

Princeton University
DEPARTMENT OF SOCIOLOGY

Undergraduate Handbook in Sociology

2016-17

Also available online:

<http://sociology.princeton.edu/undergraduate-program/>

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PART I. INFORMATION FOR PROSPECTIVE MAJORS

1. Introduction

1.1 What is Sociology?

Many people who major in sociology had never heard of it before they came to Princeton. These students learn that we offer a cutting edge undergraduate major for people interested in the social dimensions of politics, economics, history, psychology, and demography. We are also a department in which concentrators can deepen their understanding of globalization, and our program is designed so that students who wish to go abroad in the spring of the junior year can do so.

If you are a sociologist at Princeton, the world is your oyster. This is a department where you can integrate different approaches to knowledge. Sociology was founded in the 19th Century by a Frenchman, Auguste Comte, who said we were destined to be the Queen of the Sciences. He believed that this new field could produce knowledge about society based on scientific evidence. He regarded sociology as the last science to be developed - following physics, chemistry, and biology - but sociology, he believed, should contribute to the welfare of humanity by using science to understand and therefore control and predict human behavior.

Indeed, if there is one common characteristic you will find in the sociology professors at Princeton, it is that they are working on important topics of concern in the "real world" inside and outside the university. Courses deal with such issues as the way that information technology is changing our daily lives, secrecy in organizations, social networks, the dilemmas surrounding diversity in higher education, the ghetto as a socio-historical problem, and how to understand poverty and inequality in America.

Recent books by professors in the department include studies of the immigrant experience and immigration policy, the 21st century corporate firm, religious diversity, the mass media, school underachievement, affirmative action, and growing up with a single parent. Our sociological perspective on all of these subjects tends to look at things from below, rather than from above. We are interested in revealing the exercise of power when none appears to be operating. We're interested in the social experience of groups that have, until recently, largely been invisible. We emphasize the careful use of evidence to develop and enrich our understanding of social processes, and we use a wide variety of statistical, ethnographic, and historical methods.

People often ask how practical a sociology degree is, and they are surprised to learn that our majors go into a wide range of fields from investment banking to law to medicine to education to political activism and the non-profit sector.

Our students benefit from a smaller major where they get more individual attention from faculty than they reasonably can expect in the larger concentrations. It is also the most diverse major in the university, attracting students committed to an environment of respect and acceptance. Although most of our professors are progressive thinking, we encourage intellectual rigor rather than political correctness.

2. Sociology at Princeton

2.1 Administrative Personnel and Faculty

Chair

Miguel Centeno, 102 Wallace Hall, 8-4452. E-mail: cenmiga@princeton.edu

Departmental Representative

Mitch Duneier, 106 Wallace Hall, 8-4530, E-mail: socrep@princeton.edu

Administrative Staff

Donna DeFrancisco, Department Manager, 104 Wallace Hall, 8-4531. E-mail: defran@princeton.edu

Cindy Gibson, Undergraduate Administrator, 106 Wallace Hall, 8-4530. E-mail: cindy@princeton.edu

Christine Nanfra, Assistant to Professor Portes, 179 Wallace Hall, 8-4436. E-mail: cnanfra@princeton.edu

Amanda Rowe, Graduate Administrator, 106 Wallace Hall, 8-4543. E-mail: arowe@princeton.edu

Faculty

For faculty profiles, refer to <http://sociology.princeton.edu/faculty/>, or Section 8, p. 24 of this handbook.

2.2 Course Offerings, Fall 2016

Undergraduate Courses

SOC 101 Introduction to Sociology
M. Duneier MW 1:30-2:20pm

SOC 210/LAS 210/URB 210/LAO 210 Urban Sociology: The City and Social Change in the Americas
P. Fernández-Kelly MW 10:00-10:50am

SOC 227/URB 227 Race and Ethnicity
P. Fernández-Kelly TTH 10:00-10:50am

SOC 250 The Western Way of War
M. Centeno TTH 12:30-1:20pm

SOC 300 Claims and Evidence in Sociology
R. Ferguson TTH 11:00-11:50am

POL 345/SOC 305 Introduction to Quantitative Social Science

M. Frye & K. Imai MW 3:30-4:20pm

SOC 308/RES 308/EAS 308 Communism and Beyond: China and Russia

D. Kaple MW 1:30-2:50pm

SOC 317 Race and Ethnicity in Global Comparative Perspective

E. Monk T 1:30-4:20pm

SOC 320 Growing Up Poor Across America: An Introduction to Reasoning with Data

M. Frye & B. Stewart MW 11:00-12:20

SOC 322 The Sociology of Citizen Science: Professions, Amateurs, and Organizations

L. Senesac TTH 1:30-2:20pm

SOC 330 Studying Local, Writing Ethnography

C. Stack W 1:30-4:20pm

SOC 336 Sociology of Complex Organizations

A. Goldstein TTH 1:30-2:50pm

SOC 345 Money, Work and Social Life

V. Zelizer MW 11:00-11:50am

REL 219/SOC 219 Business Ethics and Modern Religious Thought

D. Miller MW 11:00-11:50am

URB 200/WWS 210/SOC 200 Urbanism and Urban Policy

D. Massey

Graduate Courses That May Be Of Interest, Fall 2016

SOC 500 Applied Social Statistics

B. Stewart MW 9:00-10:30am 165 Wallace Hall
Lab TBD

SOC 501 Classical Sociological Theory

K.L. Scheppele W 1:30-4:30 190 Wallace

SOC 505 Research Seminar in Empirical Investigation

D. Conley, W 2:30-5:30pm 165 Wallace

SOC 506/POP 506 Research Ethics and Scientific Integrity

E. Armstrong TH 9:00-12:00 165 Wallace Hall
Meets first six weeks of the semester.

SOC 527 Religion and Public Life

R. Wuthnow, W 12:00-1:30pm, 5 Ivy Lane

SOC 533 Ethnography for Sociologists I

M. Duneier T 9:00-12:00 165 Wallace Hall
Meets first six weeks of the semester.

SOC 534 Ethnography for Sociologists II

M. Duneier T 9:00-12:00 165 Wallace Hall
Meets second six weeks of the semester.

SOC 545 Advanced Sociological Fieldwork I

M. Duneier TH 9:00-12:00 190 Wallace Hall
Meets first six weeks of the semester

SOC 546 Advanced Sociological Fieldwork II

M. Duneier TH 9:00-12:00 190 Wallace Hall
Meets second six weeks of the semester

SOC 549 Workshop on Social Organization

P. DiMaggio M 3:00-4:30pm 190 Wallace Hall

SOC 560 Topics in Social Stratification: Race & Ethnicity in Global Comparative Perspective

E. Monk TH 1:30-4:30pm 165 Wallace Hall
Meets first six weeks of the semester.

SOC 575 Topics in Migration and Development: Immigration and Development

A. Portes TH 2:00-5:00pm 165 Wallace Hall
Meets second six weeks of the semester.

SOC 596 Computational Social Science (Social Research in the Digital Age)

M. Salganik T 2:00-5:00 165 Wallace Hall
Meets first six weeks of the semester

POL 573/SOC 595 Quantitative Analysis III

K. Imai MW 10:30-11:50am

POP 501/SOC 531 Survey of Population Problems

N. Goldman MW 10:40-12:10pm

WWS 537/SOC 537 Social Organization of Cities

D. Massey

WWS 593E/SOC 585 Topics in Policy Analysis: Surveys, Polls and Public Policy

E. Freeland W 1:00-4:00pm
Meets first six weeks of the semester.

2.3 Tentative Course Offerings, Spring 2017

Undergraduate Courses.

SOC 204 Social Networks
M. Salganik

SOC 223 Hustles and Hustlers
R. Ferguson

SOC 302 Sociological Theory
P. Fernández-Kelly

SOC 307 Contemporary China
Y. Xie

SOC 327 Immigration Race, and the Black Population of the United States
T. Hamilton, 3-hour seminar

SOC 337 Environment and Migration
S. Lopus 3-hour seminar

SOC 354/AFS 354 Contemporary Issues in African Societies
S. Lopus 3-hour seminar

SOC 355 Government, Poverty, and Inequality in Modern America
P. Fernández-Kelly

SOC 366 Social and Economic Determinants of Health
T. Hamlton 3-hour seminar

WWS 331/SOC 312/AAS 317 Race and Public Policy
D. Massey

WWS 333//SOC 326 Law, Institutions and Public Policy
P. Starr

WWS 334/SOC 313 Media and Public Policy
P. Starr

Tentative Graduate Courses That May Be Of Interest, Spring 2017

SOC 502 Contemporary Sociological Theory
E. Monk

SOC 503 Techniques and Methods of Social Science
D. Conley

- SOC 504 **Advanced Social Statistics****
B. Stewart
- SOC 505 **Research Seminar in Empirical Investigation****
D. Conley
- SOC 527 **Religion and Public Life****
R. Wuthnow
- SOC 540 **Gender and Economic Activity****
V. Zelizer
Meets second six weeks of the semester.
- SOC 541 **Economic Sociology: Social Ties, Culture and Economic Processes****
V. Zelizer
Meets first six weeks of the semester.
- New Course **Advanced Social Network Analysis****
M. Salganik
- SOC 547 **Advanced Sociological Fieldwork III****
M. Duneier
Meets first six weeks of the semester.
- SOC 548 **Advanced Sociological Fieldwork IV****
M. Duneier
Meets second six-weeks of the semester.
- SOC 549 **Workshop on Social Organization****
V. Zelizer
- SOC 592 **Text as Data: Statistical Text Analysis for the Social Sciences****
B. Stewart Meets
Meets second six weeks of the semester.
- New Course **Categorical Data****
Yu Xie
Meets first six weeks of the semester.

