

Princeton University
DEPARTMENT OF SOCIOLOGY

Undergraduate Handbook in Sociology

2009-10

Also available online:

http://sociology.princeton.edu/pdf/ugrad_handbook_0910.pdf

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CONTENTS

PRINCETON UNIVERSITY	1
DEPARTMENT OF SOCIOLOGY	1
PART I. INFORMATION FOR PROSPECTIVE MAJORS	2
1. INTRODUCTION	2
1.1 <i>What is Sociology?</i>	2
2. SOCIOLOGY AT PRINCETON	3
2.1 <i>Administrative Personnel and Faculty</i>	3
2.2 <i>Course Offerings, Fall 2009</i>	3
2.3 <i>Tentative Course Offerings, Spring 2010</i>	5
3. STRUCTURE OF THE CURRICULUM	8
3.1 <i>General Information</i>	8
3.2 <i>Prerequisites for the Major</i>	8
3.21 <i>Prerequisites and Requirements for Sociology</i>	8
3.22 <i>General Distribution Requirements</i>	9
3.3 <i>200-Level Groupings</i>	<i>Error! Bookmark not defined.</i>
3.4 <i>Cognates</i>	9
3.5 <i>Taking Six-Week Graduate Courses and Receiving Credit from the Registrar</i>	9
3.6 <i>Research Skills</i>	10
3.7 <i>Study Abroad</i>	11
4. INDEPENDENT RESEARCH	11
4.1 <i>General Information on Independent Research</i>	11
4.12 <i>Basing Independent Work on Previous Work/Research</i>	11
4.13 <i>Research Involving Human Subjects</i>	11
4.14 <i>Deadlines, Extensions, Penalties</i>	12
4.15 <i>Grading Criteria for Independent Work</i>	13
4.2 <i>Junior Independent Research</i>	14
4.21 <i>Form, Style, Length, Copies</i>	14
4.3 <i>Senior Independent Research</i>	15
4.31 <i>Form, Style, Length, Copies</i>	15
4.4 <i>Timeline and Deadlines</i>	18
5. RESOURCES FOR RESEARCH	20
6. FINANCIAL SUPPORT FOR INDEPENDENT WORK	22
6.1 <i>Support for Juniors</i>	22
6.2 <i>Support for Seniors</i>	22
7. GRADUATION REQUIREMENTS, HONORS, PRIZES	23
7.1 <i>Departmental Graduation Requirements</i>	23
7.2 <i>Departmental Honors</i>	24
7.3 <i>Departmental Prizes</i>	24
8. FACULTY	26
FORM A	45

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, the red state-blue state divide, 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 shootings, 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

Robert Wuthnow, 102 Wallace Hall, 8-2044. E-mail: chairsoc@princeton.edu

Departmental Representative

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

Administrative Staff

Blanche Anderson, Graduate Administrator, 106 Wallace Hall, 8-4543. E-mail: blanche@princeton.edu

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

Barbara Lynch, Secretary for Professor Portes, 188 Wallace Hall, 8-4436. E-mail: red@princeton.edu

Faculty

For faculty profiles, refer to <http://sociology.princeton.edu/Faculty/>, or Section 8, p. 26 of this handbook.

2.2 Course Offerings, Fall 2009

SOC 101 The Sociological Perspective

M. Duneier, P. Starr, M. Centeno MW 1:30-2:20pm

URB 201/SOC 203 Introduction to Urban Studies

Patricia Fernández-Kelly MW 11:00-11:50am

SOC 205 Sociology From E Street: Bruce Springsteen's America

M. Duneier TTH 2:30-3:20pm

SOC 227 Race and Ethnicity

Patricia Fernández-Kelly TTH 10:00-10:50am

SOC 240 Families

A. M. Goldani MW 2:30-3:20pm

SOC 250 The Western Way of War

M. Centeno TTH 11:00-11:50am

- SOC 300 Claims and Evidence in Sociology**
K. Yeung TTH 3:30-4:20pm
- SOC 301 Sociological Research Methods**
S. Lynch TTH 1:30-2:20pm
- SOC 307 National Identities and Great Powers**
G. Rozman MW 11:00-11:50am
- SOC 331/LAS 330 Social Exclusion in Latin America**
E. Telles TTH 2:30-3:20pm
- SOC 332 Memory in Social Life**
M. Gabowitsch W 1:30-4:20pm
- SOC 345 Money, Work, and Social Life**
V. Zelizer MW 11:00-11:50am
- SOC 361 Culture, Power, and Inequality**
A. Ghaziani MW 3:00-4:20pm

