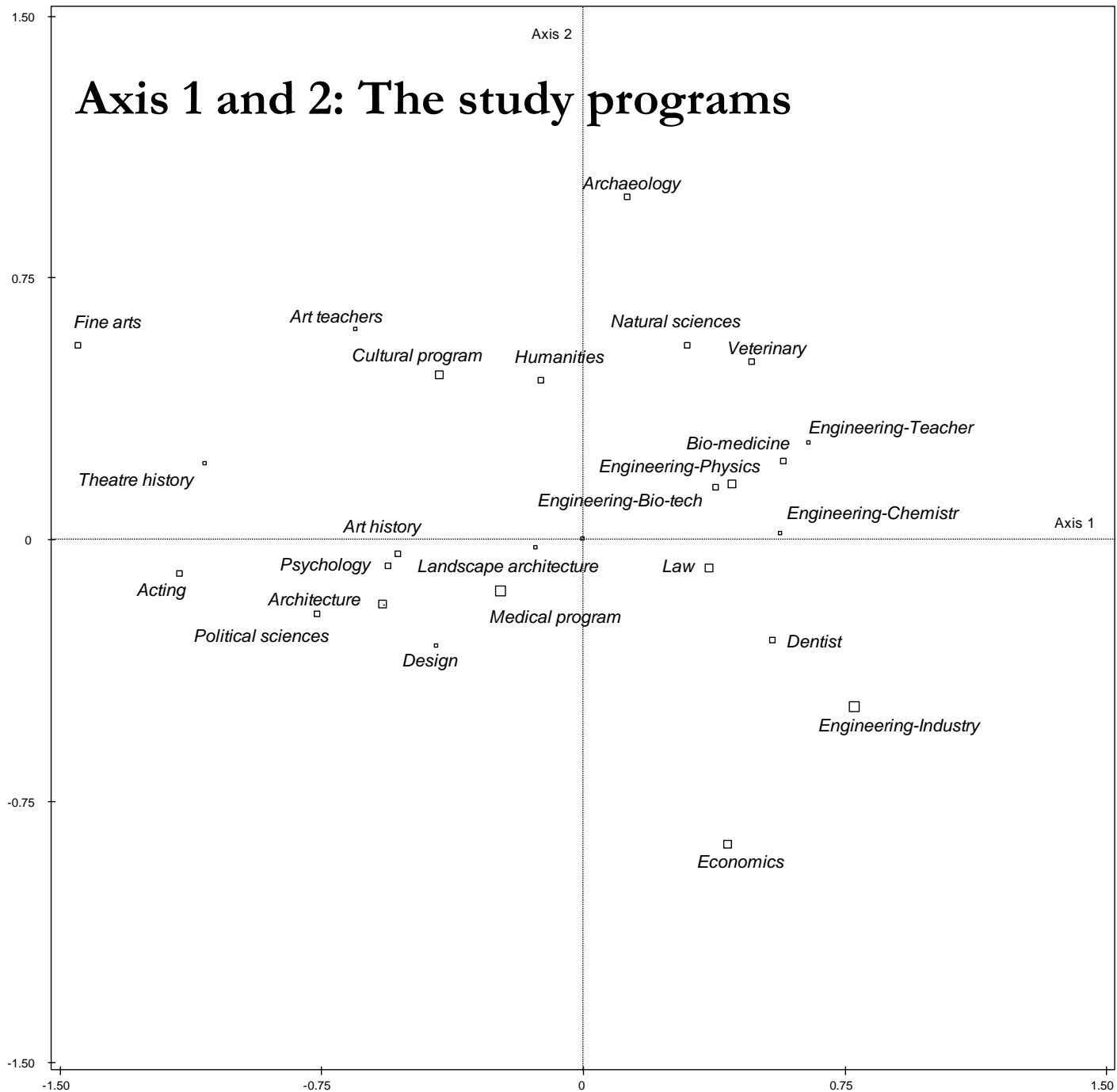


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Axis 3 – Contributing Modalities