PART II. INFORMATION FOR SOCIOLOGY MAJORS

3. Structure of the Curriculum

3.1 General Information

The departmental major has been designed to provide a coherent intellectual experience that is both rigorous and responsive to diverse scholarly interests and career goals. The curriculum consists of (1) before declaring a major in sociology, it is strongly recommended, but not required, that students take SOC 101 or another sociology course or Freshman Seminar taught by a sociology professor, (2) required departmental courses, (3) a Junior Paper, and (4) a Senior Thesis, followed by an oral examination on the thesis and a poster presentation. Please note that the *Handbook* material you are now reading may have been updated more recently than the *Undergraduate Announcement*. In cases where the two publications provide conflicting information, follow this *Handbook*.

3.2 Requirements for the Major

3.21 Requirements for Sociology

Students are normally encouraged to complete one or more courses in sociology by the end of the sophomore year.

To fulfill a major in sociology, students must satisfy the following requirements:

- (1) Complete a minimum of nine (9) departmental (including cognate) courses. SOC 101, Introduction to Sociology; SOC 300, Claims and Evidence in Sociology; POL 345/SOC 305, Introduction to Quantitative Social Science and SOC 302, Sociological Theory, are *required* of all majors and should be completed by the end of the junior year. Sociology courses taken prior to the junior year count toward the nine required courses. Students may also include among these nine courses up to two cognate courses, which are defined as courses in other departments that are directly related to a student's sociological interests. To be included as part of one's departmental program, cognates must be pre-approved by the Departmental Representative.

In addition to SOC 101, SOC 300, POL 345/SOC 305, and SOC 302, students are required to take at least one course at the 300-level or higher (including graduate courses) in order to graduate.

- (2) Complete a single Junior Paper and receive a passing grade (D or better), usually 35-40 pages in length, due in April.
- (3) Complete a Senior Thesis, and receive a passing grade (C or better), typically 75-100 pages in length, due in April.
- (4) Take an oral examination on the Senior Thesis and receive a passing grade (C or better).
- (5) Prepare a professional poster describing Senior Thesis results presented during the oral examination.

3.22 General Distribution Requirements

Students must fulfill the university's general distribution requirements as well as those in sociology. Candidates for the A.B. degree must successfully complete one course in Ethical Thought and Moral Values (EM); one course in Epistemology and Cognition (EC); one course in Historical Analysis (HA); two courses in Literature and the Arts (LA); one course in Quantitative Reasoning (QR); two courses in Social Analysis (SA); and two courses in Science and Technology (ST). Most courses in sociology contribute to satisfying the SA distribution area requirement, and some fulfill the requirement for HA, QR, or EC. The *Undergraduate Announcement* contains further information on the distribution requirements as well as the writing and language requirements.

3.3 Cognates

Students may include as part of their departmental requirements up to two cognate courses – courses in other departments that are related to a student's sociological training. The student must obtain approval, upon submission of a course syllabus, from the Departmental Representative to designate a course as a cognate. Once designated as cognates, courses will be treated exactly as departmental courses. Grades from cognates will be included in calculations to determine whether a student qualifies for departmental honors. Students cannot reverse the designation of a course as a cognate.

3.4 Taking Six-Week Graduate Courses and Receiving Credit from the Registrar

For undergraduates interested in taking a sociology graduate mini seminar (half-semester course), special arrangements need to be made to receive credit for the course. The student meets with the professor to gain his/her permission to take the course and to treat the other six weeks of the semester as a reading course. The student then meets with Dean Colagiuri in the Office of the Dean of the College (ext. 8-3040, 408 West College), who will explain what is entailed in a reading course and how to obtain course credit. The professor and student create a syllabus for the semester-long course. The faculty member will award a letter grade to the student for the reading course. The sustained contact proposed in the reading course could occur prior to or following the mini seminar. In the case of the former, the content of the reading course could serve to prepare the student for the mini seminar. In the case of the latter, the content of the reading course could be tailored allowing the student more time to complete the written requirements of the mini seminar.

Alternatively, undergraduates may sign-up for two, back-to-back mini-seminars with the approval of the faculty members for each mini-seminar. Please see Cindy Gibson (106 Wallace Hall, cindy@princeton.edu) for information on the process of receiving course credit.

An undergraduate may take a half-term graduate course if he/she does not need the course credit. The course will appear on the transcript with the appropriate credit hours listed. The student should understand that the half-term course will not count towards the 31 courses required for the A.B.

The student must also complete a form in order to take any graduate course. This can be found at <http://registrar.princeton.edu/student-services/course-enrollment-workshe/Permission-to-Enroll-in-Graduate-Courses.pdf>

3.5 Research Skills

Depending on students' needs and interests, Sociology majors are strongly encouraged to strengthen their research skills beyond the level required in SOC 300 & POL 345/SOC 305. This advice applies with even greater force to students who are contemplating graduate study in Sociology. Some students will want to pursue advanced training in applied statistics (including multiple regression analysis with applications to several different types of dependent variables). Others may find that additional training in qualitative research methods best meets their needs. Either way, a deeper understanding of alternative methods of analysis will pave the way for a rigorous and sophisticated Senior Thesis in which original analysis of empirical data is a requirement.

3.6 Study Abroad

Sociology at Princeton is filled with cutting edge scholarship at the crossroads of global and international sociology. The department believes that study abroad adds a valuable dimension to the experience in Sociology as well as a possible basis for independent work in the junior and senior year. To encourage its students to take advantage of the many fine programs in other countries that exist for Princeton undergraduates, the department has designed its requirements to enable concentrators to go abroad in the spring of their junior year.

4. Independent Research

Princeton University requires all juniors and seniors to conduct independent research. Requirements differ across departments and by class standing. However, several guidelines and deadlines apply to both juniors and seniors. The general guidelines are presented first, followed by the specific requirements for the Junior Paper and Senior Thesis.

4.1 General Information on Independent Research

4.12 Basing Independent Work on Previous Work/Research

With the permission of their independent work advisors, students sometimes base independent work on course work, such as a term paper. University and departmental rules are designed to assure that students do as much work as they would have done in the case of two separate projects.

4.13 Research Involving Human Subjects

If you plan to conduct research that directly involves human subjects (e.g., asking classmates to respond to a survey), you **must** first apply for permission to the University's Institutional Review Board (IRB). **This is a University requirement.** This Panel meets once a month, and in many cases proposals must be revised and resubmitted to the IRB. This topic will be covered in SOC 300. Your advisor should review your application before submission.

To obtain copies of the forms, instructions, and updated meeting schedule, please visit the IRB website: <http://www.princeton.edu/ria/index.xml>.

4.14 Deadlines, Extensions, Penalties

(a) Final Deadline

Independent work is due no later than 4:00 p.m. on **Friday, April 14, 2017**. Students are also expected to abide by other interim departmental deadlines beginning on page 17.

(b) Extensions on Final Deadline

Extensions of independent work deadlines may be granted only under extraordinary (usually medical) circumstances by the Departmental Representative. Individual advisors cannot grant extensions. For extensions beyond Dean's date for independent work, which is Tuesday, May 9 for juniors, and Monday, May 8 for seniors, juniors and seniors must consult their residential college Dean or Director of Studies.

(c) Penalties

The grade on independent work submitted beyond the deadline will be reduced by one-third of a letter grade (e.g., A to A-) for every 48 hours (or fraction thereof) of unexcused lateness, weekend days included. The maximum penalty is two full letter grades.

4.15 Grading Criteria for Independent Work

Students will receive a single grade for their independent work based on the assessments of the advisor and a second reader. At the end of the year the students will be informed of their grade and provided with comments on their independent work.

Standards for the Grading of Independent Work

- A.** Normally independent work in the A range should present an argument or propose an answer to a well-defined and significant question or set of questions, and it should indicate with care and accuracy the import of its subject for the understanding of sociology. Such independent work will have substantial elements of originality in its conception of its subject, in the evidence and reasoning it brings to bear on that subject, in the analytical techniques it employs, or in all of these; even a specialist in its field of study will find that it contributes to his/her understanding. Independent work in the A range must be grounded in systematic research appropriate to its scope and objectives. Such research will almost always involve attention to the important works on the subject and may require the consultation of original documents, compilation of statistical data, or interviewing. To merit an A, independent work should be well written, that is, it should develop its subject in an orderly way and present its ideas clearly and crisply. Poor grammar and style and more than occasional misspellings have no place in independent work receiving an A.