Graduate Courses That May Be Of Interest, Fall 2009

- SOC 500 Advanced Social Statistics**
G. Reniers, Mons./Weds. 6:00-7:30pm 165 Wallace Hall
- SOC 501 Classical Sociological Theory**
P. Starr, Tues. 1:30-4:30pm 165 Wallace Hall
- SOC 503 Techniques and Methods of Social Science**
A. Portes, Thurs. 2:30-5:30pm, 190 Wallace Hall
- SOC 505 Research Seminar in Empirical Investigation**
M. Ruef, Wed. 2:30-5:30pm, 165 Wallace Hall
- SOC 507 Topics in Comparative, Regional and Political Sociology:
Comparative Ethnicity and Nationalism**
E. Telles, Thurs., 10:00-1:00pm, 190 Wallace Hall
Meets during the second-half of the semester.
- SOC 527 Religion and Public Life**
R. Wuthnow, Wed. 12:00-1:30pm, 5 Ivy Lane
- SOC 549 Workshop on Social Organization**
P. DiMaggio, Mons. 2:30-4:00pm 165 Wallace Hall
This is a year-long course.

- SOC 551 Ethnographic Tradition**
M. Duneier, Thurs. 5:00-8:00pm, 190 Wallace Hall
Meets during the first half of the semester.
- SOC 554 Ethnographic Analysis and Writing**
M. Duneier, Thurs. 5:00-8:00pm, 190 Wallace Hall
Meets during the second half of the semester.
- SOC 578 Sociology of Immigration and Ethnicity**
M. Tienda, Tues. 4:30-7:30pm, 190 Wallace Hall
Meets during the first half of the semester.
- SOC 590 Topics in Sociological Methods: Analysis of Longitudinal Data**
S. Lynch Tues. 5:30-8:30pm, 190 Wallace Hall
Meets during the first half of the semester.
- ECON 571/ Survey of Population Problems**
SOC 531 T. Espenshade, Mons./Weds. 9:00-10:30am, 165 Wallace Hall
- WWS 590S Workshop in Social Policy (JDP)**
K. Newman

JDP Workshop

K. Newman, Tues. 9:00-12:00, 216 Aaron Burr Hall

2.3 Tentative Course Offerings, Spring 2010

- SOC 221 Inequality: Class, Race and Gender**
B. Thornton Dill
- SOC 302 Sociological Theory**
K. Newman
- SOC 303/EAS 303 Strategic Asia**
G. Rozman
- SOC 308 Communism and Beyond: China and Russia**
D. Kaple
- SOC 310 Gender and Development in the Americas**
A. M. Goldani
- SOC 340/REL 390 God of Many Faces: Comparative Perspectives
in Migration and Religion**
P. Fernández-Kelly
- SOC 347 The Social Life of the Metropolis**
P. Kasinitz, A seminar

SOC 354/WOM 354 Queer Theory and Politics

A. Ghaziani, A seminar.

AMS 346/SOC 341/LAS 346 The Sociology of Latinos in the U.S.

M. Tienda

WWS 309/SOC 313 Media and Public Policy

P. Starr

Tentative Graduate Courses That May Be Of Interest, Spring 2010

SOC 502 Contemporary Theory

P. Dimaggio

SOC 504 Applied Social Statistics

S. Lynch

SOC 505 Research Seminar in Empirical Investigation

M. Ruef

SOC 513 Political Sociology

M. Centeno

Meets half of the semester.

SOC 527 Religion and Public Life

R. Wuthnow

ECO 572/SOC 532 Research Methods in Demography

G. Rodriguez

SOC 541 Economic Sociology

V. Zelizer

Meets half of the semester.

SOC 549 Workshop on Social Organization

P. DiMaggio, Thurs. 6:00-7:30pm 165 Wallace Hall

This is a year-long course.

Soc 552 Ethnographic Methods

P. Fernández-Kelly

Meets half of the semester.

WWS/SOC 560 Inequality and Education

T. Espenshade

Meets half of the semester.

WWS 540/SOC 575 Urbanization and Development

A. Portes

WWS 572b/SOC 577 Policy Implications of Globalization
M. Centeno

WWS 536/SOC 579 Immigration, Ethnicity, Policy
A. Portes

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) recommended prerequisites, (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 Prerequisites for the Major

3.21 Prerequisites and Requirements for Sociology

Although the department strives to be flexible, students who intend to declare Sociology as their major should, under normal circumstances, complete a sociology course before the end of their sophomore year. One of these should be SOC 101, The Sociological Perspective, which is strongly recommended. Students who are considering a major in Sociology should not designate these courses as P/D/F. Freshmen Seminars taught by Sociology faculty may be counted as one of the courses recommended to enter the department, but they will *not* count toward the nine departmentals required for graduation.