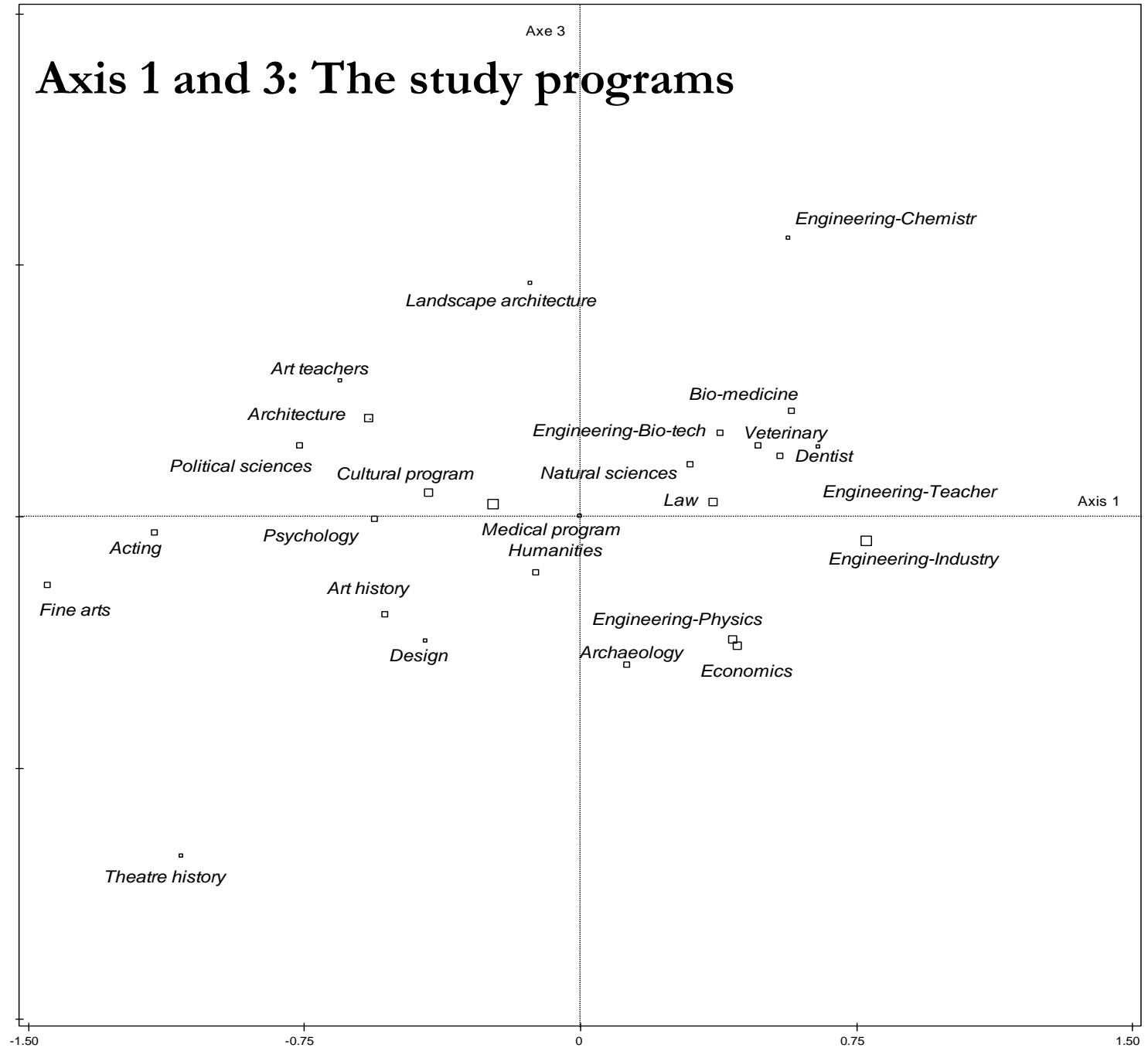
Mainstream Practices







Axis 1 and 3: The study programs

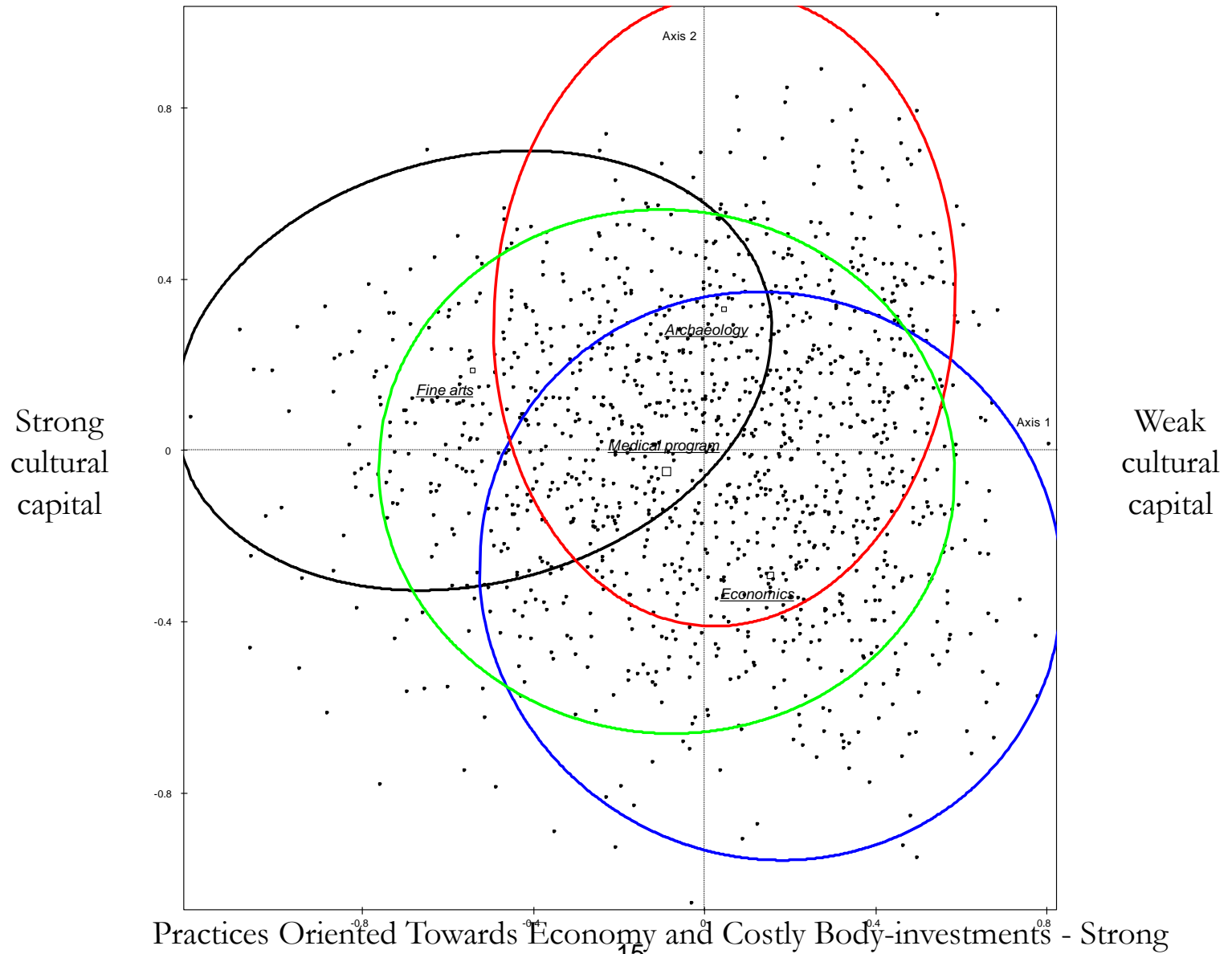




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Axis 1 and 2: Study Programs and Space of Individuals,

Practices Oriented Towards Economy and Costly Body-investments - Weak





Results

Three main dimensions have been identified in the space of elite students in Sweden:

- 1) A Cultural Capital Volume Axis
- 2) An Economic and Body-Oriented Axis
- 3) A Mainstream vs. Traditional Legitimate-Oriented Axis