The mark of A+ should be reserved for independent work that satisfies all of these criteria in high degree. The mark of A- should be given independent work which shows originality but does not meet in a fully satisfactory way one or two other of the requirements of independent work in the A range.

- B.** Independent work in the B range is a less outstanding treatment of a significant subject. A specialist in its field of study should find it informative, though it will yield few insights of interest to a specialist. A well done case study which yields some, if few, lessons of general import, or a good critical review of a significant body of thought that does not carry one much beyond previous work on the subject, would merit a grade in this range. Like the A independent work, that in the B range should be grounded in a substantial amount of research appropriate to its objectives, but the latter will fail to do all that is required for systematic coverage or will ignore important sources. Independent work in the B range should be clearly written and logically organized.

A B+ is an appropriate grade for a sensibly conceived, well-executed, well-written project that shows little originality. A B- is appropriate for well-conceived projects that have some significant flaw in execution or a number of less important shortcomings.

- C.** Independent work in the C range is a competent but not distinguished treatment of a significant subject. A non-specialist should find it informative. It will show evidence of substantial, though not wholly adequate research, and may be flawed in one or two additional ways as well: the logic of an important argument may be faulty, the significance of findings may be explored inadequately, or the writing may be mediocre (though it must generally be clear in its expression of ideas). An informative case study that goes little beyond a narration of events, or a review of some body of literature that gets things right but does little more, should be given a grade in the C range.

C+'s should be given to the most informative of independent work in the C range, C-'s to those that meet the basic requirements of the category but have several serious flaws.

- D.** To merit the grade of D, independent work must treat a non-trivial subject in sociology and must show evidence that its writer has some substantial knowledge about, and understanding of, that subject. Beyond that little can be said in praise of independent work in the D range.

- F.** Independent work that does not meet the minimal requirements for the grade of D should be given an F.

4.2 Junior Independent Research

Junior Papers usually involve data collection and analysis via interviews, surveys, and the like. The student must include a critical analysis of the relevant sociological literature and conduct their investigation according to a stated research design producing a clear written account of issues and findings that emerge in the course of the investigation. JP's are usually 35-40 pages long.

Each student has an advisor with whom she should stay in close touch, discussing the framing of the sociological question, relevant sources, research strategies, and progress. Exemplary JP's are original contributions to the literature. If regular meetings are not occurring between student and advisor, to the detriment of the student's work, either the student or faculty advisor should get in touch with the Departmental Representative as soon as possible.

4.21 Form, Style, Length, Copies

(a) Form:

The Junior Paper must be typed, **single-sided** and double-spaced on 8 ½ x 11 unlined white paper. There should be a title page which includes the student's name and advisor's name as well as the title and an Abstract of no more than 150 words on the following page. Submit **two** hard copies and **one** electronic copy (as a PDF) of the final paper to Cindy Gibson (106 Wallace Hall; cindy@princeton.edu).

(b) Style:

In citing the work of other authors in their independent work, students should follow the "Manuscript Preparation" guidelines prescribed by the *American Sociological Review* (ASR), the flagship journal of the American Sociological Association. These guidelines are listed inside the front cover of any recent issue of ASR. A few examples follow, but you should consult ASR for details.

References follow the text in a section headed "REFERENCES." All references used in the text must be listed in the reference section, and vice versa. In other words, the list of

references should include only those works you actually cite in the text. Do not include items you may have read or consulted as background reading but did not actually use. Publication information for each must be complete and correct.

(1) To reference a book:

Agresti, Allen. 1984. *Analysis of Ordinal Categorical Data*. New York: John Wiley and Sons.

(2) To reference a chapter in a book, a journal article, or two articles by the same author(s) containing the same year of publication:

Lawler, Edward J. 1986. "Bilateral Deterrence and Conflict Spiral: A Theoretical Analysis." Pp.107-30 in *Advances in Group Processes*, vol. 3, edited by E.J. Lawler. Greenwich, CT: JAI Press.

_____. 1992a. "Power Processes in Bargaining." *Sociological Quarterly* 33: 17-34

(c) Length:

A serious treatment of most Junior Paper topics requires roughly 10,000 words, or 35-40 pages.

(d) Copies:

One electronic copy and **two** hard copies of the Junior Paper should be submitted to Cindy Gibson (**4:00 p.m. on Friday, April 14**), in the Sociology Department office for distribution to the advisor. The paper must be signed with a pledge of authorship in accordance with University regulations. cindy@princeton.edu, 106 Wallace Hall.

4.3 Senior Independent Research

Senior independent work consists of completing a thesis that (a) explores the various theoretical approaches that have been used to explain a particular social phenomenon **and** (b) examines that phenomenon through secondary analysis of existing data and/or primary analysis of data collected by the student. Students whose thesis topics require advanced quantitative skills may acquire the necessary competence by enrolling in advanced statistics courses. Students who are contemplating collecting their own data will need the prior approval of the university's Institutional Review Board (see 4.13, p. 11 of this Handbook).

Students are expected to work closely with their faculty thesis advisor. Regular meetings and regular production of written work will yield prompt, thorough, helpful feedback. If regular meetings are not occurring between student and advisor the student should contact the Departmental Representative as soon as possible.

4.31 Form, Style, Length, Copies

(a) Form:

The Senior Thesis must be typed, **single-sided** and double-spaced on 8 ½ x 11 unlined white paper. Students are required to submit **two** hard copies and **one** electronic copy (as a PDF) of their Senior Thesis. One hard copy should be unbound. You may use a paper clip/clamp or staple on this copy. The other should be bound using either a hard or soft black cover, according to the following specifications. The margin on the left side of the page shall be 1 and ½ inches; on the right side, ¾ inch. Pequod, Princeton Printer, Smith-Shattuck Bookbinding and other commercial firms, offer binding services. The university's Print and Mail Services also offers binding, <http://www.princeton.edu/printing/>. If their margins differ from those listed here, use their margins.

(b) Style:

The Manuscript Preparation Guidelines specified by the department for the Junior Paper extend also to the Senior Thesis.

In addition, the Senior Thesis must, without exception, include the following: (1) a cover label (or gold lettering) and a title page that conform to the models that follow this paragraph; (2) an Abstract of no more than 150 words, (3) a detailed table of contents; (4) a complete list of the cited references; (5) adequate documentation of the content of the Thesis by footnotes or references to source material. Footnotes may be placed either at the end of each chapter or, preferably, at the bottom of each page, in either case remaining consistent throughout the Thesis; (6) pages that are numbered sequentially

from beginning to end of the Thesis, starting with the title page and continuing through the body of the work, the bibliography and any appendices.

Sample Label (or Gold Lettering) on Cover

TITLE IN FULL

Author

Sample Title Page

AN ANALYSIS OF VOLUNTARY GROUPS
AMONG THE MIDDLE CLASS
OF PRINCETON

By

Jane Q. Doe

A thesis presented in partial fulfillment of the
Requirements for the degree of Bachelor of Arts

Department of Sociology
Princeton University

2016

(c) Length:

A serious treatment of most Senior Thesis topics requires roughly 20,000 words, or 75-100 pages.

(d) Copies:

An electronic copy (PDF format), and two hard copies broken down as **one** signed original (bound) and **one** signed copy (unbound, staples and paper clips/clamps are allowed) must be delivered by the student to Cindy Gibson (106 Wallace Hall, cindy@princeton.edu) in the departmental office by the due date for Senior Theses (**4:00 p.m. on Friday, April 14**). The student must also affix a label or gold lettering onto the outside cover of the bound copy which includes the title and author of the thesis. All copies of the thesis must be signed with a pledge of authorship in accordance with University regulations. The bound copy will be returned to the student.

In addition, each senior takes an oral examination based on the Senior Thesis and the broader subfield to which it contributes on May 17 and 18, 2017. In preparation for the oral examination each senior prepares a professional grade poster for presentation during the oral exam. Students are encouraged to visit Mudd Library to read prize winning theses in order to get a sense of the quality and quantity of work expected.

4.4 Timeline and Deadlines

Please see the pages that follow for more details on what is expected for each of the deadlines listed below.

