

PRINCETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY

2009
2010
ACADEMIC YEAR*

GRADUATE STUDIES IN
SOCIOLOGY

PRINCETON, NEW JERSEY 08544, USA
WEB: [HTTP://SOCIOLOGY.PRINCETON.EDU/](http://sociology.princeton.edu/)
*Publication Date: July, 2008

SUMMARY

Princeton's Sociology Department offers graduate training across a range of specialty areas to students seeking the Ph.D. Students are encouraged to work with the full range of department faculty and to tailor programs of study that will suit their individual needs and aspirations. The program offers a structured set of experiences that help students become independent scholars as early as possible in their graduate careers. Students take a series of required courses in theory and methods, participate in a 2nd-year research workshop in which they produce a publishable piece of empirical research, and usually engage in several teaching and research apprenticeships with members of the faculty.

Admissions

The program is relatively small (cohort sizes in recent years have usually ranged from about eight to twelve new students) and admissions is highly selective (with admission typically offered to fewer than 10 percent of applicants). An undergraduate major in sociology is not a prerequisite, but applicants must have achieved a record of academic excellence in their previous work. The program is primarily designed for students interested in pursuing academic careers, but it also provides research skills that may be used in government and the private sector. The formal application and review process is organized by Princeton's Graduate School. Prospective students should consult the Graduate School web site for application forms and for information about the application process (<http://gradschool.princeton.edu/admission>) as well as visiting the Sociology Department's web site <http://sociology.princeton.edu/GraduateProgram/>. Every applicant must complete the application form available at the Graduate School website, take the Graduate Record Examination (GRE) (the subject test in sociology is not required), and provide transcripts of all graduate and undergraduate courses taken elsewhere, one or more papers, letters of recommendation, and a personal statement indicating why she or he is interested in pursuing doctoral work in sociology at Princeton.

The Program

Instruction is provided in a variety of forms, including courses, small seminars, year-long workshops, tutorials, reading courses, department-wide colloquia, and various forms of independent study. Intellectual exchange is enhanced by a deep sense of commitment on the part of the faculty to working closely with graduate students, by selecting students whose interests overlap with those of other students and with academic strengths of the department, and through various centers and interdepartmental affiliations that make interdisciplinary study possible. Students are encouraged to take advantage of all the resources of Princeton University. Dissertation committees often include a member of another Princeton Department.

The Princeton graduate program is designed to encourage completion of the doctorate in a time that is consistent with rigorous scholarly preparation. The program reflects an educational philosophy that from the first views the student as a potential contributor to the discipline rather than as a passive repository of knowledge. It rests on the conviction that scarce time is better utilized in preparing manuscripts of a type suitable for publication than in writing conventional term papers. The department's philosophy is that learning at the graduate level takes place best in a semi-structured environment that combines individual freedom with a supportive intellectual community. Individual freedom is encouraged by keeping the program sufficiently small (about 30 students are in residence each year) to ensure flexibility and by providing students with a wide variety of options with which to pursue their scholarly interests. Students meet regularly with members of the faculty to consult about their plans and progress, and, rather than receiving letter grades, are given qualitative written evaluations. A supportive intellectual community is encouraged by the fact that students generally remain in residence during much of their time in the program, by an atmosphere of informality and collegiality between faculty and students, and through formal activities such as on-going workshops, symposia, colloquia, and gatherings in the department lounge.

Requirements

Princeton's graduate programs do not operate on the "course credit" system. The formal requirements for the doctorate specified by the Graduate School are at least one year in residence, completion of an approved dissertation, and successful performance on the general

and final oral examinations. In addition to this, several requirements are specific to the Department.

1. Full-semester courses in Classical and Contemporary Sociological Theory, taken in the first year. (Students who have covered this material may “place out” of these courses, but in practice, few have chosen this option.)
2. Two full-semester courses in statistical methods, normally taken in the first year. (Qualified students may move directly into advanced courses after consultation with relevant faculty.)
3. A one-semester course in Techniques and Methods of Social Science, taken in the first year, which provides a systematic overview of research methods in social science, with emphasis on empirical procedures.
4. Demonstration of competence in a language other than English (by the end of the second year of study). Students are certified as competent by qualified Princeton University faculty members, usually after carrying out written and oral exercises.
5. A two-semester workshop, taken in the second year, known as “The Empirical Seminar,” in which students work together under the guidance of a faculty member as each student develops a research idea to fruition as a publishable research paper.
6. *Two qualifying papers*—the first, which must use quantitative data, is produced during the “Empirical Seminar” in the student’s second year; the second, which must be completed by the end of the third year, and will often be completed earlier, is produced independently by the student working with two faculty advisers, and may employ empirical data of any kind (e.g., ethnographic observation or archival materials, as well as data in quantitative form).
7. *A comprehensive examination* (ordinarily taken between the end of the second year and the mid-point of the third year), in which the student selects and prepares to be examined in three substantive fields of sociology. The student works with a separate faculty member for each field; takes a written examination; and then meets with all three faculty advisers for an oral examination.

8. *Submission of a contract* (ordinarily before taking the comprehensive examination) confirming completion of required courses, describing one's academic program (coursework and independent study), presenting areas (with reading lists and examiners) for the comprehensive examination, and describing the two qualifying papers (at least one of which must be accepted before taking the comprehensive exam).
9. *Preparation of a dissertation prospectus*. Usually during the third year the student will work with faculty advisors to develop a detailed plan for the Ph.D. dissertation and will constitute a committee (with a chair and two or more other members), which will meet to discuss and approve the prospectus.
10. *Teaching experience*. All students are required to serve as "preceptors" (teaching assistants) in courses taught by Department faculty on several occasions, ordinarily during their second and third years of study. Although students receive payment for this work, the purpose of the requirement is to ensure that students acquire sufficient teaching experience to prepare them for academic positions.
11. *The Ph.D. Dissertation*. Each student must produce, submit, and have accepted a substantial piece of original scholarly work that is of publishable quality and that represents a significant contribution to sociological knowledge.

Support

Students admitted to Princeton's graduate program in Sociology ordinarily receive five years of support including full tuition and a stipend, as well as eligibility for student housing and health insurance. Students in good standing have also normally received additional stipends to pursue their academic programs during the summer. Many students supplement this support through outside fellowships, teaching at Princeton or in area institutions, and working as research assistants for faculty members. There are also a variety of competitive dissertation fellowships within the University for which students writing dissertations may apply. Students ordinarily apply for additional dissertation support from outside fellowships. The Department makes every effort to assist students in seeking outside support as they approach their dissertations.

Mentoring and Advising

The Sociology Ph.D. Program is designed to facilitate free and open communication among students and faculty. Students are encouraged to regard any faculty member as a potential source of advice and guidance, and faculty members are pleased to be approached by students interested in their work, courses, or areas of expertise. Program requirements—for taking courses, for comprehensive examinations, and for qualifying papers, for precepting—ensure that each student will have worked with many different faculty members by the end of her or his third year; and most students will also work as research assistants for one or more faculty members, as well.

The formal mentoring system is intended to supplement what has been a productive development of multiple *ad hoc* advising relationships tailored to each student's needs, by providing special support during the first year, before informal relationships have an opportunity to blossom; and by ensuring that second-year students receive advice on their first qualifying paper from a faculty subject-area specialist from the beginning of the research process.