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 (The Sociological Perspective); SOC 300 (Claims and Evidence in Sociology); SOC 301 (Sociological Research Methods) 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 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, SOC 301, 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 and Class Day.

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 Epistemology and Cognition (EC); one course in Ethical Thought and Moral Values (EM); one course in Historical Analysis (HA); two courses in Literature and the Arts (LA); one course in Quantitative Reasoning (QR); two courses with laboratory in Science and Technology (ST); and two courses in Social Analysis (SA). 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.

3.4 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.

3.5 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. First, the student should talk to the faculty member teaching the mini seminar and gain their permission to join the mini seminar. Second, the student needs to speak to Dean Frank Ordiway in the Office of the Dean of the College (ext. 8-3040, 408 West College). With the faculty member and the Dean's approval, the student will propose a reading course that includes participation in the mini seminar and some sustained contact for the rest of the semester (through weekly meetings, preparation of written materials by the student, and feedback from the faculty member). The proposal then needs to be signed by the faculty member, student, departmental representative, and the chair of the department and filed with the department, the Dean of the College's office, and the registrar. Finally, the faculty 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. The two courses could be treated as

one reading course with a course grade agreed upon by the two faculty members. Again, a proposal needs to be pre-approved by the Departmental Representative and Dean Frank Ordiway (ext. 8-3040) in the Office of the Dean of the College. A signed proposal (by the faculty members, student, departmental representative and the chair of the department) would then be filed with the department, the Office of the Dean of the College, and the registrar.

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 credit hours listed as 2. Full-semester courses are 4 credit hours. The student should understand that the half-term course will not count towards the 31 courses required for the A.B.

3.6 Research Skills

Depending on students' needs and interests, Sociology majors are strongly encouraged to strengthen their research skills beyond the level required in SOC 301. 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. Professor Fernández-Kelly teaches an advanced methods course, WWS 513/POP507. This is a qualitative methods course that students are encouraged to take in the spring of their junior year or fall of their senior year.

The following courses are also possible and relevant. Students may need the permission of the professor to take particular courses, especially graduate-level ones. To facilitate the work of students who wish to pursue advanced training in research methods, and depending upon individual circumstances, courses from this list may be designated as cognates in the Sociology department.

Probability and Statistics:

ECO 202, Statistics and Data Analysis for Economics
ORFE 245, Fundamentals of Engineering Statistics
PSY 251, Quantitative Methods

Applied Statistics/Econometrics (including regression analysis):

POL 346, Applied Quantitative Analysis
ECO 302, Econometrics
ECO 312, Econometrics: A Mathematical Approach -- most intensive
[Note: ECO 302/312 offer the same subject at two different math levels]
SOC 500, Applied Social Statistics
WWS 507b, Quantitative Analysis: Basic
WWS 507c, Quantitative Analysis: Advanced
[Note: WWS 507b,c cover the same material at two different math levels]

Qualitative Research Methods:

ANT 301, The Ethnographer's Craft
WWS 513/POP 507, Qualitative Research Methods

3.7 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 the term paper they write for Sociology 301. 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 Institutional Review Board (IRB) for Human Subjects. **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.

Meeting Schedule for 2009-10

The Institutional Review Board meets once a month in room 1-5-N, Green Hall, at the times listed below:

Deadline for Submission	Meeting Date	Meeting Time
September 9, 2009	September 21, 2009	3 PM
October 7, 2009	October 19, 2009	2 PM
November 4, 2009	November 16, 2009	2 PM
December 2, 2009	December 14, 2009	2 PM
January 13, 2010	January 25, 2010	3 PM
February 10, 2010	February 22, 2010	3 PM
March 10, 2010	March 22, 2010	3 PM
April 7, 2010	April 19, 2010	3 PM
May 5, 2010	May 17, 2010	3 PM
May 26, 2010	June 7, 2010	2 PM

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

4.14 Deadlines, Extensions, Penalties

(a) Final Deadline

Independent work is due no later than 4:00 p.m. on **Wednesday, April 14, 2009**. Students are also expected to abide by other interim departmental deadlines beginning on page 18.

(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 4 for juniors, and Monday, May 3 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

The junior paper (JP) is usually based upon extensive library research of literature relevant to a specific and well-defined sociological research question. The student must include a critical analysis of the relevant sociological literature and is encouraged to include a research design exploring issues that emerge in the course of the investigation. Junior Papers may also involve data collection and analysis via interviews, surveys, and the like. JP's are usually 35-40 pages long.