Month	Date	Brief Description of Materials Due
Fri., October	28	Deadline to request funding (juniors and seniors), from the Department. Use the S.A.F.E. system..
Mon., November	21*	Deadline for seniors to submit an electronic copy only of the 5-page prospectus to Cindy Gibson by 4:00pm.
January	TBA	Deadline for juniors to submit SOC 300 assignment to your preceptor.
Fri., February	10*	Deadline for seniors to submit an electronic copy only of partial draft of independent work to Cindy Gibson by 4:00pm.
Mon., March	27*	Deadline to submit an electronic copy only of full draft of independent work (juniors and seniors) to Cindy Gibson by 4:00pm.
Fri., April	14**	Deadline to submit final version of independent work (juniors and seniors) to Cindy Gibson by 4:00pm (electronic and hard copies).
Wed.-Thurs., May	17-18	Senior Thesis Exams and Posters

***UNLESS AN EXTENSION HAS BEEN GRANTED BY THE DEPARTMENTAL REPRESENTATIVE, STUDENTS WHO FAIL TO TURN IN THEIR WRITTEN WORK BY THE PRESCRIBED DUE DATE WILL BE PENALIZED ONE-THIRD OF A LETTER GRADE ON THEIR FINAL INDEPENDENT-WORK GRADE.**

****STUDENTS WHO FAIL TO TURN IN THEIR FINAL WRITTEN WORK BY APRIL 14 WILL BE PENALIZED ONE-THIRD OF A LETTER GRADE FOR EVERY 48 HOURS (OR FRACTION THEREOF) OF UNEXCUSED LATENESS, WEEKEND DAYS INCLUDED.**

Fri., OCTOBER 28: DEADLINE FOR DEPARTMENTAL FUNDING REQUESTS

If you anticipate needing funds to cover research costs you may apply to the Department after first applying to University-wide funding sources (see Section 6). Resources are quite limited, and grants do not typically exceed \$300. Use the S.A.F.E. system to apply.

MON., NOVEMBER 21: ANNOTATED BIBLIOGRAPHY AND OUTLINE DUE

Seniors: submit an electronic version only of the following to Cindy Gibson: a 5-page prospectus including an outline, bibliography, summary of your sociological research question and its significance, and your hypotheses/aims/purposes. This progress report should also include a preliminary title for your independent work. Hard copies will not be accepted.

JANUARY TBA: DEADLINE FOR JUNIORS TO SUBMIT INTEGRATED DRAFT

Juniors: submit the assignment for SOC 300 to your preceptor by the class' due date.

FRI., FEBRUARY 10: PARTIAL DRAFTS DUE

Seniors: submit an electronic copy only of your first two chapters and a two-page report on data analysis to Cindy Gibson, cindy@princeton.edu. Hard copies will not be accepted.

MON., MARCH 27: FIRST DRAFT OF COMPLETE INDEPENDENT WORK DUE

Juniors and seniors: submit an electronic copy only of the full first draft of your independent work to Cindy Gibson (cindy@princeton.edu) by 4:00pm. She will forward this to your advisor for comments. You should receive written comments on this draft. Hard copies will not be accepted.

FRI., APRIL 14: FINAL DRAFT OF INDEPENDENT WORK DUE

Juniors: submit two hard copies and one electronic copy (in PDF) of the final paper to Cindy Gibson (cindy@princeton.edu) by 4:00pm. See Section 4.21 for more information.

Seniors: submit one bound copy, one unbound copy and one electronic copy (in PDF) to Cindy Gibson (cindy@princeton.edu) by 4:00pm. See Section 4.31 for more information.

Be sure to include and sign the pledge on both copies. Independent work should be submitted to Cindy Gibson in Room 106 Wallace Hall no later than 4:00 p.m. on Friday, April 14, 2017. **Separate penalties apply for failing to meet this deadline. Refer to Section 4.4, page 17, for penalties for turning in independent work after the deadline.**

FOR SENIORS: WED., MAY 17 AND THURS., MAY 18: DEPARTMENTAL EXAMINATIONS AND POSTERS

Your final oral departmental examination will be scheduled on one of these two days. You will receive information in April advising you of the time and place. The committee will consist of your advisor and a second reader.

The final departmental oral examination is administered at the end of the senior year and is conducted by the two or more faculty members who graded the student's Senior Thesis. The examination normally lasts 30 minutes. Each student should prepare a five-minute presentation of their Senior Thesis project. This presentation should be accompanied by a poster displaying the thesis title, student's name, the research question(s), a brief statement justifying the relevance of the research question, a description of the study design, a description of the data, presentation of key findings, a brief summary of results and the study's contribution to theory, evidence, and/or policy. These posters will be on display through Class Day. The student's presentation is followed by questions. In rare circumstances the examination may also include a written component. The grade of the oral examination is jointly fixed by the examiners.

5. Resources for Research

Students must consult with advisors and engage in library research to learn which sociological literatures are relevant to their topics. After consulting with advisors, students should examine the sources listed below. The following website will prove helpful: <http://www.princeton.edu/~sbwhite/>. Ask at the desk at the Social Science Reference Center (SSRC), A floor of Firestone Library, where to find the sources below.

--*Encyclopedia of Sociology*. Call number HM17.E5; available in SSRC. This four volume encyclopedia is helpful in orienting students toward the major sociological questions. The encyclopedia includes short, manageable entries on various sociological topics.

--*International Encyclopedia of Sociology*, edited by Frank N. Magill. Two volumes, 1573 pp. Call number HM17.I573.1995.

--*Handbook of Sociology*, ed. Neil Smelser (Newbury Park, Calif: Sage, 1988). Call number HM51.H249.1988. This volume includes approximately twenty-five informative summaries of the research findings and dominant paradigms in various sociological subfields. Some of the entries in this volume may be dated and should be supplemented with more recent sources (e.g. *Annual Review of Sociology*).

Annual Review of Sociology, *Lexis Nexis*, *Sociological Abstracts (formerly Sociofile)*, *Social Science Citation Index (SocINDEX)* and *JSTOR* can be found from the library's homepage. Go to this homepage, scroll down to the bottom and click on Databases on the left-hand side. Choose the letter appropriate letter and scroll down until you find what you need.

--*Sociological Abstracts (formerly Sociofile)*. Contains brief summaries of sociological literature as well as related disciplines. This includes journals, book reviews, conference papers and dissertations. To use SA, start with the subject. Choosing the proper subject headings is often the most difficult part of a literature search. Experiment with different possibilities; often the problem is that students choose overly narrow categories. <http://library.princeton.edu/resource/4084>

--*SocINDEX* is an index of sociology journals, books and conference proceedings. It includes sub-fields and closely related areas of study. <http://library.princeton.edu/resource/4318>

--*Annual Review of Sociology*. Also call number: HM1.A857. Each year, this volume includes about fifteen articles reviewing the literature in particular sociological subfields.

Students should examine the contents of this annual publication, going back at least ten years, and read relevant articles. *Annual Review* articles can give a very good sense of the relevant issues and the citations necessary to help you start to research a particular topic.

--*Lexis/Nexis*. Lexis/Nexis is a computer database that includes the full text of newspaper and journal articles. It is available through the library's databases. Lexis includes court decisions and other legal materials and is a standard research tool of people working in law and the sociology of law. Nexis includes the text from many newspapers and other publications.

--*Expanded Academic Index (EAI)*. The EAI contains bibliographic information for articles in scholarly journals and, in some cases, full text of articles.

--*Office of Population Research (OPR)*. The Office of Population Research, located on the second floor of Wallace Hall, contains the finest demographic library in the world. Students who are planning to do their independent work on a population-related topic should visit the Stokes Library (in the lower level of Wallace) and speak with the Head Librarian for assistance.

--*Web Resources* include:

JSTOR – www.jstor.org – permits full text searches of *American Sociological Review*, *Annual Review of Sociology*, *American Journal of Sociology*, and other social science journals.

Public Agenda Online – www.publicagenda.org – contains current information on 20 key public policy issues. Some examples include alcohol abuse, crime, education, the family, health care, immigration, and race. Varying perspectives on every issue are covered. There are statistics and analyses of recent public opinion polls, as well as links to other resources. This is a good way to become acquainted with the issues in an area, but do not conduct your independent work research from this basis alone!

6. Financial Support for Independent Work

6.1 Support for Juniors

To apply for departmental funds to support Junior Paper research, use the S.A.F.E. system.

Juniors who plan to begin work on senior theses during the summer after their junior year can apply for support from the Office of the Dean of the College. Please use the S.A.F.E. system to apply.

6.2 Support for Seniors

There are a number of funds available for senior thesis research from The Office of the Dean of the College as well as departments and programs. These are posted on the S.A.F.E. site. Once you have completed your application, check the site frequently for new postings of funding opportunities.

Departmental funds, in modest amounts, may be available for students who have first attempted to obtain funding elsewhere. Check S.A.F.E. and if there are such funds, the application will be available there.

7. Graduation Requirements, Honors, Prizes

7.1 Departmental Graduation Requirements

In order to graduate, students must satisfy the following requirements:

- (1) Successfully complete a minimum of 9 courses in sociology
- (2) Achieve a passing grade for:
 - (a) Sociology 101
 - (b) Sociology 300
 - (c) Politics 345/Sociology 305
 - (d) Sociology 302
 - (e) Take one more sociology course at the 300-level or higher
 - (f) Take a minimum of four more sociology courses at any level
 - (g) Junior Independent Work
 - (h) Senior Independent Work
 - (i) The Departmental Oral Examination with Poster

The minimum passing grade for Sociology 101, 300, POL 345/SOC 305, 302, and Junior Independent Work is “D”. For Senior Independent Work and the Oral Examination, the minimum passing grade is “C”.