Each student in the entering cohort is assigned a faculty advisor *for the first year of study*. The student and the advisor will meet at least twice during the first semester, and at least twice during your second semester, of the first year. Ordinarily one of these meetings will take place at the very beginning of the first semester; another towards the end of that semester; and another at the beginning of the re-enrollment process in the spring. It will ordinarily be the student's responsibility to initiate these meetings.

At the end of the first year, each student will select a second-year advisor who will *also* serve as a reader and advisor for the Empirical Paper. (The "first reader" of the Empirical Paper is the instructor of the Empirical Seminar. The student chooses the "second reader," who is ordinarily an expert in the substantive area upon which the paper focuses.) The first-year advisor will ordinarily *not* serve as second-year advisor *unless* the student believes that the first-year advisor is the faculty member best equipped to provide substantive guidance on the student's Empirical Paper topic. (The faculty member who served as first-year advisor will, of course, continue to be available for informal consultation after the first year.)

In developing this program (in consultation with the Graduate Student Affairs Committee [GSAC]), the Department had three goals:

1. To provide some additional structure and support to address the uncertainties and stresses of the first year.
2. To ensure that second-year students have advisors and, equally important, that they work closely with a substantive-area specialist while participating in the Empirical Seminar.
3. To retain the informal and voluntaristic character of student/faculty relationships that has been one of the greatest advantages of Princeton's program. To this end:
 - a. Students are encouraged to get to know as many faculty members as possible. Except for faculty who are on leave in a given year, every faculty member's door is open and you should consider each faculty member a resource.
 - b. Students, as noted, choose their second-year advisor.
 - c. Students are free to change advisors even in the first year, if they so choose.

By the end of the second year, the advising function will be completely "distributed," in the sense that students will find themselves interacting with different faculty around different interests and projects. Students will have taken courses with many faculty, will almost certainly have precepted for one or more, worked as a research assistant for one or more, be working with three faculty in preparing for comprehensive examinations, and have lined up two more faculty as advisors for the second qualifying paper. The Director of Graduate Studies remains a backup advisor whenever you have needs that are not being met by the new formal system or the informal network. Students may designate any of these persons as "advisor" for the purposes of third-year re-enrollment. By the fourth year, if not before, students will have begun work on their dissertations, at which point the Chair of the dissertation committee becomes the student's academic advisor.

The Wider Community

The university and the wider community also contribute significantly to the department's emphasis on semi-structured learning. Princeton University is a world-class research institution, and yet it is relatively small, because it includes only a few professional schools, focusing instead on liberal arts training at the graduate and undergraduate levels. Students and faculty are thus able to become acquainted and to work together, not only within departments, but across departments as well. In a real sense, the university is the unit of instruction at Princeton, and the sociology department seeks to capitalize on this fact by providing interdepartmental learning experiences. For example, students are encouraged to take courses outside the department, as well as inside the department, and dissertation committees often include faculty from other departments. Some possibilities for learning outside the university are also available through cooperative arrangements with Columbia University, Rutgers University, and the University of Pennsylvania, and through a formal exchange program with more than a dozen universities throughout the country.

The town of Princeton is a community of approximately 30,000 residents. It, in turn, is part of the rapidly growing central New Jersey metroplex with a current population of more than one million. The immediate area includes a rich variety of cultural activities, including one of the nation's best repertory theaters, a number of vocal and instrumental musical companies, bookstores, record stores, movie theaters, and restaurants of all kinds. Princeton has one of the oldest and largest concentrations of survey research firms, many of which employ advanced graduate students in sociology. It is the location of the internationally known Institute for Advanced Study, which brings a number of visiting social scientists to the area each year. The area is unusual for diversity of many kinds: Princeton is still surrounded by working farms (not to mention copious suburbs); and rich urban environments are just miles away in Trenton (a small city and the capital of New Jersey, just eight miles southwest) and New Brunswick (about fifteen miles to the north). The town of Princeton itself is racially and ethnically diverse, and the immigration of the 1980s and 1990s has produced vibrant ethnic communities of many kinds in the surrounding cities and suburban communities. Moreover, New York and Philadelphia are only an hour away by commuter train or bus.

DETAILS

Objectives

The graduate program in sociology seeks to fulfill three primary academic objectives:

1. provide students with the basic theoretical, methodological, and statistical skills needed to be successful sociologists;
2. expose students to a breadth of knowledge in Sociology so that they can be competent teachers, colleagues, and consumers of the sociological literature; and
3. develop in-depth expertise in one or more areas of specialization, thereby ensuring that students can contribute original research in these areas.

Students achieve these objectives in a variety of ways, depending on their previous training, interests, and preferred style of learning.

Basic Skills

These are generally acquired during students' first year in the program. Students generally take a two-semester sequence in classical and contemporary sociological theory, a two-semester sequence involving one general course in statistics and one course in social statistics that emphasizes sociological applications, and a two-semester sequence in quantitative and qualitative methods. Normally, students are asked to do short written exercises in the theory courses, computational exercises in the statistics courses, and a short research proposal in each of the methods courses. Students may also opt to fulfill the basic skills requirements by passing examinations given by instructors in charge of the relevant courses or, in consultation with the Director of Graduate Study, by proposing alternative seminars or reading courses in the department or in other departments. The department also requires that competence be demonstrated (prior to the end of the second year) in at least one language besides English.

Breadth of Knowledge

This is obtained normally in the first and second years of the program through a combination of formal coursework (both full-semester courses and half-semester "mini-seminars") and independent study. Students will identify three areas of specialization that are sufficiently wide in scope and autonomous from one another that, collectively, they represent command of a broad set of areas within

sociology. Students prepare a “contract” (normally by the fall of their second year) by stating briefly their justification of each field, by indicating the various seminars and reading courses they will take, and by appending a detailed reading list that gives an idea of how they are approaching each field. Contracts must be submitted to the department faculty for approval and are intended as a preview, subject to later revisions, of what the student plans to do, rather than a retrospective statement of what the student has already done. Students must acquire a faculty examiner with whom to work in preparing for each of the three areas. (If necessary, and based on adequate justification, one of the three examiners may be from outside the Sociology Department.) These three fields then become the basis for the General Examination. (Examples of students’ contracts are available in the department office.)

The General Examination is normally taken in the third year, but can be taken as early as the end of the second year if all prerequisites have been fulfilled. (In cases where the timing and content of the second qualifying paper will benefit preparation for the dissertation, students will be permitted to complete the second paper after taking the three area exams.) It includes both a written and an oral component. Several options for the written component are available, including a “short” (6 hour) closed book exam and a “long” (32 hour) open book exam. The oral component ordinarily consists of an oral examination of approximately 90 minutes administered by the faculty advisors for each of the three field areas. (Students in the Demography program prepare only two fields in this manner, receiving credit for the third through special examinations in Demography at the end of their first year.)

Specialization

To fulfill the requirement of gaining in-depth specialized knowledge in one or more fields, students must also submit two major papers of publishable length and quality. Both papers must include the analysis of empirical data. One of the two must include analysis of quantitative data. The other may also utilize quantitative data or may be based on analysis of qualitative data gained from archival or ethnographic research. The first paper is normally written in conjunction with the Seminar in Empirical Investigation and is supervised by the instructor in charge of that seminar. The other paper is normally written in conjunction with one of the department’s workshops or seminars and is supervised by a member of the department faculty. Both papers must be single-authored and both papers must be approved by both

the primary advisor and by a second reader who is a member of the Princeton University faculty (unless other arrangements have been made with the Director of Graduate Study).