Each student has a faculty 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. Submit **two** hard copies and **one** electronic copy of the final paper to Cindy Gibson (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:

An electronic copy and two hard copies of the Junior Paper should be submitted to Cindy Gibson (**4:00 p.m. on Wednesday, 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

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 Human Subjects Committee (see p. 12 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 **three** hard copies and **one** electronic copy

of their Senior Thesis. Two copies should be unbound and unstapled (please do not use bindings of any kind except for paperclips). The other should be hard-bound according to the following specifications. The margin on the left side of the page shall be at least 1 and ½ inches; on the right side, ¾ inch. Pequod, Triangle, and other commercial firms, offer binding services.

(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) a detailed table of contents; (3) a complete list of the cited references; (4) 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; (5) 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

2010

(c) Length:

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

(d) Copies:

An electronic copy, the signed original (hard bound) and two signed copies (unbound) must be delivered by the student to Cindy Gibson (cindy@princeton.edu for the electronic copy) in the departmental office by the due date for Senior Theses (**4:00 p.m. on Wednesday, 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. The thesis must be signed with a pledge of authorship in accordance with University regulations. The bound copy and one unbound copy will be returned to you in late May.

In addition, each senior takes an oral examination based on the Senior Thesis and the broader subfield to which it contributes on May 12 and 13, 2010. 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

Month	Date	Brief Description of Materials Due
Fri., October	2	Deadline for choosing an advisor. Submit form to Cindy Gibson.
Mon., November	30*	Deadline for seniors to submit 5-page prospectus to Cindy Gibson by 4:00pm. Deadline to request funding (juniors and seniors), from the Department. Submit form from the end of the Handbook to Cindy Gibson.
Fri., January	8*	Deadline for juniors to submit integrated draft to your preceptor in SOC 300.
Mon., February	1*	Deadline for seniors to submit partial draft of independent work to Cindy Gibson by 4:00pm.
Mon., March	22*	Deadline to submit full draft of independent work (juniors and seniors) to Cindy Gibson by 4:00pm.
Wed., April	14**	Deadline to submit final version of independent work (juniors and seniors) to Cindy Gibson by 4:00pm.
Wed.-Thurs., May	12-13	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 2: CHOOSING AN ADVISOR

Normally, students are not assigned to advisors. Instead, they are expected to consult Section 8 (Faculty) in this *Handbook* to see which faculty members' interests best match their own. You should plan to meet early in the semester with advisors to discuss your ideas for junior or senior independent work. After a faculty member has agreed to be your advisor, fill out an Advisor Selection Form and return it to Cindy Gibson, the Undergraduate Administrator, in Room 106 Wallace Hall.

CARPE DIEM: Don't delay in finding a faculty advisor. Each faculty member has a quota of advisees they may supervise and their quotas are filled quickly.

MON., NOVEMBER 30: ANNOTATED BIBLIOGRAPHY AND OUTLINE DUE

Seniors, submit a **hard** copy, **not** electronic version 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. This progress report should also include a preliminary title for your independent work.

MON., NOVEMBER 30: 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 \$100. Submit Form A (and supporting documents) included at the back of this *Handbook* to Cindy Gibson.

FRI., JANUARY 8: DEADLINE FOR JUNIORS TO SUBMIT INTEGRATED DRAFT

Juniors, submit the following to your **preceptor** in SOC 300: an integrated draft that includes the introduction, statement of the problem, strategic literature review, research approach/methods and data analysis plan. This assignment covers all except the data analysis, interpretation of results, and conclusion of the junior paper.

FRI., FEBRUARY 1: PARTIAL DRAFTS DUE

Seniors submit one hard copy of your first two chapters and a two-page report on data analysis to Cindy Gibson. Electronic copies won't be accepted.

MON., MARCH 22: FIRST DRAFT OF COMPLETE INDEPENDENT WORK DUE

Juniors and seniors submit a hard copy of the full first draft of your independent work to Cindy Gibson, who will forward the draft to your advisor for comments. Electronic copies will not be accepted unless you are studying abroad. You should receive written comments on this draft.

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

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

Seniors submit one bound copy, two unbound copies and one electronic copy to Cindy Gibson (cindy@princeton.edu). See Section 4.31 for more information.

Be sure to include and sign the pledge. Independent work should be submitted to Cindy Gibson in Room 106 Wallace Hall no later than 4:00 p.m. on Wednesday, April 14, 2010. **Separate penalties apply for failing to meet this deadline. Refer to Section 4.4, page 18, for penalties for turning in independent work after the deadline.**

FOR SENIORS: WED., MAY 12 AND THURS., MAY 13: 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 during Class Day ceremonies. The student's presentation is followed by questions, first about the thesis itself and then about related and unrelated areas of sociology. 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/sociwebb.html>. 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*).