- (3) Achieve an average grade of “C” or better for all graded sociology and cognate courses regardless of when they were taken. The average grade is computed by transforming grades to a numerical scale as follows:

F	D	C-	C	C+	B-	B	B+	A-	A	A+
0	3	5	6	7	8	9	10	11	12	13

The required average is therefore 6.00 or better. If a student repeats a course which he or she has failed, the new course is substituted for the “F” in the grade calculations.

7.2 Departmental Honors

The Sociology Department, like other departments in the University, awards honors, high honors, and highest honors to graduating seniors. The selection of students for honors is determined on the basis of the following components and weights.

Departmental and Cognate Courses	67%
Junior Independent Work	10%
Senior Independent Work	20%
Senior Departmental Examination	3%

The Sociology Department takes into account **all** departmental courses when calculating honors, not just the top nine grades.

7.3 Departmental Prizes

- (1) The Sociology Department's Isidore Brown Prizes are awarded to:
 - (a) The student achieving the highest ranking among all seniors awarded highest honors (\$1,500);
 - (b) The student submitting the best Senior Thesis (\$1,500).
- (2) The Sociology Department's Lisa N. Bryant Award honors the graduating sociology major whose contributions to the community and to scholarship best exemplify the qualities represented in the life of Lisa N. Bryant '93. Ms. Bryant demonstrated a strong commitment to the welfare of others and an application of sociological knowledge to the analysis of social needs. Faculty and students in the department are invited to make nominations during the spring semester (book and \$300).
- (3) The Center for Migration and Development awards a prize to the best Senior Thesis in the fields of migration and development (\$300). For more information, contact Nancy Cannuli, Email: ncannuli@princeton.edu.

8. FACULTY

MIGUEL A. CENTENO, Chair, AY2016-17, and Musgrave Professor of Sociology and Professor of Sociology and International Affairs at Princeton University. He obtained his BA in History in 1980, his MBA in 1987 and his Ph.D. in Sociology in 1990, all from Yale University. [102 Wallace Hall], <http://sociology.princeton.edu/Faculty/Centeno/>

He has published many articles, chapters, and books. His latest publications are *War and Society* (Polity 2016), *Global Capitalism* (Polity 2010), and *State and Nation Making in the Iberian World* (Cambridge UP 2013). Through the Mapping Globalization project he has worked on improving the quantitative scholarship available on globalization. (<http://www.princeton.edu/globalization/>). He is one of the founders of the Princeton Network on State Building in the Developing World. (<https://deptbedit.princeton.edu/statebuilding/>) and the results will be published as *States in the Developing World* (Cambridge 2016). He the founder of the Research Community on Global Systemic Risk funded by PIIRS from 2013 (<http://risk.princeton.edu>) and has published early results in the *Annual Review of Sociology*. He is also starting a new book project on the sociology of discipline and a second volume on states in Latin America and Spain. In 2000, he founded the Princeton University Preparatory Program, which provides intensive supplemental training for lower income students in local high schools. (<http://pupp.princeton.edu/>) From 2003 to 2007, he served as the founding Director of the Princeton Institute for International and Regional Studies. From 1997-2004 he also served as Master of Wilson College at Princeton. Beginning in 2012, he has served as Chair of the Sociology Department.

ELIZABETH M. ARMSTRONG, Ph.D., University of Pennsylvania: Sociology of Medicine, Social Problems, Health Policy, and the History of Medicine and Public Health [253 Wallace Hall, ema@princeton.edu, 8-6981]. <http://opr.princeton.edu/faculty/page.asp?id=ema>

Professor Armstrong is interested in the social construction of disease and diagnosis, the interrelationship of social status and health, and the sociology of bioethics. She is the author of *Conceiving Risk, Bearing Responsibility: Fetal Alcohol Syndrome and the Diagnosis of Moral Disorder* (Johns Hopkins University Press, 2003). Her current research includes a study of the determinants and consequences of media and political attention to diseases, a project on fetal personhood and the evolution of obstetrical practice and ethics. She has a joint appointment in the Woodrow Wilson School.

Sample Publications:

Conceiving Risk, Bearing Responsibility: Fetal Alcohol Syndrome and the Diagnosis of Moral Disorder (Johns Hopkins University Press, December, 2003).

With E.M. Lapetina, "Preventing Errors in the Outpatient Setting: A Tale of Three States," *Health Affairs*, pp. 26-39 (July/August 2002).

With K.B. McDonald, "De-romanticizing Black Intergenerational Support: The Questionable Expectations of Welfare Reform," *Journal of Marriage and Family*, pp. 213-223 (February 2001).

“Lessons in Control: Prenatal Education in the Hospital,” *Social Problems* 47(4): 583-605, 2000.

“Diagnosing Moral Disorder: The Discovery and Evolution of Fetal Alcohol Syndrome,” *Social Science and Medicine* 47(12): 2025-2042, 1998.

DALTON CONLEY, Ph.D., Columbia University: Socio-Economic Issues, Racial Inequalities, Health and Biology Affects on Social Position [153 Wallace Hall, dconley@princeton.edu, 8-8871].
<http://sociology.princeton.edu/faculty>

Professor Conley is the Henry Putnam University Professor in Sociology and a faculty affiliate at the Office of Population Research and the Center for Health and Wellbeing. He earned his PhD in sociology from Columbia University in 1996 and a PhD in Biology (Genomics) from NYU in 2014. His research focuses on how socio-economic status and health are transmitted across generations and on the public policies that affect those processes. He studies sibling differences in socioeconomic success; racial inequalities; the measurement of class; and how health and biology affect (and are affected by) social position. His publications include *Being Black, Living in the Red; The Starting Gate; Honky; The Pecking Order; You May Ask Yourself*, and *Parentology*. He is a Research Associate at the National Bureau of Economic Research and has been the recipient of Guggenheim, Robert Wood Johnson Foundation and Russell Sage Foundation fellowships as well as a CAREER award and the Alan T. Waterman Award of the National Science Foundation.

His current work applies econometric methods for causal inference--namely, a natural experiment framework--to genome-wide data available in social surveys to model gene-by-environment interaction effects. Examples in this vein include deploying the Vietnam draft lottery, twin differences in birth weight, exogenous job loss (such as plant closure), and sibling differences in genotype (polygenic scores) to questions of health, development and socioeconomic attainment across the life course. He is also interested in mapping the genetic architecture of phenotypic plasticity, interrogating the assumptions underlying models for heritability, and characterizing social and genetic sorting as distinct processes.

MITCHELL DUNEIER, Departmental Representative, Spring 2016, Ph.D., University of Chicago: Race, Ethnicity and Minority Relations, Sex and Gender, Law and Society [155 Wallace Hall, mduneier@princeton.edu, 8-8040].
<http://sociology.princeton.edu/Faculty/Duneier/>

Professor Duneier is an urban ethnographer who uses the method of participant observation to learn about the survival strategies of the poor, the unintended consequences of policies and bureaucratic structures on urban populations, and the definitions that people bring to their situation. He has recently supervised senior theses about the relationships between taxi drivers and customers in New York City, the culture of backpackers, and the lives of subway musicians. His book, *Slim's Table*, looks at the lives of working poor black men based on years of participation in their lives at a Chicago cafeteria. His later book *Sidewalk* studies the subsistence and survival strategies of New York's unhoused vendors during the administration of Mayor Giuliani.

Duneier consistently emphasizes the usefulness of personal experience and firsthand observation, which gives him insights into the lives of others which he might not otherwise achieve and he asks how we can disentangle what is common and what is distinctive about the urban poor and account for those distinctions and similarities in terms of history, situation, and social structure.

(Both of these books have been collaborations with the photographer Ovie Carter, demonstrating Duneier's commitment to integrating a strong visual dimension to representations of social life. He has also collaborated with the filmmaker Barry Alexander Brown on an ethnographic film that follows up the lives of his subjects in *Sidewalk*. In 2007 he was the recipient of the Leo Goodman award of the American Sociological Association for contributions to sociological methodology by a scholar less than 15 years past his Ph.D.

Sample publications:

Introduction to Sociology, Seventh Edition, with Anthony Giddens (eds.) (New York: W.W. Norton, 2008).

"Ethnography, the Ecological Fallacy, and the 1995 Chicago Heat Wave," *American Sociological Review* 71:683-92, 2006.

Sidewalk. New York: Farrar, Straus, & Giroux (November 1999); Second printing May, 2000; Paperback, October 2000.

With Harvey Molotch, "Talking City Trouble: Interactional Vandalism, Social Inequality, and the Urban Interaction Problem," *American Journal of Sociology*, 104, 5:1263-95, March 1999.

Slim's Table: Race, Respectability and Masculinity (Chicago: University of Chicago Press 1992); Sixth printing, 1999.