Opportunities for Teaching

Experience in teaching is an important part of preparation for a scholarly career. All undergraduate and graduate courses at Princeton are taught by members of the faculty. The typical undergraduate course is divided between lecture and discussion (or “precept”) sessions, the latter of which are usually conducted by graduate students with appointments as Assistants in Instruction (AIs). All graduate students are required to serve as AIs on several occasions (most recently three) while in residence (ordinarily in their second and third years). AIships carry small stipends over and above fellowship support and are excellent ways of preparing to teach as well as gaining additional competency in a particular subject area. Princeton University’s McGraw Center for Teaching and Learning offers a range of services to graduate students wishing to improve their teaching skills, including additional instruction in teaching skills for foreign students through a mentoring program prior to the fall semester, a university-wide learning laboratory, and support for training sessions for faculty and AIs in large courses. Additional programs have often been organized by the Department’s graduate students. In addition to teaching at Princeton, advanced students have often taught courses in other colleges and universities in the Princeton area.

Research Apprenticeships

Although students are not required to work as research assistants for Department faculty, most students choose to do so. Research assistantships are often excellent ways to learn about aspects of research practice not covered in formal classes from accomplished and experienced researchers. Department faculty work closely with graduate student research assistants, and such relationships have often culminated in collaborative publications. In recent years, demand for student research support has been high, and all students wishing to work have been able to do so. The Director of Graduate Study will assist students in finding research assistantships when necessary.

Admission to Candidacy

Students are admitted to candidacy for the Ph.D. upon the successful execution of their academic contract (required coursework, General Examinations, and Qualifying papers) and any other Department

requirements (e.g., the language requirement). The Graduate School will not be notified that the student has completed the General Examination (i.e. the student will not be certified as having been admitted to candidacy for the Ph.D.) until all requirements have been completed.

Dissertation

Upon completion of the General Examination and qualifying papers, students turn their full attention to writing a dissertation. Students are encouraged to begin thinking about dissertation topics during the first year of graduate study, and to focus their readings and major papers as ways of doing background work relevant to the dissertation. They should submit a dissertation proposal for approval by the department faculty, normally by the middle of the third year. The dissertation committee chair will call a meeting of the committee members and the student to discuss and approve the dissertation proposal. (The dissertation committee ordinarily consists of three members, though committees of four or even five members are permitted. The Chair must be a member of the Princeton Sociology Department. Faculty from other Princeton academic units [e.g., the Woodrow Wilson School or the History Department] may also be on the committee. Under extraordinary circumstances, and with the approval of the committee Chair and the Director of Graduate Studies, faculty from other universities may serve if they provide expertise that is (a) essential and (b) not available at Princeton.) The student then notifies the Graduate Secretary who informs the department faculty that the proposal will be available for inspection and comments for ten days. Unless faculty ask for revisions, the proposal is considered accepted at the end of that period. The proposal (normally a document of at least 20 pages) includes a statement of the problem to be studied, an explanation of its theoretical relevance to sociology, a survey of pertinent literature, a tentative statement of the main thesis or hypotheses, a discussion of the data and methods to be employed and a detailed timeline. (Copies of sample dissertation proposals are available.) A number of dissertation fellowships and special funding opportunities are available to students who have made good progress on the dissertation by the end of their third year of study. A final oral examination (given by a least two members of the dissertation committee and two other members of the Sociology Department faculty) is the last requirement for the achievement of the degree.

Typical Program of Study

Depending on the options by which a student chooses to fulfill the foregoing requirements, a typical program of study during the first two years might look like the following:

<i>First Year</i>		<i>Second Year</i>	
<i>First Semester</i>	<i>Second Semester</i>	<i>First Semester</i>	<i>Second Semester</i>
Theory	Theory	Empirical Seminar	Seminar(s)
Statistics	Social Statistics	Seminar(s)	Seminar(s)
Quantitative Methods	Qualitative Methods	Reading course(s)	Reading course(s)
Seminar(s)	Seminar(s)	Workshop	Workshop
Workshop (audit)	Workshop (audit)		

Students devoting a substantial share of their first year to training in demography, regional studies, or other interdisciplinary work may postpone some of their basic skills courses until the second year. Students desiring to pursue additional work in advanced statistics and quantitative or qualitative methods may also do so during their second or third year, choosing from a wide range of interdisciplinary courses or by working with departmental faculty who specialize in the research methods in which they are particularly interested.

After five years in the program, students are no longer officially enrolled in the university, and therefore are not required to pay tuition or other fees. “Post-enrollment” students retain access to services (including health insurance and housing) during the fifth year, and access to library and computing facilities ordinarily continues through the sixth year. Arrangements can ordinarily be made for students to defer payment of loans and (if applicable) to retain visas for educational purposes during these years, as well.

Departmental Clusters

Princeton has elected to develop a limited number of clusters interlocking communities of professors and students who aspire to the highest scholarly distinction in a particular area of departmental strength. Each cluster is defined by several members of the faculty who have earned national and international prominence as scholars in their respective fields. One or more on-going workshops are provided as a forum for students and faculty to meet on a regular basis and to present work in progress. Each cluster is also supplemented

by seminars and tutorials, by funded research projects, and by affiliations with other programs and centers in the university. The department is thus especially attractive to graduate students who wish to specialize in one or more of these clusters.

Sociology of Culture

Includes training in historical and contemporary theories of culture, including both the major American and European schools of cultural theory, and encourages empirical research involving a combination of quantitative (or survey), ethnographic, historical, and textual methods. Substantive topics of interest to faculty in this cluster include the institutional settings in which culture is produced, the ways in which symbolic boundaries define status distinctions, the ways in which religious identities and institutions are constructed, and the tensions inherent in such contemporary debates as individualism *vs.* communitarianism. Students in this cluster are often associated with the Center for the Study of Religion, the University Center for Human Values, the Center for Arts and Cultural Policy Studies, the Program in Political Philosophy, or the Program in European Cultural Studies.

Social Demography

This is a cooperative venture between the sociology department and the Office of Population Research, a distinguished unit which is one of the oldest and most internationally renowned in its field. The Office offers sociology graduate students a supportive intellectual environment, opportunities to participate in diverse projects either independently or in collaboration with faculty, and exposure to numerous presentations by visiting social scientists. Students specializing in demography normally take an intensive two-semester sequence in population issues and demographic techniques during their first year, the final exam in which composes part of their General Examination. The university also provides a separate Ph.D. program in demography for students who may not be interested in sociology.

Comparative and Regional Sociology

This cluster emphasizes macrosociological comparisons among the world's leading industrial and developing nations, paying special attention to differences within and among capitalist and socialist nations. This type of analysis is especially effective when students are knowledgeable about two or more regions and have the requisite language skills to do work in these regions. Faculty in the department currently specialize in comparative studies involving Japan, China,

Korea, Russia, the major western European countries, and Latin America. Students with comparative interests also work with faculty affiliated with East Asian, European, Russian Studies, Near East, and Latin American programs, and are often supported with funds from the Princeton Institute for International and Regional Studies. Princeton also maintains special exchange arrangements with such institutions as Science Po in Paris.