--*Sociological Abstracts*. Contains brief summaries of sociological articles published in scholarly journals. It is published annually. To use SA, start with the subject index. 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. Subject headings will list the coded numbers of articles, which you can find in the same volume. For further assistance, see the "User's Guide" in the beginning of

each volume. Because each volume covers only a relatively short time period, you may need to look through many volumes.

- Sociofile*. This is a database on CD-Rom (a compact disk) that includes much the same information, available in *Sociological Abstracts* for the last 15 or 20 years. Sociofile is initially more difficult to learn, but once you've mastered a few simple commands, it is a valuable resource that will save you time. Ask at the desk at the Social Science Reference Center for assistance in using Sociofile. SSRC provides a leaflet with instructions for the use of Sociofile.
- Social Science Citation Index (SSCI)* is an index to all social science journals, published annually and supplemented with 5-year compilations. It organizes information three ways: by subject, by source (i.e., by the names of authors and titles), and by citation (i.e., listing a source and then listing other works that have cited that source). To begin, look under the "subject index" for all listings that may be useful to you. Under each subject will be listed various authors. Look up those authors in the "source index" to obtain the full bibliographic information for sources related to your subject. The small type list under source entries is a list of books and articles that the author cited. For recent years, Sociofile provides the same information as SSCI and it is faster to use. However, for articles written before the 1970s, SSCI is most valuable.
- Annual Review of Sociology*. 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 electronic gateway. Lexis includes course 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. Access EAI through the library's electronic gateway.
- 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 the building) 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 Form A at the end of this *Handbook*.

Juniors who plan to begin work on Senior Theses during the summer after junior year can apply for support from the Senior Thesis Fund. In April the Office of the Dean of the College sends out information about the application process. To apply you must obtain a statement from a potential advisor and must submit your application to the Departmental Representative about a week before the actual Dean's Office deadline. Applications for summer support for topics related in any way to public policy should also be made to the Woodrow Wilson School, 114 Robertson Hall, extension 8-4817.

6.2 Support for Seniors

There are a number of sources of financial support for Senior Thesis research. Please check the Alumni Council's website <http://alumni.princeton.edu/AboutUs/StudentGrantPrograms.asp> for updates on the funds listed below. Although there are no guarantees, experience suggests that any student with a reasonable topic can, with a little bit of planning and a small amount of effort, obtain a few hundred dollars for necessary research expenses. In all cases, apply as early as possible. **Please note that, should any departmental funds be available for such purposes, only students who have first attempted to obtain funds through university sources will be eligible.**

(1) Senior Thesis Fund

Administered by the Office of the Dean of the College. They send out information in early October and have a due date of early November. Sometimes, if there are funds remaining, they have an additional round of applications later in the year. Applications and instructions can be obtained from 408 West College or at the following website: (http://www.princeton.edu/odoc/student_funding).

Fred Fox '39 Fund

Contact Joanne Sismondo, Office of Religious Life, Murray-Dodge, x8-5460, email: sismondo@princeton.edu. Deadlines: Usually November 1 and March 1.

(2) Classes of 1942 and 1992 Horton/Elmer Fund

Contact the Office of the Dean of the College, 408 West College, x8-5520. Deadline: Usually the first week of October and the last week of March.

(3) Class of 1984 Memorial Fund

Contact Helen M-S Mazarakis '84, 222 N. Mountain Ave., Montclair, NJ 07042. Phone: 973-783-4349, email: hmazarakis@comcast.net. Application form is available at Maclean House. Deadline: Usually early to mid November and early to mid-March.

(4) Class of 1955 Fund and Roundtable Fund

Contact Richard Williams, Associate Dean of the College, 408 West College, x8-5520, email: rgw@princeton.edu. Deadline: Usually early October and late March.

(5) Class of 1991 Fund

Contact Robin Farley '91, c/o Class of 1991 Fund, 255 West End Avenue #13C, New York, NY 10023, or email: rfarley@alumni.princeton.edu. Deadline: Usually December 1 and March 31. Application forms are available from the Alumni Council at Maclean House.

(6) Woodrow Wilson School

Contact the undergraduate office, 438 Robertson Hall, x8-4817. The due date for academic year funds is early October, and there are also applications taken in the Spring for thesis research in the summer after junior year. Topics dealing with public policy, in any discipline, are eligible. Sometimes "public policy" is defined loosely, which means that any topic conceivably eligible is worth an application.