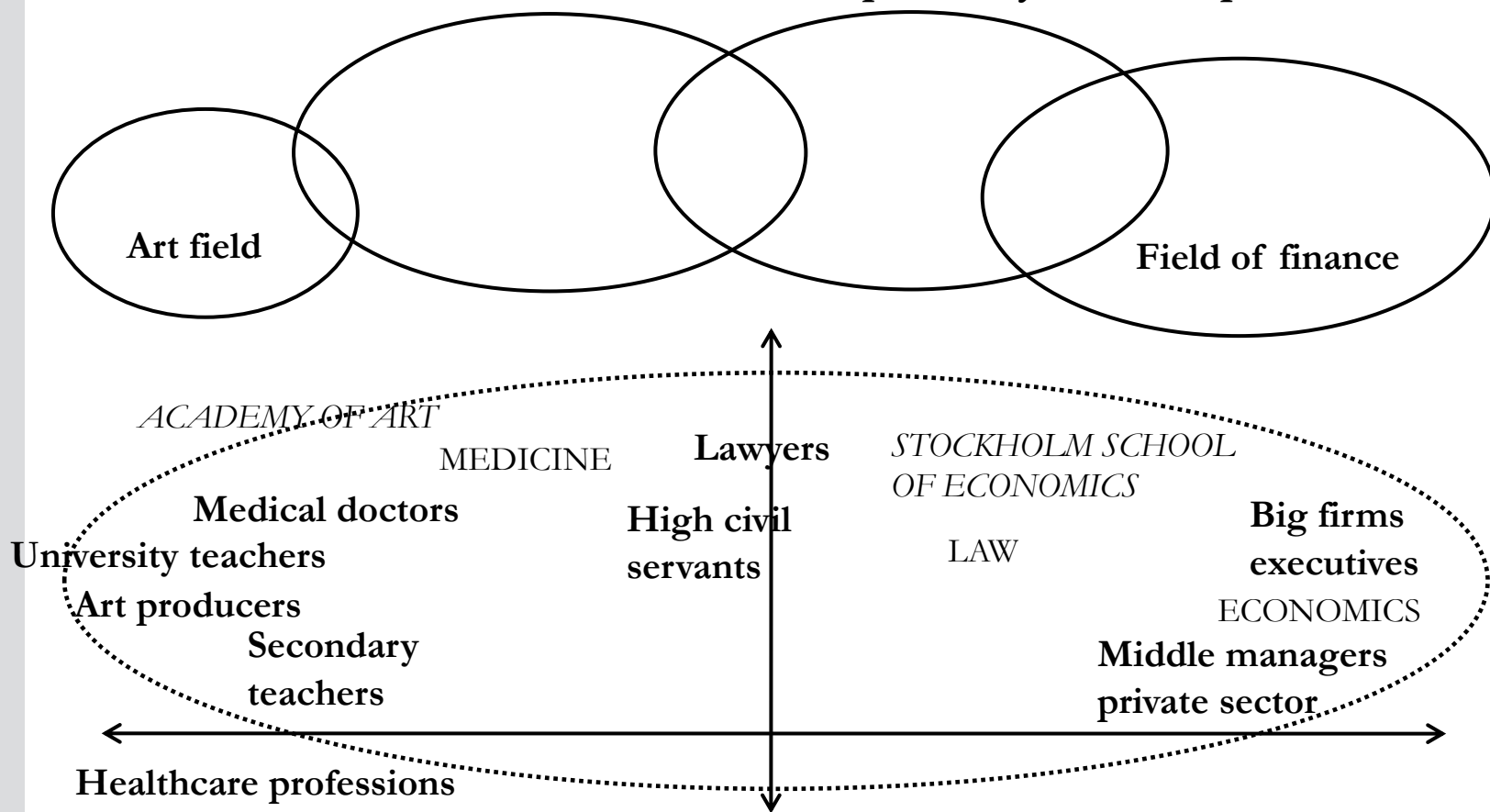
The educational programmes are dispersed in this space: an opposition between culture-oriented programs

- 1) Culture-oriented programmes (+) opposed to Engineering programmes (-)
- 2) Economic-oriented programmes (+) opposed to Humanities and Science
- 3) Science some Engineering programmes (mainstream) opposed to Historic-oriented, Economics and some Engineering programmes (traditional)

Gender most clearly dispersed on axis 3.