Social Differentiation and Inequality

This cluster emphasizes investigations of differences in wealth, prestige, and power as determined by various dimensions of class, race, ethnicity, and gender. Research in this area encompasses such contemporary issues as poverty, single-parent households, the well-being of children, health and education reform, the changing nature of the welfare state, the changing composition of national elites, and the urban environment. The Woodrow Wilson School of Public Policy, the African-American Studies Program, and the Industrial Relations Section are nationally renowned programs that add resources to this cluster. An informal biweekly seminar brings together faculty and graduate students working in this area. The Global Network on Inequality (GNI) supports short-term residencies in non-U.S. centers of scholarship for Princeton graduate students.

Economic Sociology

This cluster focuses on the social institutions and cultural frameworks in which economic behavior is embedded. Research in this area includes such topics as the social meanings of money and work, the social organization of markets and firms, and the dynamics of labor unions. Several faculty within the department specialize in this area and offer training through a variety of seminars, funded research projects, and cooperative arrangements with such units as the Industrial Relations Section and the Woodrow Wilson School. An on-going workshop and a series of colloquium speakers that bring leading sociologists and economists to campus from other universities are also part of the training provided in this cluster.

Migration and Development

This cluster builds on the premise that the study of international development is an intrinsic dimension of population movement, both within and across national boundaries. In addition to the study of immigration to the United States and the adaptation experiences of recent and earlier immigrants, course offerings and research seminars will consider the causes and consequences of population movement in both receiving and sending societies, as well as the policy implications of migration. This cluster will be bolstered by a Center on Migration and Development. Course offerings will include: Theories of International Development; Immigration and Ethnicity; and Migration in the Periphery. Related courses include: Urbanization and Development; Population and Development; Demography of International Migration; and Gender and Development. The Cluster sponsors a monthly seminar involving scholars from within and outside the Princeton Campus.

Ethnography

This cluster focuses on research on human communities employing ethnographic methods, and on training graduate students in the use of such methods. Ethnographic methods have an important role to play in the development and confirmation of sociological theory, as well as the discovery of anomalies and new domains of empirical research. Ethnographers have long served as important ambassadors of sociology to the wider public as well through enduring books of interest to students, laymen, and policy makers. Although many ethnographic studies have focused on life in cities, ethnographers also study rural villages, suburban communities, families, and business firms and nonprofit organizations. The Princeton Sociology department includes a critical mass of prominent scholars engaged in this approach, making it a leading center of sociological ethnography. The ethnography curriculum includes four mini-seminars: The Ethnographic Tradition; The Logic of Inquiry in Ethnographic Research; Fieldwork Methods; and Ethnographic Analysis and Writing.

Opportunities for Interdisciplinary Study

The department encourages graduate students to engage in programs of interdisciplinary study and otherwise to pursue work in any instructional units that may furnish additional dimensions to sociological analysis. Every effort is made to help students establish close working relationships with faculty members in neighboring departments and programs. Students often take seminars in the departments of economics, history, philosophy, politics, and religion, as well as in the Woodrow Wilson School of Public and International Affairs. Several interdisciplinary programs are also worthy of special mention.

Center for African-American Studies

The Center for African-American Studies enables doctoral candidates in sociology to pursue a coordinated, interdisciplinary program of study of the position and experiences of peoples of African ancestry in the United States, seen in relation to the experiences of black people in other parts of the world. The program is governed by an interdepartmental committee which includes members of the Sociology Department faculty. Its purpose is to help train specialists who want to become scholars and to enter other careers requiring advanced study of African-American institutions in connection with an established discipline.

Center for Arts and Cultural Policy Studies

The Center for Arts and Cultural Policy Studies was created to improve the clarity, accuracy and sophistication of discourse about public and private programs and practices that influence our artistic and cultural life. Its programs and activities are designed to create an infrastructure of well trained scholars who have access to regularly collected information about cultural organizations, activities and providers and who produce timely research and analysis on key topics in arts and cultural policy. The Center carries out this mission through commissioning working papers and research publications, sponsoring graduate and undergraduate courses, raising funds to support data collection and dissemination efforts, and sponsoring seminars, conferences, and workshops. The Center makes small grants available on a competitive basis to Princeton graduate students, and holds a monthly workshop for graduate research affiliates and faculty associates.

Center for Research on Child Wellbeing (CRCW)

The mission of the Center for Research on Child Wellbeing (CRCW) is to identify and contribute to the development of economically efficient, politically feasible, and socially viable policies that address the needs of children in the areas of education, health, income, family, and community. CRCW conducts innovative basic research, educates students and faculty about the issues, and disseminates information that is useful to researchers and the general public. The Center is committed to contributing to data-driven decisions about how families, schools, communities and the public and private sectors can best support children.

Center for Energy and Environmental Studies

The Center for Energy and Environmental Studies is a multidisciplinary group concerned with studies of regional, national, and global problems involving natural resources and pollution, solar energy, nuclear waste management, the social and cultural bases of environmental policies, and the ethical issues involved in the making of these policies. The center provides facilities for research, conferences, workshops and seminars in which social scientists, physical and life scientists, humanists, and urban planners participate.

University Center for Human Values

The University Center for Human Values sponsors undergraduate and graduate seminars, research, and public discussion about ethical and evaluative issues that span academic disciplines. Graduate students from many departments take center-sponsored courses, attend lectures and colloquia, and participate in faculty-graduate seminars. In addition, the center supports dissertation work in ethics and human values by awarding Graduate Prize Fellowships each year to a group of eight post-graduate Ph.D. candidates. Students whose interests focus on sociological theory, political philosophy, religion, and the empirical study of normative issues are especially encouraged to be involved with the center.

The Global Network on Inequality (GNI)

The GNI comprises research centers in Ireland, England, Spain, Germany, the Netherlands, Sweden, Denmark, France, Italy, and Japan that are centers of scholarship on questions of income inequality, educational attainment, segregation, immigration, poverty, incarceration, productivity, and welfare state studies. Princeton students may apply for

fellowships to affiliate with a Center of their choosing for visits of approximately two months duration. During their fellowship period, the host institutions provide office space, computing, and a faculty sponsor. Students often work on projects of their own design that European faculty agree to facilitate or collaborate on, and sometimes offer their time and expertise to projects that European colleagues have under way.

Industrial Relations Section

This section is concerned especially with problems of labor and industrial relations in the U.S., but in recent years has also focused on special problems of labor force recruitment and training in the context of economic and social development. It maintains special library and data resources and provides fellowships for students with an interest in this field.

The Princeton Institute for International and Regional Studies

PIIRS, the Princeton Institute for International and Regional Studies, offers support to graduate students whose interests reach beyond the United States. Directed by Katherine Newman, the institute has an expanding role in shaping international education at Princeton. Students may apply for grants to conduct predissertation or dissertation research abroad. Along with the various regional programs, PIIRS is committed to strengthening students' opportunities to develop foreign language skills and a critical understanding of the complex cultural and historical perspectives that operate in nations and regions across the globe.

The Program in Latin American Studies

With an interdepartmental committee of fourteen faculty members from eight departments, this program assists graduate students with interest in Latin America by providing funding for research and travel, assisting with advising, and helping to coordinate interdisciplinary cooperation. The university also maintains a large library of materials on Latin America and is the site of several major projects on U.S. migration from the region.