(7) Departmental funds, in modest amounts, may be available for students who have first attempted to obtain funding elsewhere. If there are such funds, you will be notified of the application deadline and should use Form A (end of this *Handbook*) to apply.

7. Graduation Requirements, Honors, Prizes

7.1 Departmental Graduation Requirements

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

(1) Achieve a passing grade for:

(a) Sociology 101

(b) Sociology 300

- (c) Sociology 301
- (d) Sociology 302
- (e) Junior Independent Work
- (f) Senior Independent Work
- (g) The Departmental Oral Examination

The minimum passing grade for Sociology 101, 300, 301, 302, and Junior Independent Work is “D”. For Senior Independent Work and the Oral Examination, the minimum passing grade is “C”.

- (2) 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 (\$300);
 - (b) The student submitting the best Senior Thesis (\$1,000).

These awards may be shared.

- (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) Under the Sociology Department, 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 Doolan, 179 Wallace Hall; phone: 8-3612; email: ndoolan@princeton.edu.

8. FACULTY

ROBERT WUTHNOW, Chair, Ph.D., Berkeley: Sociology of Religion, Cultural Sociology, Theory, Survey Methods [128 Wallace Hall, wuthnow@princeton.edu, 8-4742].
<http://sociology.princeton.edu/Faculty/Wuthnow>

Professor Wuthnow is the author of numerous books, including *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, and the nonprofit sector. 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).

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>

On Leave.

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.

DELIA BALDASSARRI, Ph.D., Columbia and Trento (Italy): Social Networks, Political Sociology, Collective Behavior, Designs of Social Research, Sociological Theory [147 Wallace Hall, dbalda@princeton.edu, 8-8742]
<http://sociology.princeton.edu/Faculty/Baldassarri/>
On Leave.

Professor Baldassarri's research interests are in social networks, social capital, cooperation and collective action, social and political inequality, and economic development. Her current research projects include a study of the role of social and spatial networks in economic development in Uganda; a research on inequality in political representation in the USA; and a formal analysis of social networks, dynamics of diffusion, and interpersonal influence. She is author of a book on cognitive heuristics and political decision-making (*The Simple Art of Voting*), and has written articles on formal models of collective action, social and organizational networks, political polarization and inequality, public opinion and voting behavior.

Sample Publications:

With A. Gelman. "Partisans Without Constraint: Political Polarization and Trends in American Public Opinion," *American Journal of Sociology*, (forthcoming, 2008).

"Collective Action beyond the Free Rider: How do Collective Goods become Collective?" P. Hedström and P. Bearman (eds.) *The Oxford Handbook of Analytical Sociology*, (forthcoming, 2008).

With Mario Diani "The Integrative Power of Civic Networks," *American Journal of Sociology*, 113(3): 735-80 (November 2007).

With Peter Bearman "Dynamics of Political Polarization," *American Sociological Review*, 72: 784-811 (October 2007).

With H.M.A. Schadee “Voter Heuristics and Political Cognition in Italy: An Empirical Typology,” *Electoral Studies*, 25, 448-466, 2006.

MIGUEL A. CENTENO, Ph.D., Yale: Political Sociology, Latin American Society, Organizations [116 Wallace Hall, cenmiga@princeton.edu, 8-4452].
<http://sociology.princeton.edu/Faculty/Centeno/>

Professor Centeno is Professor of Sociology and International Affairs, WWS, recently Director of the Princeton Institute for International and Regional Studies and was Master of Wilson College from 1997-2004. He is interested in political sociology and social change. He is the author of *Democracy within Reason: Technocratic Revolution in Mexico* and *Blood and Debt: War and the Nation State in Latin America* among other works. He is also the editor of *Towards a New Cuba* and *The Politics of Expertise in Latin America*, *The Other Mirror: Comparative Theory Through A Latin American Lens* (ed. with F. Lopez-Alves); and *Mapping the Global Web* (ed. with E. Hargittai). He is working on an online atlas of globalization and his new book on the *Failure of Liberalism in the Iberian World*. In 2000, he founded the Princeton University Preparatory Program.

Sample publications:

With Joseph Cohen, “Neoliberalism and Patterns of Economic Performance: 1980-2000,” *Annals of the American Academy of Political and Social Science*, 606, 2006.

With Michael Kennedy, “Global Transformations and American Sociology’s Implications,” Craig Calhoun (ed.) *ASA Centennial History of Sociology in America* (University of Chicago Press, 2006).

With Alejandro Portes, “The State and the Informal Economy,” Patricia Fernandez-Kelly (ed.), *Out of the Shadows*, (Penn State Press, 2006).