PATRICIA FERNÁNDEZ-KELLY, Ph.D., Rutgers University: International Economic Development; Gender, Class and Ethnicity; Urban Sociology [OPR, 255 Wallace Hall, mpfk@opr.princeton.edu, 8-2237]. <http://opr.princeton.edu/faculty/page.asp?id=mpfk>
<http://www.princeton.edu/sociology/faculty/>

Professor Fernández-Kelly has a joint appointment in Sociology and the Office of Population Research. She is a social anthropologist with an interest in international development and an early student of export-processing zones in Asia and Latin America. Her book on Mexico's maquiladora program, *For We Are Sold, I and My People: Women and Industry in Mexico's Frontier* was featured by *Contemporary Sociology* as one of twenty-five favorite books of the latter part of the 20th century. With Lorraine Gray, she co-produced the Emmy award-winning documentary "The Global Assembly Line." She has written on migration, economic restructuring, women in the labor force, and race and ethnicity. With Jon Shefner (University of Tennessee), she is the editor of *Out of the Shadows: Political Action and the Informal Economy in Latin America* (Penn State University Press, 2006) and *NAFTA and Beyond: Alternative Perspectives in the Study of Global Trade and Development* (Annals of the American Academy of Political and Social Science, 2007). With Alejandro Portes, she is the editor of *Exceptional Outcomes: Achievement in Education and Employment among the Children of Immigrants*. She is currently completing a book-length manuscript entitled *The Hero's Fight: Survival and Endurance in West Baltimore*. Her latest projects include ethnographic research on immigrant children and on immigration and health.

Sample publications:

Exceptional Outcomes: Achievement in Education and Employment among the Children of Immigrants (Annals of the American Academy of Political and Social Science, 2008).

NAFTA and Beyond: Alternative Perspectives in the Study of Global Trade and Development, with Jon Shefner, (eds.) (Annals of the American Academy of Political and Social Science).

Out of the Shadows: Political Action and the Informal Economy in Latin America, with Jon Shefner (eds.) (Penn State University Press, 2006).

With Lisa Konczal, “Murdering the Alphabet’—Identity and Entrepreneurship Among Second Generation Cubans, West Indians, and Central Americans,” *Ethnic and Racial Studies* 28(6):1153-1181, November, 2005.

“The Future of Gender in Mexico and the United States: Economic Transformation and Changing Definitions,” *The Shape of Social Inequality: Stratification and Ethnicity in Comparative Perspective*, David B. Bills (ed.) (New York: Elsevier, 2005), pp. 255-280.

MARGARET FRYE, Ph.D., University of California, Berkeley: Culture, Gender and Sexuality, Education [147 Wallace Hall, mfrye@princeton.edu, 8-8734].

Professor Frye is an Assistant Professor in the Department of Sociology and a Faculty Associate of the Office of Population Research. Her research connects cultural understandings and behavioral outcomes during the transition to adulthood in sub-Saharan Africa. Past projects in Malawi have examined the persistent gap between students’ optimistic aspirations and their limited educational opportunities, as well as discrepancies between young adults’ romantic ideals and their actual relationship experiences. She employs a variety of data sources and methodological approaches, including in-depth interviews, classroom observations, computational text analysis, and sequence analysis. Her research has been published in the *American Sociological Review*, the *American Journal of Sociology*, and *Population and Development Review*

ADAM GOLDSTEIN, Ph.D., University of California, Berkeley: Economic Sociology, Organizations and Social Stratification [114 Wallace Hall, amg5@princeton.edu, 8-8741], <http://sociology.princeton.edu/faculty>

Professor [Adam Goldstein](#) is jointly appointed in the Department of Sociology and the Woodrow Wilson School of International and Public Affairs. He earned his PhD in Sociology from the University of California at Berkeley and was a Robert Wood Johnson Post-Doctoral Scholar at Harvard. He is an economic sociologist with interests in markets, organizations, and social stratification. His current research focuses on the social consequences of financial capitalism in the contemporary United States. His work has been published in outlets including the *American Sociological Review* and the *Socio-Economic Review*.

TOD HAMILTON, Ph.D., University of Texas at Austin: Demography, Immigration, Health, and Stratification [245 Wallace Hall, todh@princeton.edu, 8-5938].
<http://www.princeton.edu/sociology/faculty/hamilton/>

Professor Hamilton is an Assistant Professor of Sociology and Faculty Associate of the Office of Population Research. His interests are in the field of demography, with an emphasis on immigration and health. His current research evaluates the relative importance of culture and selective migration in explaining differential patterns of stratification and health between U.S.-born and foreign-born individuals in the United States.

Sample Publications:

With Tia Palermo, and Tiffany Green, "Health Assimilation among Hispanic Immigrants in the United States: The Impact of Ignoring Arrival-Cohort Effects," *Journal of Health and Social Behavior*, 2015.

"The Healthy Immigrant Effect: In Search of a Better Native-Born Comparison Group," *Social Science Research*, 2015.

With Alexis Rosenblum, William Darity, and Angel Harris, "Looking Through the Shades: The Effect of Skin Color on Earnings by Region of Birth and Race for Immigrants to the United States." *Sociology of Race and Ethnicity*, 2015

"Selection, Language Heritage, and the Earnings Trajectories of Black Immigrants in the United States." *Demography* 50: 975-1002, 2014.

With Robert Hummer, "Immigration and the Health of U.S. Black Adults: Does Country of Origin Matter?" *Social Science and Medicine* 73:1551-1560, 2011.

DEBORAH KAPLE, Ph.D., Princeton University. Comparative and Historical Sociology, Russian and Chinese Societies, Organizations, Immigrants in America [228 Corwin Hall, dkaple@princeton.edu, 8-9871]. <http://www.princeton.edu/sociology/faculty/kaple/>

Professor Kaple is interested in the organization and the organizational foundations of communist rule. She focuses on Stalinism, the Soviet Gulag, the Cold War in Asia, and the Sino-Soviet relationship. She is currently investigating the KGB files of the Lithuanian SSSR in order to understand the Soviet population's response to Khrushchev's de-Stalinization speech. Her book-in-progress is called *Khrushchev's Secret Speech: The Unintended Consequences for Communism*.

Sample publications:

"Soviet and Chinese Comrades Look Back at the "Friendship Decade," *Modern China Studies*, Vol. 22, Issue 1 (2014), pp. 45-69.

Gulag Boss: A Soviet Memoir (Oxford University Press, 2010);

"Soviet Assistance and Civilian Cooperation in China," in Odd Arne Westad, ed., *Brothers in Arms: The Rise and Fall of the Sino-Soviet Alliance, 1948-1963*. Washington, DC: Stanford University Press, 1999.

Dream of a Red Factory: High Stalinism in China. New York and London: Oxford University Press, 1994.

DOUGLAS S. MASSEY, Ph.D., Princeton: Demography, Urban Sociology, Race and Ethnicity, International Migration, Latin American Society, particularly Mexico [OPR, 239 Wallace Hall, dmassey@princeton.edu, 8-4949]. <http://sociology.princeton.edu/Faculty/Massey/>

Professor Massey has served on the faculties of the University of Chicago and the University of Pennsylvania. His research focuses on international migration, race and housing, discrimination, education, urban poverty, stratification, and Latin America. He is the coauthor, most recently, of *Spheres of Influence: The Social Ecology of Racial and Class Inequality*. He is a member of the National Academy of Sciences, the American Academy of Arts and Sciences, and the American Philosophical Society. He is past president of the American Sociological Association, the Population Association of America, and the American Academy of Political and Social Sciences.

Sample publications:

With Magaly Sanchez. *Brokered Boundaries: Creating Immigrant Identity in Anti-Immigrant Times* (New York: Russell Sage Foundation, 2010).

With Camille Z. Charles, Mary J. Fischer, and Margarita A. Mooney. *Taming the River: Negotiating the Academic, Financial, and Social Currents at Selective Colleges and Universities* (Princeton, NJ: Princeton University Press, 2009).

New Faces in New Places: The Changing Geography of American Immigration (Russell Sage, 2008)

Categorically Unequal: The American Stratification System (Russell Sage, 2007).

Strangers in a Strange Land: Humans in an Urbanizing World. (New York: Norton Publishers, 2005).

With Jorge Durand and Nolan Malone, *Beyond Smoke and Mirrors: Mexican Immigration in an Age of Economic Integration* (New York: Russell Sage Foundation, 2002).

With Nancy Denton, *American Apartheid: Segregation and the Making of the Underclass* (Harvard University Press, 1993).

SARA MCLANAHAN, Ph.D., University of Texas: Inequality, Family Demography, and Social Policy. Director of Bendheim-Thoman Center for Research on Child Wellbeing. [OPR, 265 Wallace Hall, mclanaha@princeton.edu, 8-4875]. <http://crcw.princeton.edu/people.asp>
<http://www.princeton.edu/sociology/faculty/mclanahan/>

Professor McLanahan conducts research on poverty and inequality, family structure and comparative welfare state policy. Her books include *Single Mothers and their Children: A New American Dilemma*; *Growing Up with a Single Parent: What Helps, What Hurts, Child Support and Child Wellbeing*; *Social Policies for Children*; and *Fathers Under Fire: The Revolution in Child Support Enforcement*. She is PI of the *Fragile Families and Child Wellbeing Study*, editor-in-chief of the

Future of Children, a journal on children's policies, and director of the Joint Degree Program in Social Policy (JDP). She is a member of the National Academy of Sciences, the American Philosophical Society, and the National Academy of Political and Social Sciences. She served on the boards of the American Sociological Association and the Population Association of America and was president of the Population Association of America. She received the Graduate Student Mentoring Award in 2014.