Center for Migration and Development

The Center for Migration and Development was established to capitalize on the critical mass of faculty interested in migration. Its aims are to enrich intellectual exchange among faculty and students, to build bridges with other programs and field specializations, to

promote and diversify collaborative research activity about migration and development, to maintain a data archive of unique studies about migration and development, and to enhance course offerings. It also sponsors a colloquium series and working papers.

Office of Population Research

The Office of Population Research has a professional staff drawn from sociology, economics, and the Woodrow Wilson School, and a special library and facilities for statistical work. It engages in demographic research both in the U.S. and among countries throughout the world. It publishes *Population Index*, the official organ of the Population Association of America. Advanced graduate students in sociology often participate in the research program of the Office, both as paid research assistants and in writing their dissertations.

Center for the Study of Religion

The Center for the Study of Religion is a major university initiative in the social sciences and humanities to facilitate interdisciplinary research and teaching about religion. It sponsors public lectures and conferences organized by members of the university faculty, visiting fellows, postdoctoral fellowships, two weekly interdisciplinary seminars, dissertation research awards, supplemental graduate student research support, freshman seminars, and research projects. Graduate students specializing in sociology of religion often work on research projects sponsored by the Center, participate in one of the interdisciplinary seminars, and receive dissertation research awards.

The Shelby Cullom Davis Center for Historical Studies

The Davis Center was established in 1968, with the purpose of developing a center for historical research at Princeton, of encouraging innovation and experimentation in teaching, and of stimulating intellectual exchange both within the department of history and between history and related disciplines. The center supports the Davis Research Seminar, which gathers a group of research scholars both from the United States and abroad around a common theme for the year. Graduate students interested in historical sociology often participate in the seminar.

Program in Women and Gender Studies

The Program in Women's Studies provides an interdisciplinary forum for the study of gender issues in various societies, both past and present, and to support graduate students in their fields of specialization.

There is a weekly Graduate Student and Faculty Research Colloquium that provides opportunities for students and faculty to meet each other and to experiment with new ideas in an intellectually challenging, yet informal and democratic, atmosphere. The department has long had close ties with the Program in Women's Studies.

Fellowships and Financial Support

Graduate students requiring financial support and making satisfactory progress toward the doctorate are ordinarily provided with financial support during the period in which they are enrolled. This support usually consists of partial or full tuition grants, fellowships, teaching assistantships, or research assistantships. All entering students should complete a financial statement to be used as the basis for awarding financial support. Successful applicants are informed of the level of financial awards at the time of notification of admission. Applicants for admission should also explore the fellowships awarded to individuals on a national competitive basis. Grants administered by the National Science Foundation, the National Institute of Health, the Social Science Research Council of Canada, the Population Council, and other such agencies may provide support.

The Graduate School has a limited fund to which students may apply for support to present papers at professional meetings. The department chair also has some discretionary funds available for this purpose. The Princeton Institute for International and Regional Studies makes funds available for comparative research. East Asian Studies and Latin American Studies provide support to some students for language study. The Center for the Study of Religion has some funds for stipends and research expenses for students actively involved in its programs. The University Center for Human Values administers a series of dissertation fellowships, as does the Wilson Society of Fellows. A wide range of other university fellowships for dissertation-year study are listed in the Graduate Catalog. Students interested in applying for these various funds should begin well in advance (usually in the fall) by contacting their faculty advisor, the graduate secretary, the Director of Graduate Study, or the Graduate School. The Global Network on Inequality funds short-term research trips for students who wish to work in one of the Network's member institutions abroad.

Graduate students in the department receive summer support as part of their fellowships and by working as research assistants on the many funded research projects currently being directed by department faculty, by serving as teaching assistants in the department by taking research jobs at private firms in the area, and by serving as adjunct instructors at Rutgers University, The College of New Jersey, Rider University, or many of the other colleges in the surrounding region.

Career Prospects

Sociologists holding the Ph.D. degree from Princeton have been extraordinarily successful in obtaining research and teaching positions at first-rate universities and colleges. Recent Princeton Ph.D.s currently hold faculty positions at such institutions as Columbia University, Duke University, Harvard University, Indiana University, New York University, Northwestern University, Syracuse University, University of Arizona, University of California at Los Angeles, University of California at San Diego, University of Pennsylvania, University of Southern California, University of Virginia, University of Washington, and Vanderbilt University, as well as universities abroad. A smaller but significant number have pursued careers in research institutes, business, planning commissions, and other branches of government.

To prepare adequately for today's job market, graduate students in the department are encouraged to gain teaching experience, to master both quantitative and qualitative research techniques, and to progress early in their studies toward producing publishable research papers. Students also benefit from close faculty supervision of their research and from opportunities to meet with faculty from other institutions in seminars and to present their own research in department workshops and at professional conferences. The Department's Graduate Program offers a structured placement program that helps students on the academic job market by disseminating information about job opportunities, holding information and training sessions for students on the market, providing a web page on which job candidates can display *c.v.s* and other information, and providing opportunities to receive feedback on job talks.

Courses

Courses taken by most graduate students as part of their basic preparation are offered each year; seminars focusing on selected topics are more likely to be offered every other year. In addition to the departmental courses listed below, a number of relevant courses in statistics, social policy, and regional studies are offered through the Woodrow Wilson School. Students also routinely arrange individualized reading courses with faculty and informal seminars involving several students and a faculty member.

Required Core

- 404 Social Statistics
- 501 Classical Social Theory
- 502 Contemporary Theory
- 503 Techniques and Methods of Social Science
- 504 Social Statistics
- 505 Research Seminar in Empirical Investigation**

Comparative/Regional/Political

- 507 Topics in Comparative, Regional and Political Sociology
- 508 Styles of Comparative Research
- 509 Comparative Public Policy
- 512 Research Seminar in Comparative Studies**
- 513 Political Sociology
- 514 Political Sociology of Transition
- 515 Civil Society
- 516 Theories of the State
- 517 Social Movements
- WWS516a /Soc 518 Topics in Law: The Rule of Law
- 519 Collective Behavior
- 520 Topics in Sociology of Culture
- 521 Sociology of Culture
- 522 Sociology of Religion
- 523 Current Debates in Cultural Sociology
- 524 Culture and Cognition
- 525 Culture and Communications
- 526 Cultural Analysis
- 527 Religion and Public Life

Demography

- 533 Demography and Social Structure
- 534 Family
- 535 Health
- 536 Nuptiality and Fertility
- Econ 571/Soc 531 Survey of Population Problems
- WWS 537/Soc 537 Social Organization of Cities
- Econ 572/Soc 532 Research Methods in Demography

Economic/Organizational

- 540 Topics in Economic and Organizational Sociology
- 541 Economic Sociology
- 542 Complex Organizations
- 543 Social Organization
- 544 Social Network Analysis
- 545 Professions
- 546 Politics and Economics
- 547 Advanced Topics in Network Analysis

Ethnography

- 550 Topics in Ethnography
- 551 The Ethnographic Tradition
- 552 The Logic of Ethnographic Methods
- 553 Fieldwork Methods: The Nuts and Bolts of Ethnographic Research
- 554 Ethnographic Analysis and Writing
- 555 Microsociology