“Network Effects of NAFTA,” *Points of Development*, December, 2005.

“The Return of Cuba to Latin America,” *Bulletin of Latin American Research*, October, 2004.

“Lopsided Continent: Inequality in Latin America,” *Annual Review of Sociology*, 29, 2003.

Blood and Debt: War and the Nation State in Latin America Penn State University Press, 2002.

Mapping the Global Web, with E. Hargittai (eds.), a special issue of *The American Behavioral Scientist* (Sage, 2001).

The Other Mirror: Comparative Theory Through A Latin American Lens, with F. Lopez-Alves, eds. (Princeton University Press, 2000).

PAUL J. DIMAGGIO, Ph.D., Harvard: Sociology of Culture, Economic Sociology, Organizations, Stratification [118 Wallace Hall, dimaggio@princeton.edu, 8-1971].
<http://sociology.princeton.edu/Faculty/DiMaggio/>

Paul DiMaggio is A. Barton Hepburn Professor of Sociology and Public Affairs, with a joint appointment in the Woodrow Wilson School. He has written widely on organizational analysis,

sociology of culture, and social inequality. Among the several books he has written or edited are *The New Institutionalism in Organizational Analysis* (with Walter Powell); *Race, Ethnicity and Participation in the Arts* (with Francie Ostrower); and *The 21st-Century Firm: Changing Economic Organization in International Perspective*. His interests include the sociology of art and culture, social stratification, economic sociology, complex organizations, and the social implications of technology. He is Director of the Center for the Study of Social Organization, active in the Center for Arts and Cultural Policy Studies, and a member of the Executive Committee of the Center for Information Technology and Public Policy. He is involved in research on inequality of access to the new digital technologies, new approaches to identifying patterns in attitude data, and patterns of participation in the arts.

Sample publications:

"Cultural Networks," *Handbook of Social Network Analysis*, Peter Carrington and John Scott (eds.), Elsevier, forthcoming, 2010.

"The Problem of Chicago: Class Authority and Cultural Entrepreneurship." In *Distinction and Identity*, Sven Beckert and Julia Rosenbaum (eds.) (London: Palgrave MacMillan, Palgrave Studies in Cultural and Intellectual History) forthcoming.

With Bart Bonikowsk, "Make Money Surfing the Web? The Impact of Internet Use on the Earnings of U.S. Workers," *American Sociological Review* 73: 227-250, April 2008.

With Eszter Hargittai, Coral Celeste, and Steven Shafer, "From Unequal Access to Differentiated Use: A Literature Review and Agenda for Research on Digital Inequality," Kathryn Neckerman (ed.), *Social Inequality*, (New York: Russell Sage Foundation, 2004),

"Social Division in the United States: The Disparity Between Private Opinion and Public Politics," Jonathan Rieder (ed.), *Fractious America: Divisions of Race, Culture and Politics at the Millenium*, (Berkeley: University of California Press, 2003).

"Culture and Cognition," *Annual Review of Sociology* (23): 263-87, 1997..

With Walter Powell, "The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields," *American Sociological Review* 48, 2 (April): 1983.

MITCHELL DUNEIER, 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 Mitchell 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.

THOMAS J. ESPENSHADE, Ph.D., Princeton: Social Demography, Diversity in Higher Education, Contemporary U.S. Immigration [249 Wallace Hall, 8-5233]. <http://opr.princeton.edu/faculty/page.asp?id=tje>

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.

Sample publications:

With L.E. Hale, and C.Y. Chung, "High School Academic Context, Class Rank, and Elite College Admission," *Sociology of Education*, (October 2005).

With S.M. Lynch, and A. Zajacova, "Self-Efficacy, Stress, and Academic Success in College," *Research in Higher Education*, 46(6): 677-706, September 2005.

With C.Y. Chung, "The Opportunity Cost of Admission Preferences at Elite Universities," *Social Science Quarterly*, 86(2): 293-305, June 2005.

With C.Y. Chung and J.L. Walling, "Admission Preferences for Minority Students, Athletes, and Legacies at Elite Universities," *Social Science Quarterly*, 85(5): 1422-1446, December 2004.

PATRICIA FERNÁNDEZ-KELLY, Ph.D. Rutgers University: International Economic Development; Gender, Class and Ethnicity; Urban Sociology [OPR, 225 Wallace Hall, mpfk@opr.princeton.edu, 8-2237]. <http://opr.princeton.edu/faculty/page.asp?id=mpfk>

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.

ANA MARIA GOLDANI Ph.D., University of Texas, Austin; Family, Demography, Sex and Gender [183 Wallace Hall, agoldani@princeton.edu, 8-3911].