Social fields and different forms of field specific symbolic capital



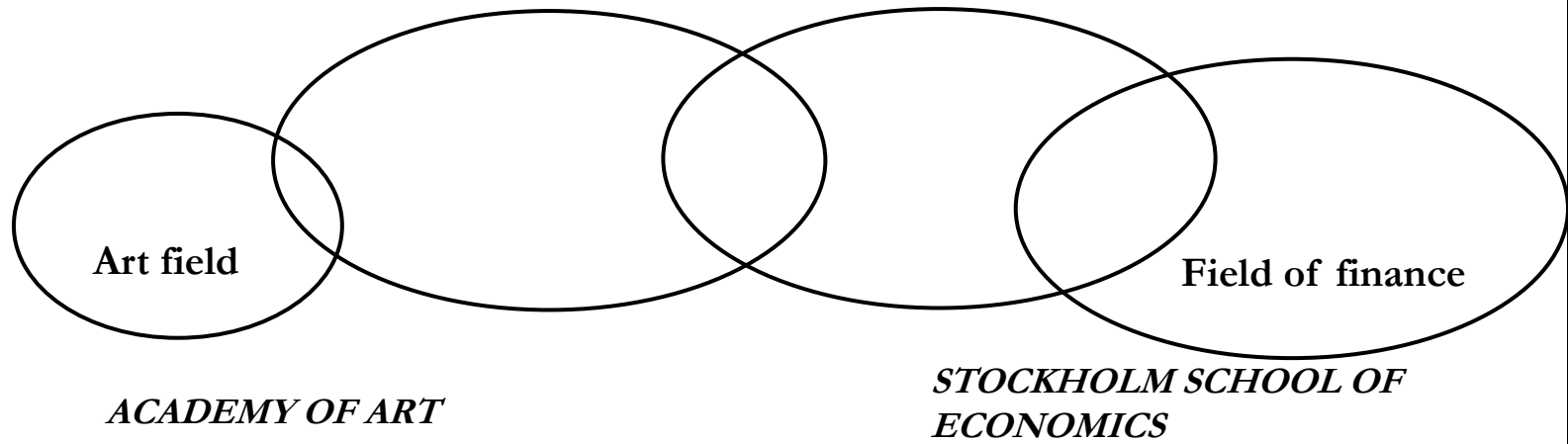
Observed differences between practices, values, beliefs, language, self presentation, etc., among students at elite institutions are understandable as differences related to the specific symbolic capital needed for the entry into different social fields.

Ex. *individuality* and *originality* as opposed to *efficiency* and *self-management*

Instead of talking about different forms of cultural capital, we have opted for talking about different forms of symbolic capital with both common and competing components



Social fields and different forms of field specific symbolic capital



- The Royal Academy of Fine Arts and the Stockholm School of Economics can be seen as *part of* the social fields for which they prepare the entrance
- Students at these elite institutions have cultural capital in common but invest in field specific symbolic capital
- These forms of symbolic capital compete
- These forms of symbolic capital struggle for the definition of legitimate cultural capital



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	Royal Academy of Fine Arts	Stockholm School of Economics
Radio listening		
P2, class music	35	14
"Today's poem"	10	1
Economic news	3	44
<i>Weekly news prog</i>	16	16
Culture magazine	73	7
Environmal magazine	13	3
OBS! (intellectual debate program)	58	7
Ellen (feminist program)	22	1
Radio theatre	36	2
<i>Review of newspaper editorials</i>	21	26
Gardening programs	16	4
History, social sciences research magazine	51	25
Media analysis program	16	1



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	Royal Academy of Fine Arts	Stockholm School of Economics
Newspaper reading		
DN (liberal)	92	44
SvD (conserv)	7	66
Economy pages	6	70
Psychol relat pages	80	30
Culture pages	99	26
Editorial pages	35	38
Sports page	16	42
Theatre page	57	25
Foreign news	71	92



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	Royal Academy of Fine Arts	Stockholm School of Economics
Music preferences		
Baroque	60	48
Vienna classicism	56	57
Romanticism period	31	33
<i>Late 19th century music</i>	39	20
<i>Modern art music</i>	23	2
Opera	27	25
Operettes	1	7
Musicals	5	29
<i>Swedish folk music</i>	30	6
<i>World folk music</i>	47	8
<i>Blues</i>	62	19
<i>Modern jazz</i>	35	10



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Sports and outdoor activities	Royal Academy of Fine Arts	Stockholm School of Economics
Golf	3	28
Tennis	8	34
Wind surfing	5	32
Slalom	18	67
Squash	7	38
Gym work out	14	25
Aerobics	5	16
Jogging	20	47
Football	10	19
"Innebandy" (indoor hockey)	14	32
<i>Bicycle tours</i>	57	43
Mountain walks	29	23
<i>Tour skating</i>	18	8
<i>Long walks</i>	58	32
<i>Forest walks</i>	45	19



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	Royal Academy of Fine Arts	Stockholm School of Economics
Relationship to studies		
Buys course literature	55	88
Has computer	7	46
Wishes to have computer	29	46
Positive to organized cultural activitivities	37	77
Positive to organiz sport activit	10	77
Big dinners with seating and speeches	8	72
Informal gatherings	88	6
Believes in detailed scoring systems	0	70
Do not uses personal calender	53	4