Inequality

- 560 Topics in Social Stratification
- 561 Social Stratification and Inequality
- 562 Race and Ethnicity
- 563 Sociology of Gender
- 564 Elites and Upper Classes
- 565 Inequality and Culture
- 566 Comparative work and Labor Markets
- 567 Crime and Punishment
- WWS 526/Soc 568 Poverty and Public Policy
- WWS 590c/Soc 571 Sociological Studies of Inequality
- WWS 594f/Soc 569 Other People's Poverty: Lessons from the OECD Countries
- 570 Inequality and Culture

Migration and Development

- 575 Topics and Migration and Development
- 577 Sociology of Development
- 578 Sociology of Immigration and Ethnicity
- WWW 536/Soc 579 Immigration, Ethnicity and Public Policy
- WWS 571b/Soc 580 Urbanization and Development
- WWS 571b/Soc 581 Topics in Development: Globalization and Policy
- 582 International Migration and Public Policy

Methods

- 590 Topics in Sociological Methods
- 592 Structural Equation Modeling
- 593 Missing Data Analysis
- 594 Historical Methodology

(continued)

- Pol 573/Soc 595 Quantitative Analysis III: Applied Bayesian
 Data Analysis
 596 Web-based Social Research
 597 Causal Inference

Department of Sociology Reading Courses

Fall 2008 Reading Courses

- Soc 702 Topics on Northeast Asian International Relations,
 Gilbert Rozman
 Soc 703 Sociology of Culture, King-To Yeung
 Soc 704 Political Sociology, Robert Wuthnow
 Soc 705 Technology, Culture, and Sociology, Paul DiMaggio

Spring 2007 Reading Courses

- Soc 702 Sociology of Religion, Robert Wuthnow
 Soc 703 Military Sociology, Kathy Newman
 Soc 704 Class, Status, and the Black Middle Class, Kathy Newman
 Soc 705 Poverty and Inequality in Less Developed Countries,
 Kathy Newman
 Soc 707 Sociology of Race and Ethnicity: Historical and Contemporary
 Perspectives, Howard Taylor

Fall 2006 Reading Courses

- Soc 701 Organizational Theory, Paul DiMaggio
 Soc 702 International Political Economy, Miguel Centeno

Spring 2006 Reading Courses

- Soc 701 Theory, Practice, and Seminar works in Ethnography, Mitchell
 Duneier
 Soc 702 Classical and Contemporary Theory, Paul DiMaggio
 Soc 703 History & Sociology of the Ghetto, Mitchell Duneier
 Soc 704 Sociology of Crime and Punishment, Devah Pager

Fall 2005 Reading Courses

- Soc 701 Sociology of Education, Mario Small
 Soc 702 Culture and Cognition, Paul DiMaggio

Spring 2005 Reading Courses

- Soc 701 The Life Course: Concepts, Methods, and Applications
 Soc 702 The Family
 Soc 703 Sociology of Race

Fall 2004 Reading Courses

- Soc 701 Medical Sociology, Elizabeth Armstrong
 Soc 702 International Political Economy, Miguel Centeno

Spring 2004 Reading Courses

- Soc 701 Religion, Sexuality and Gender, Marie Griffith
 Soc 702 Political Sociology, Miguel Centeno
 Soc 703 Punishment and Inequality, Bruce Western

Fall 2003 Reading Courses

Soc 701 Culture and Identity in Mexican Architectural Thought,
Leonardo Diaz-Borioli

Spring 2003 Reading Courses

Soc 701 Social Stratification, Bruce Western
Soc 702 Social Epidemiology, Scott Lynch
Soc 703 Elites and Leadership, Suzanne Keller
Soc 704 Life Course Analysis, Scott Lynch

Fall 2002 Reading Courses

Soc 701 Social Epidemiology, Scott Lynch
Soc 702 Causal Inference Statistics, Bruce Western

Spring 2002 Reading Courses

Soc 701 Sociology of Religion, Robert Wuthnow
Soc 702 Japan and North East Asia during the 19th to early 20th Century
Soc 703 Studies in Religion and Society, Robert Wuthnow

Fall 2001 Reading Courses

No Reading Courses

Spring 2001 Reading Courses

Soc 701 Political Sociology, Miguel Centeno
Soc 702 Religion and Identity, Robert Wuthnow
Soc 703 Demography and the Media, Betsy Armstrong

Fall 2000 Reading Courses

Soc 701 Development, Miguel Centeno
Soc 702 Cultural Sociology, Michele Lamont
Soc 703 Gender in Latin America, Miguel Centeno
Soc 704 Sociological Theory, Robert Wuthnow
Soc 705 Social Stratification, Marta Tienda

Spring 2000 Reading Courses

Soc 706 Sociology of Religion, Robert Wuthnow
Soc 707 Economic Sociology, Viviana Zelizer

Fall 1999 Reading Courses

Soc 701 Sociology of Development, Miguel Centeno
Soc 704 Social Inequality, Michele Lamont
Soc 705 Political Sociology, Miguel Centeno

Spring 1999 Reading Courses

Soc 706 Sociology of Knowledge, Michele Lamont
Soc 709 Race and Ethnicity, Marta Tienda

Fall 1998 Reading Courses

Soc 702 Gender, Sara Curran
Soc 703 Reproductive Health and Fertility, James Trussell
Soc 704 Social Movements, Miguel Centeno
Soc 705 Gender, Work, and Family, Sara Curran

Spring 1998 Reading Courses

No Reading Courses

The Faculty

ELIZABETH M. ARMSTRONG

Elizabeth M. Armstrong is interested in the sociology of medicine, social problems, health policy, and the history of medicine and public health. 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 longitudinal 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, and an investigation of television representations of physicians and nurses. She has a joint appointment in the Woodrow Wilson School.

DELIA BALDASSARRI

Delia Baldassari's work focuses on the cognitive, relational and structural bases of socio-political integration and division, addressing topics in collective action, social networks, civil society, and public opinion. She is currently working on polarization and political pluralism in the U.S. She is author of a book on the cognitive heuristics of Italian voters "*La Semplice Arte di Votare*" (*The Simple Art of Voting*), and has written articles on social networks and interpersonal influence, ideology, formal models of collective action, and inter-organizational networks. Her recent publications include "Dynamics of Political Polarization" (with Peter Bearman) in the *American Sociological Review* and "The Integrative Power of Civic Networks" (with Mario Diani) and "Partisans without Constraint: Political Polarization and Trends in American Public Opinion" (with Andrew Gelman) in the *American Journal of Sociology*.

MIGUEL ANGEL CENTENO

Miguel Centeno works on state development in Latin America and contemporary globalization. He has published several books, most recently, *Blood and Debt: War and Statemaking in Latin America* (2002) and *The Other Mirror: Grand Theory and Latin America*, (2000). He is currently working on several book projects including *Global Capitalism* (2010), *War and Society* (2011), and *Paper Leviathans: Liberalism and the Nation State* (2011). He continues development of the online atlas of globalization

(<http://qed.princeton.edu/index.php/MG>). He was Master of Wilson College from 1997 to 2003 and was the founding director of the Institute for International and Regional Studies. In 1997 he was awarded the Presidential Teaching Prize at Princeton University. In 2000, he founded the Princeton University Preparatory Program, which provides intensive supplemental training for lower income students in three local high schools.

PAUL DIMAGGIO

Paul DiMaggio has written widely on organizational analysis, economic sociology and sociology of culture. Among the several books he has written or edited are *The New Institutionalism in Economic Analysis* with Walter Powell, *The 21st Century Firm*, and *Race, Ethnicity and Participation in the Arts* with Francie Ostrower. He is currently studying cultural contention in the United States and the social implications of new communications technologies.