Sample publications:

With Dohoon Lee, "Family Structure Transitions and Child Development." *American Sociological Review*, 2015.

With Christopher Jencks, "Was Moynihan Right?" *Education Next*, pp. 17-22, Spring 2015.

With Colter Mitchell, Jeanne Brooks-Gunn, Daniel Notterman, John Hobcraft, and Irwin Garfinkel. "Family Structure Instability, Genetic Sensitivity, and Child Wellbeing," *American Journal of Sociology*. 120(4): 1195-1225, 2015

With Dohoon Lee, Jeanne Brooks-Gunn, Jeanne, Daniel Notterman and Irv Garfinkel, "The Great Recession, Fear, Genetic Sensitivity, and Maternal Harsh Parenting," *Proceedings of the National Academy of Sciences*. 110(4): 13780-13784, 2015.

With Laura Tach and Daniel Schneider, "The Causal Effects of Father Absence," *Annual Review of Sociology*, 39: 399-427, 2013.

ELLIS MONK, Ph.D., University of California, Berkeley: Ethnoracial Categorization and Stratification, Political Sociology, Health, Theory, Sociology of the Body, Social Psychology and Cognition and Brazil [151 Wallace Hall, emonk@princeton.edu, 8-4324], <http://sociology.princeton.edu/faculty>; <http://sociology.princeton.edu/faculty/ellis-monk>

Professor Monk is also a Faculty Associate in the Office of Population Research. research focuses on the comparative examination of social inequality, especially with respect to race and ethnicity, in global perspective. This research uses both quantitative and qualitative methods, while drawing heavily upon contemporary theories of social cognition and categories. By deeply engaging with issues of measurement and methodology, it examines the complex relationships between social categories and social inequality; and extends into topics such as social demography, health, aging, social psychology, sociology of the body, political sociology, and comparative/historical sociology.

In addition to working on a variety of projects that correspond to these areas of interest, I am also completing a book manuscript, which is the first comparative, mixed-methods examination of the social and economic significance of skin tone and hair as markers of ethnoracial division in the U.S. and Brazil. It illustrates how these markers of ethnoracial division determine differential treatment in intimate, commercial and public spheres alike. These findings are mined to contribute to current (and historical) debates on the foundations and lived reality of ethnoracial inequality in the Americas, "colorism" in global perspective, and theories of group formation.

Selected Publications:

The Consequences of 'Race and Color' in Brazil," *Social Problems*: Forthcoming, 2016.

“The Cost of Color: Skin Color, Discrimination, and Health among African Americans,”
American Journal of Sociology 121(2): 396-444, 2015.

“Skin Tone Stratification among Black Americans, 2001-2003,” *Social Forces* 92(4): 1313-1337,
2014.

MATTHEW SALGANIK, Ph.D., Columbia: Social Networks, Quantitative Methods,
Computational Social Science [145 Wallace Hall, mjs3@princeton.edu, 8-6970].
<http://sociology.princeton.edu/Faculty/Salganik/>

Professor Salganik is interested in social networks, quantitative methods, and computational social science. One major stream of research involves using social network sampling methods to study the populations at highest risk for HIV/AIDS such as drug injectors and sex workers. Another major area of research involves harnessing the power of the Internet, mobile phones, and other new technologies to conduct social research.

Sample Publications:

With Karen C. Levy, "Wiki Surveys: Open and Quantifiable Social Data Collection," *PLOS One*,
10(5):e0123483. 2015.

With Sharad Goel, "Respondent-Driven Sampling as Markov Chain Monte Carlo," *Statistics in
Medicine*, 28:2202-2229. 2009.

With Duncan J. Watts, "Leading the Herd Astray: An Experimental Study of Self-Fulfilling
Prophecies in an Artificial Cultural Market," *Social Psychology Quarterly*, 71:338-355,
2008

With Peter S. Dodds, and Duncan J. Watts. “Experimental Study of Inequality and
Unpredictability in an Artificial Cultural Market," *Science*, 311:854-856, 2006.

With Douglas D. Heckathorn, “Sampling and Estimation in Hidden Populations Using
Respondent-Driven Sampling," *Sociological Methodology*, 34:193-239, 2004.

Kim Lane Scheppele, Ph.D., University of Chicago: Sociology of Law, Theory, Sociology of
Knowledge, Political Sociology, Comparative Historical Sociology, Culture, Gender Studies
[118 Wallace Hall, kimlane@princeton.edu, 8-6949].
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<http://lapa.princeton.edu/people/detail.php?ID=432>

Professor Scheppele is the Laurance S. Rockefeller Professor of Sociology and International
Affairs in the Woodrow Wilson School and the University Center for Human Values, in addition
to being a faculty fellow at the University of Pennsylvania Law School. She works in the
sociology of law, particularly comparative constitutional ethnography. Since 9/11, she has
examined how constitutions fare under the stress of anti-terrorism campaigns, both in the United

States and elsewhere. Before that, Professor Scheppele focused on how new constitutions were drafted in Eastern Europe where she did extensive fieldwork in Hungary (1994-1998) and Russia (2003). Now that those liberal constitutional experiments are failing, she has been studying the rise of new “democrators” – strong elected leaders who govern like dictators. She is also now examining changes within the European Union – BREXIT, the rise of illiberal democracies, the Euro crisis, the migration crisis. In 2014, she received the Kalven Prize for scholarship that has had an important influence on the development of socio-legal studies, and in 2016, she was elected to the American Academy of Arts and Sciences. In 2009-2010, she was a visiting professor at the Yale Law School and in 2017, she will be a visiting professor at Harvard Law School. She is also affiliated with the law faculties at Humboldt University, Berlin and Erasmus University, Rotterdam.

PAUL E. STARR, Ph.D., Harvard: Political Sociology, Communications, Theory, Historical Sociology [124 Wallace Hall, starr@princeton.edu, 8-4533]. <http://www.princeton.edu/~starr>

Professor Starr has interests in social theory, political sociology, and the structure of social institutions, particularly in the fields of health care, the professions, and the media. Much of his work deals with the historical development of American society, seen in comparative perspective with Western Europe. He also writes about public policy and contemporary politics and is co-founder and co-editor of *The American Prospect*.

Sample publications:

Remedy and Reaction: The Peculiar American Struggle over Health Care Reform (New Haven: Yale University Press, 2011).

Freedom's Power: The History and Promise of Liberalism (New York: Basic Books, 2008).

The Creation of the Media: Political Origins of Modern Communications (New York: Basic Books, 2004), winner of the Goldsmith Prize.

The Social Transformation of American Medicine (New York: Basic Books, 1983), winner of the Pulitzer Prize for nonfiction and Bancroft prize in American history.

BRANDON STEWART, Ph.D., Harvard University: Quantitative Methods, Computational Social Science, Automated Text Analysis [149 Wallace Hall, bms4@princeton.edu, 8-5094] brandonstewart.org

Professor Stewart is interested in developing new quantitative methods for applications in computational social science. A major focus of his research has been the field of automated text analysis with applications to the study of law, education and political science. He is also

interested in the study of network and spatial data. He is the co-author of four open source software packages for the R language implementing his methods.

Sample Publications:

With Roberts et al “Structural topic models for open-ended survey responses.” *American Journal of Political Science* 58(4): 1064-1082. 2014.

With Justin Grimmer, "Text as Data: The Promise and Pitfalls of Automatic Content Analysis Methods for Political Texts," *Political Analysis* 21(3):267-297, 2013.

With Yuri Zhukov, "Choosing Your Neighbors: Networks of Diffusion in International Relations," *International Studies Quarterly* 57(2):271-287, 2013.

With Paulette Lloyd and Beth Simmons, "Combating Transnational Crime: The Role of Learning and Norm Diffusion in the Current Rule of Law Wave," *Rule of Law Dynamics: In an Era of International and Transnational Governance*, 2012.

MARTA TIENDA, Ph.D., University of Texas, Austin: Inequality, Social Demography, Ethnicity and Immigration, Labor Markets, Education [OPR, 184 Wallace Hall, 8-1753, tienda@princeton.edu]. <http://wws.princeton.edu/faculty-research/faculty/tienda>

Professor Tienda, who has a joint appointment with the Woodrow Wilson School of Public and International Affairs, is interested in social demography, labor markets, ethnic stratification, immigration and poverty. Her current research focuses on child migration in comparative perspective and late-age immigration to the United States. She is co-author or co-editor of numerous papers and several books, including *Africa on the Move: African Migration and Urbanisation in Comparative Perspective* (Wits University Press, 2006); *Multiple Origins, Uncertain Destinies: Hispanics and the American Future* (National Academy Press, 2006); *Ethnicity and Causal Mechanisms* (Cambridge, 2005); *Youth in Cities* (Cambridge, 2002); *The Color of Opportunity* (Chicago, 2001); *The Hispanic Population of the United States* (Russell Sage, 1987); *Divided Opportunities* (Plenum, 1988), and *Hispanics and the U.S. Economy* (Academic, 1985).