MITCHELL DUNEIER

Mitchell Duneier joined the Princeton faculty in 2003 as Professor of Sociology. Working in the traditions of the Chicago School of Sociology, he is the author of two urban ethnographies: *Sidewalk* and *Slim's Table*. The 5th edition of *Introduction to Sociology* (with Anthony Giddens and Richard P. Appelbaum) was just published. His research interests include social interaction, poverty and inequality, and urban sociology. Among the classes he teaches are a graduate seminar on ethnography, and survey courses on race and ethnicity and introductory sociology. *Sidewalk* received the C. Wright Mills Award of the Society for the Study of Social Problems. His first book, *Slim's Table*, received the Distinguished Scholarly Publication Award of the American Sociological Association.

THOMAS J. ESPENSHADE

Thomas J. Espenshade is a social demographer whose research focuses on diversity in higher education. He is directing the National Study of College Experience, a multi-institution collaborative study whose purpose is to better understand how pre-college courses, activities, social networks, and people's race and social class backgrounds affect their experiences in applying to and attending academically selective colleges and universities in the United States.

A forthcoming book based on this project is titled *No Longer Separate, Not Yet Equal: Race and Class in Elite College Admission and Campus Life*. He is also working with other faculty at Princeton to direct the Campus Life in America Student Survey (CLASS project). This study examines students' engagement in and satisfaction with diversity experiences at six colleges and universities. Professor Espenshade's most recent previous work focused on contemporary U.S. immigration, including models of unauthorized immigration, public opinion toward immigration, the processes of immigrant adaptation to life in a new country, and estimates of the fiscal and labor market impacts of U.S. immigration.

PATRICIA FERNANDEZ-KELLY

Patricia Fernandez-Kelly holds a joint appointment in Sociology and the Office of Population Research. She is a social anthropologist with an interest in international development. Her early work focused on export-processing zones in Asia and Latin America with special attention to Mexico's maquiladora program. Her book on that subject, *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 in the late 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. Her latest research focuses on gender and development; globalization and the informal economy; exceptional outcomes in education and employment among low-income immigrant children; the role of art in immigrant communities in the U.S.; and religion and migration. With Jon Shefner (University of Tennessee, Knoxville) she is editing a book on globalization and its alternatives. She is also completing a manuscript focusing on poverty in West Baltimore.

ANGEL L. HARRIS

Professor Harris has research and teaching interests in how perceptions about the opportunity structure and the system of social mobility influence the extent to which people invest in schooling. His research focuses on identifying factors that contribute to African Americans' lower academic achievement and Asian Americans' higher academic achievement relative to Whites.

SCOTT LYNCH

Professor Lynch has interests in health and mortality demography and Bayesian statistics. His current research focuses on (1) socio-economic and race differences in health across the life course and across birth cohorts, (2) gender and other social factor differences in the relationship between stress, social support, and both physical and mental health in later life, (3) demographic differences in disease, disability, and mortality in old age, and (4) Bayesian statistical methods for generating multistate life tables to answer sociological questions regarding healthy life expectancy. Some of his recent publications appear or are forthcoming in *The Journal of Health and Social Behavior*, *Sociological Methodology*, *Demography*, and *The Journals of Gerontology*. He has also recently published a book on Bayesian statistics and estimation.

DOUGLAS S. MASSEY

Douglas S. Massey received his Ph.D. in 1978 from Princeton University and 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, especially Mexico. He is the author, most recently, of *Categorically Unequal: The American Stratification System* (Russell Sage 2007) and *New Faces in New Places: The Changing Geography of American Immigration* (Russell Sage 2008). He is a member of the National Academy of Sciences, the American Academy of Arts and Sciences, and the American Philosophical Society. He is currently President of the American Academy of Political and Social Sciences and Past-President of the American Sociological Association and the Population Association of America.

SARA MCLANAHAN

Sara McLanahan teaches in both Sociology and the Woodrow Wilson School of Public Policy. She is director of the Bendheim-Thoman Center for Research on Child Wellbeing, editor-in-chief of *The Future of Children*, a journal for children's policies, and director of *The Fragile Families Study*, a longitudinal, birth cohort study of 5000 parents and their children. Her interests include family demography, poverty and inequality, and comparative social welfare policy. She has written numerous articles and several books, including *Single*

Mothers and their Children: A New American Dilemma, Growing Up with a Single Parent, Child Support and Child Wellbeing, Social Policies for Children, and Fathers Under Fire: The Revolution in Child Support Enforcement.

KATHERINE NEWMAN

Professor Newman holds a joint appointment in Sociology and the Woodrow Wilson School, having previously taught at Harvard, Columbia, and the University of California, Berkeley. She serves as the Director of the Princeton Institute of International and Regional Studies and the Director of the newly created joint program in Sociology and Social Policy. Newman's interests lie in the qualitative study of social stratification, with a special emphasis on the cultural meaning of mobility, work, poverty, and violence in the United States and abroad. Her forthcoming book, *The Missing Class: Portraits of the Near Poor in America*, coauthored with Victor Tan Chen, will be coming out in September of 2007. Her books include *Chutes and Ladders: Navigating the Low Wage Labor Market* (2006), *Rampage: The Social Roots of School Shootings* (2004), *A Different Shade of Gray: Mid Life and Beyond in the Inner City* (2003), *No Shame in My Game: The Working Poor in the Inner City* (1999), *Falling From Grace: Downward Mobility in the Age of Affluence* (2nd edition, 1999), and *Declining Fortunes: The Withering of the American Dream* (1993).

DEVAH PAGER

Devah Pager is an Associate Professor of Sociology and Faculty Associate of the Office of Population Research. Her research focuses on institutions affecting racial stratification, including education, labor markets, and the criminal justice system. Pager's current research has involved a series of field experiments studying discrimination against minorities and ex-offenders in the low-wage labor market. Recent publications include, *Marked: Race, Crime, and Finding Work in an Era of Mass Incarceration* (University of Chicago Press, 2007), "The Mark of a Criminal Record," (*American Journal of Sociology*, 2003), and "Black Neighbors, Higher Crime? The Role of Racial Stereotypes in Evaluations of Neighborhood Crime," (*American Journal of Sociology*, 2001). Pager holds masters degrees from Stanford University and the University of Cape Town, and a Ph.D. from the University of Wisconsin-Madison.

ALEJANDRO PORTES

Alejandro Portes is interested in economic sociology, the sociology of immigration, and urbanization and development. He is currently conducting research projects on the immigrant second generation, transnational immigrant organizations, and Latin American institutions and development. He has also published theoretical articles on the informal economy, social capital, institutions, and social class. The third edition of his *Immigrant America: A Portrait* (with Rubén G. Rumbaut) was published in 2006; his book on the immigrant second generation, *Legacies: The Story of the Immigrant Second Generation* (with Rubén G. Rumbaut) won the 2002 Distinguished Publications Award from the American Sociological Association and the 2002 W. I. Thomas and Florian Znaniecki award for best book from the International Migration Section of the ASA. He is a fellow of the National Academy of Arts and Sciences and a member of the National Academy of Sciences.

GILBERT ROZMAN

Gilbert Rozman is interested in comparisons and mutual perceptions of societies and has conducted research on such issues in China, Japan, Korea and Russia. Other research includes macrosociological analysis of national development and national identity and study of new threats to international security and problems of regional cooperation in Asia. He has written and edited many books, including *The East Asian Region; Japan's Response to the Gorbachev Era, Dismantling Communism, and Northeast Asia's Stunted Regionalism*.

MARTIN RUEF

Professor Ruef has research and teaching interests in organizational theory, economic sociology, network analysis, and the sociology of culture. His current work addresses the social context of entrepreneurship, from both a contemporary and historical perspective. He has also written on the postbellum transformation of the American South and the history of the U.S. healthcare field. His books include *Institutional Change and Healthcare Organizations* (2000, co-authored with W. Richard Scott, Peter Mendel, and Carol Caronna), which won the ASA's Max Weber prize, *Organizations Evolving* (2006, co-authored with Howard Aldrich), and *The Sociology of Entrepreneurship* (2007, co-edited with Michael Lounsbury).

MATTHEW SALGANIK

Professor Salganik is interested in social networks, sociology of culture, quantitative methods, and web-based social research. One current project involves using web-based experiments to understand the success and failure of cultural products like books, movies, and music. Another involves the continued development of respondent-driven sampling, a network-based sampling approach to studying hidden populations like drug injectors and sex workers. Some representative publications include: Salganik, Matthew J., Peter S. Dodds, and Duncan J. Watts. 2006. "Experimental study of inequality and unpredictability in an artificial cultural market." *Science*, 311:854-856; Zheng, Tian, Matthew J. Salganik, and Andrew Gelman. 2006. "How many people do you know in prison?: Using overdispersion in count data to estimate social structure in networks." *Journal of the American Statistical Association*, 101:409-423; Salganik, Matthew J. 2006. "Confidence intervals, design effects, and sample size calculation for respondent-driven sampling"; *Journal of Urban Health*, 83:98-111; Salganik, Matthew J. and Douglas D. Heckathorn. 2004. "Sampling and estimation in hidden populations using respondent-driven sampling." *Sociological Methodology*, 34:193-239.

KIM LANE SCHEPPELE

Kim Lane Scheppele is the director of the Program in Law and Public Affairs and the Laurance S. Rockefeller Professor of Sociology and Public Affairs. She works in the sociology of law, sociology of knowledge, political sociology, comparative historical sociology, gender studies, and theory. Since 9/11, she has examined how constitutions fare under the stress of anti-terrorism campaigns, both in the United States and in other democratic states for a forthcoming book called *The International State of Emergency*. Before that, she focused primarily on how new constitutions took hold in Eastern Europe, doing extensive fieldwork in Hungary (1994-1998) and Russia (1999-2003) under three different grants from the National Science Foundation. She has published widely both in law reviews and in social science journals, including recent articles on the sociological evidence against the ticking time bomb argument justifying torture, on new forms of legal empire, and on the constitutionalization of social rights. Scheppele is the author of *Legal Secrets*, which won special recognition in the Distinguished Contribution to Scholarship prize competition of the American Sociological Association. Scheppele received her Ph.D. in Sociology from the University of Chicago.

PAUL STARR

Professor Starr has interests in social theory, politics, and the structure of social institutions. Much of his work deals with the historical development of American society in comparative perspective with Europe. He writes about public policy and contemporary politics and is co-founder and co-editor of *The American Prospect*. *Publications: The Social Transformation of American Medicine* (1983), winner of the Pulitzer and Bancroft Prizes; *The Creation of the Media: Political Origins of Modern Communications* (New York: Basic Books, 2004), winner of the Goldsmith Prize; and *Freedom's Power: The History and Promise of Liberalism* (2007).

EDWARD E. TELLES

Edward E. Telles joined the Princeton faculty in 2008 as Professor of Sociology after having served on the faculty at UCLA. He has published extensively on comparative issues of race and ethnicity, especially on Brazil and the United States and mostly employs a social demographic approach. He recently published *Generations of Exclusion: Mexican Americans, Assimilation and Race*, based on a 35 year longitudinal and intergenerational survey. In 2004, he authored *Race in Another America: The Significance of Skin Color in Brazil*, which received the Distinguished Scholarly Publication Award of the American Sociological Association and several other awards.

MARTA TIENDA

Marta Tienda, who has a joint appointment in the Woodrow Wilson School of Public Policy, is a social demographer with interests in social inequality, labor markets, immigration and the U.S. Hispanic population. Her current research focuses on race and ethnic variation in access to higher education, international perspectives on child migration, and the dispersal of immigrants to nontraditional destinations. She is author of numerous papers and co-author or co-editor of several books, including *Multiple Origins, Uncertain Destinies: Hispanics and the American Future*; *The Hispanic Population of the United States*; *Divided Opportunities*; *Hispanics and the U.S. Economy*; *The Color of Opportunity: Youth in Cities, Ethnicity and Causal Mechanisms*; and *Hispanics and the American Future*. She is a member of the American Academy of Arts and Sciences, the American Academy of Political and Social Sciences,

past president of the Population Association of America, and former director of the Office of Population Research. She has served on the board of the Federal Reserve Bank of New York and currently is serving on the boards of the Sloan Foundation and the Jacobs Foundation of Switzerland.

ROBERT WUTHNOW

Robert Wuthnow is the Gerhard R. Andlinger '52 Professor of Sociology and Director of the Center for the Study of Religion. He is the author of more than 20 books on religion, culture, and civil society, most recently including *After the Baby Boomers: How Twenty- and Thirty-Somethings Are Shaping the Future of American Religion*; *America and the Challenges of Religious Diversity*; *Saving America? Faith-Based Services and the Future of Civil Society* and *All in Sync: How Music and Art are Revitalizing American Religion*. His current research focuses on responses of the U.S. population to increasing religious and ethnic diversity and globalization.

KING-TO YEUNG

King-To Yeung is interested in how formalized organizational setups and routines interact with informal relations and organizational crises. He has studied different types of organizations with various degrees of formalization. A current project examines how Chinese state bureaucracy of the 19th century responded to large-scale social rebellions. Publications include a paper on the meaning of love (Social Forces 2005) and a study on gay fraternities on American campuses (Social Problems 2000; Gender & Society 2006).

VIVIANA A. ZELIZER

Viviana A. Zelizer is Lloyd Cotsen '50 Professor of Sociology. 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, and on the place of money in social life. Her most recent book, *The Purchase of Intimacy* (Princeton University Press, 2005) deals with the interplay of economic activity and personal ties.

For Further Information

This edition of the departmental information booklet may include revisions of the program in sociology that were adopted too late for inclusion in the general Graduate School Announcement. That announcement, nevertheless, should be consulted for course descriptions and additional information on the university, the graduate school, housing, and financial assistance. The graduate school's Guide to Graduate Admissions can be obtained from the Office of Graduate Admission, Princeton University, Box 270, Princeton, New Jersey 08544 or

<http://gradschool.princeton.edu/admission>.

Inquiries about the departmental program are welcome and should be addressed to:

Professor Paul DiMaggio
Director of Graduate Studies
Department of Sociology
107 Wallace Hall
Princeton University
Princeton, New Jersey 08544

He may also be reached by e-mailing dimaggio@princeton.edu. A current edition of this brochure, as well as bibliographic information for faculty and news of other departmental functions, is available on the World Wide Web through Princeton University's home page:

<http://sociology.princeton.edu/>