Sample publications:

With Kate H. Choi, "Marriage Markets and Mate Selection: Racial, Ethnic and Gender Differences in Inter marriage," *Journal of Marriage and the Family* (forthcoming).

"Economic Implications of Demographic Change: Diversity Dividend or Deficit?" *Business Economics* 51(1): 11-17, 2016.

"Multiplying Diversity: Family Unification and the Regional Origins of Late Age Immigrants," *International Migration Review* doi: 10.1111/imre.12241, 2015.

With Melissa Martinson, "Birthing, Nativity and Maternal Depression: Australia and the United States," *International Migration Review* DOI: 10.1111/imre.12173, 2015.

With Kevin O'Neil, "Age at Immigration and the Incomes of Older Immigrants, 1994-2010," *Journals of Gerontology, Series B: Psychological Sciences and Social Sciences* 70(2): 291-302, 2015.

With Norma Fuentes, "Hispanics in Metropolitan America: New Realities and Old Debates," *Annual Review of Sociology* 40: 499-520, 2014.

“Diversity ≠ Inclusion: Promoting Integration in Higher Education,” *Education Researcher* 42(9): 467-475, 2013.

JANET VERTESI, Ph.D., Cornell University: Sociology of Science, Sociology of Technology, Organizations, Ethnography [122 Wallace Hall, jvertesi@princeton.edu, 8-8724]. <http://www.princeton.edu/sociology/faculty/vertesi/>

On leave, AY2016-17

Professor Vertesi specializes in the sociology of science, knowledge, and technology. She has spent the past decade studying NASA spacecraft teams as an ethnographer. Her book, *Seeing like a Rover: Images and Interaction on the Mars Exploration Rover Mission* (Chicago, 2015) draws on her ethnographic study of the Mars Exploration Rover mission to show how scientists and engineers use digital images to conduct scientific research on another planet. She is currently working on follow-up study of missions to Saturn and to Europa focusing on the role of sociotechnical organization in research, data-sharing, funding science, and decision-making on robotic spacecraft teams. Vertesi is also interested in digital sociology: whether studying computational systems in social life, shifting sociological methods online, or applying sociological insights to build new technologies. She holds a Master's degree from Cambridge and a PhD from Cornell, has received several grants from the National Science Foundation, has been awarded top prizes for her book (from the ASA's Communications and Information Technology Section in 2016), her article on visualization and embodiment on the Rover mission (from the Society for Social Studies of Science in 2015), and her paper on the London subway map (from the ASA's Science, Knowledge and Technology Section in 2007).

Sample publications:

Seeing Like a Rover: Images in Interaction on the Mars Exploration Rover Mission (Chicago, IL: University of Chicago Press, 2015)

With Catelijne Coopmans, Michael Lynch, and Steve Woolgar (eds.), *Representation in Scientific Practice Revisited* (Cambridge, MA: MIT Press, 2014).

With Paul Dourish, “The Value of Data: Considering the Context of Production in Data Economies,” *Proceedings of the ACM Conference on Computer-Supported Cooperative Work*, 533-542, 2011.

“‘Mind the Gap:’ The London Underground Map and Users’ Representations of Urban Space,” *Social Studies of Science* 38(1): 1-32, 2008.

ROBERT WUTHNOW, Ph.D., Berkeley: Sociology of Religion, Cultural Sociology, Theory, Survey Methods [126 Wallace Hall, wuthnow@princeton.edu, 8-4742]. <http://sociology.princeton.edu/Faculty/Wuthnow>

Professor Wuthnow is the author of numerous books, including *Remaking the Heartland: Middle America Since the 1950s*; *Be Very Afraid: The Cultural Response to Terror, Nuclear Annihilation, Pandemics, Environmental Devastation, and Other Threats*; *Acts of Compassion: Caring For Others and Helping Ourselves*; *Learning to Care*; *Poor Richard's Principle: Recovering the American Dream through the Moral Dimension of Work, Business, and Money*; *Loose Connections: Joining Together in America's Fragmented Communities*; *Growing Up Religious: Christians and Jews and*

Their Journeys of Faith; and *America and the Challenges of Religious Diversity*. His teaching interests concern the sociology of religion, cultural sociology, civic involvement, voluntarism, small communities, and rural America. His current research concentrates on religion and public policy and on social change in small communities. He also directs the Center for the Study of Religion.

Sample publications:

After the Baby Boomers: How Twenty-and Thirty-Somethings Are Shaping the Future of American Religion (Princeton: Princeton University Press, 2007).

American Mythos: Why Our Best Efforts to Be a Better Nation Fall Short (Princeton: Princeton University Press, 2006).

Saving America? Faith-Based Services and the Future of Civil Society (Princeton: Princeton University Press, 2004).

All In Sync: How Music and Art Are Revitalizing American Religion (Berkeley and Los Angeles: University of California Press, 2003).

The Quiet Hand of God: Faith-Based Activism and the Public Role of Mainline Protestantism, with John H. Evans, eds. (Berkeley and Los Angeles: University of California Press, 2002).

YU XIE, Ph.D., University of Wisconsin, Madison: Social Stratification, Methods and Statistics, Demography, Sociology of Science, Chinese Studies [188 Wallace Hall, yuxie@princeton.edu]

Yu Xie is Bert G. Kerstetter '66 University Professor of Sociology and has a faculty appointment at the Princeton Institute of International and Regional Studies, Princeton University. He is also a Visiting Chair Professor of the Center for Social Research, Peking University. His main areas of interest are social stratification, demography, statistical methods, Chinese studies, and sociology of science. His recently published works include: *Marriage and Cohabitation* (University of Chicago Press 2007) with Arland Thornton and William Axinn, *Statistical Methods for Categorical Data Analysis* with Daniel Powers (Emerald 2008, second edition), and *Is American Science in Decline?* (Harvard University Press, 2012) with Alexandra Killewald. He was elected a member of the American Academy of Arts and Sciences (2004), Academia Sinica (2004), and the National Academy of Sciences (2009).

Sample publications:

With Xiang Zhou, "Income Inequality in Today's China," *Proceedings of the National Academy of Sciences* (PNAS) 111: 6928-6933. (doi:10.1073/pnas.1403158111). PMID: PMC4024912, 2014.

With Amy Hsin, "Explaining Asian Americans' Academic Advantage over Whites," *Proceedings of the National Academy of Sciences* (PNAS) 111 (23): 8416-8421 (doi: 10.1073/pnas.1406402111) PMID: PMC4060715, 2014

With Alexandra A. Killewald, *Is American Science in Decline?* (Harvard University Press, 2012).

With Arland Thornton, and William Axinn, *Marriage and Cohabitation* (Chicago: University of Chicago Press, 2007).

With Kimberly Goyette. *A Demographic Portrait of Asian Americans* (New York: Russell Sage Foundation and Population Reference Bureau, 2004).

With Kimberlee A. Shauman, *Women in Science: Career Processes and Outcomes* (Cambridge, MA: Harvard University Press, 2003).

VIVIANA A. ZELIZER, Ph.D., Columbia: Economic Sociology, Social History, Family and Childhood [120 Wallace Hall, vzelizer@princeton.edu, 8-4557].
<http://sociology.princeton.edu/Faculty/Zelizer/>

Viviana Zelizer is Lloyd Cotsen '50 Professor of Sociology at Princeton University. She specializes in historical analysis, economic processes, interpersonal relations, and childhood. She has published books on the development of life insurance, the changing economic and sentimental value of children in the United States, the place of money in social life, and on the interplay between economic activity and intimate relations. Her current research focuses on college students' economic practices, concentrating on their cross-class transactions.

Sample publications:

"The Priceless Child Turns Twenty-Seven," *Journal of the History of Childhood and Youth* 5 (Fall 2012): 449-456.

"How I Became a Relational Economic Sociologist and What Does That Mean?" Special issue on "Relational Work in Market Economies," Fred Block (ed.). *Politics & Society*, 40 (June 2012): 145-174.

Economic Lives: How Culture Shapes the Economy (Princeton: Princeton University Press, 2010).

"Caring Everywhere," Rhacel Parreñas and Eileen Boris (eds.), *Intimate Labors: Cultures, Technologies, and the Politics of Care* (Stanford University Press, 2010): 267-279.

"Culture and Uncertainty," Craig Calhoun (ed.), *Robert K. Merton: Sociology of Science and Sociology as Science* (New York: Columbia University Press, 2010).

The Purchase of Intimacy (Princeton, N.J.: Princeton University Press, 2005).

APPLYING FOR DEPARTMENTAL RESEARCH FUNDS

Department of Sociology

1. **Should there be funds available this year, go to S.A.F.E. to apply for funding. The application due date is Fri., Oct. 28th.**
2. **Attach a budget and a bibliography in S.A.F.E.**
3. **The Department will not provide funds to cover clerical costs, for ex., copying, printing, binding, etc., associated with independent work.**