Professor Goldani is Associate Research Scholar in the Department of Sociology. She joined Sociology and the OPR this year. She was in the Sociology Department at UCLA from July 2000 to July 2008, where she was also associated with the Latin American Studies and the California Center for Population Research. From 1990 to 1998 she was Professor of Sociology at the State University of Campinas (Universidade Estadual de Campinas- UNICAMP) in Sao Paulo, Brazil. She is the author of more than 30 scientific articles. Among her most recent publications are: “*Reinventar políticas para famílias reinventadas: entre la “realidade” y la utopia*” (*Reinventing Policies for Reinvented Families: Between Reality and Utopia*) and “*Intergenerational Contracts and the Reconstruction of the Welfare State. Why should we Re-think this Relationship?*”

ANGEL L. HARRIS Ph.D., University of Michigan: Sociology of Education, Stratification and Inequality, Public Policy [114 Wallace Hall, angelh@princeton.edu, 8-8741].

On Leave.

Professor Harris joined the Princeton faculty in 2007 with a joint appointment in Sociology and African American Studies. His Ph.D. is in Public Policy and Sociology. His interests are on how adolescents’ perceptions about opportunities for socioeconomic mobility influence their investment in schooling. His research focuses on the social psychological determinants of gender and racial disparities in academic outcomes within the United States and Great Britain..

Sample Publications:

With Marta Tienda, “Minority Higher Education Pipeline: Consequences of Changes in College Admissions Policy in Texas,” *Annals of the American Academy of Political and Social Science*, forthcoming.

With Monica Trujillo, and Kenneth Jamison. “Academic Outcomes among Latino/a and Asian Americans: An Assessment of the Immigration Effect.” *Annals of the American Academy of Political and Social Science*, 620: 90-114.

“Optimism in the Face of Despair: Black-White Differences in Beliefs about School as a Means for Upward Social Mobility.” *Social Science Quarterly* 89:629-51, 2008.

With Karyn Lacy, “Breaking the Class Monolith: Understanding Class Differences in Black Adolescents’ Attachment to Racial Identity.” In Dalton Conley and Annette Lareau (eds.), *Social Class: How does it Work?* New York: Russell Sage Foundation Press, 2008.

With Keith Robinson. "Schooling Behaviors or Prior Skills?: A Cautionary Tale of Omitted Variable Bias within the Oppositional Culture Theory" *Sociology of Education* 80: 139-57, 2007.

"I (Don't) Hate School: Revisiting 'Oppositional Culture' Theory of Blacks' Resistance to Schooling." *Social Forces* 85: 797-834, 2006

With Joseph L. Mahoney, and Jacquelynne S. Eccles, "Organized Activity Participation, Positive Youth Development and the Over-Scheduling Hypothesis." *Society for Research on Child Development, Social Policy Report*, 20 (4):3-30, 2006.

With Tabbye M. Chavous, Deborah Rivas, Lumas Helaire, and Laurette Green, "Racial Stereotypes and Gender in Context: African Americans at Predominantly Black and Predominantly White Colleges." *Sex Roles* 51: 1-16, 2004.

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]

Professor Kaple is interested in the organization and the organizational foundations of communist rule. She also works on understanding the immigrant experience in the USA through fiction, poetry and essays. She has worked as an economic consultant, as a teacher, as an editor, and as a manager, and has written widely in scholarly, non-fiction and fiction publications. She is the author of *Dream of a Red Factory: High Stalinism in China* (Oxford University Press, 1994). She is currently finishing a translation (from Russian) of a memoir written by a Stalin-era GULAG camp boss. Her next projects include a history of the Soviet Advisors' Program in China in the 1950s, and a comparative analysis of this program with others like it in Cuba and in 1930s Spain.

Sample publications:

"Flint," *The London Magazine*, October/November 2007.

"Origins of Government, Government Systems, and the American Case," *The New York Times Guide to Essential Knowledge*, 2nd Edition. New York: New York Times, 2006.

"Current Data Resources on Non-Profit Arts Organizations," *American Behavioral Scientist*, Volume 45, No. 10, June 2002.

"Toni Morrison's Atelier," in J.I. Merritt, ed., *The Best of PAW*. Princeton, NJ: Princeton Alumni Weekly, 2000.

"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, D.C.: Stanford University Press, 1999.

Editor, *World Encyclopedia of Political Systems and Parties*, New York: Facts on File Publications, 1999.

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

SCOTT M. LYNCH, Ph.D., Duke University: Demography of Aging, Social Epidemiology, Statistical Methodology [159 Wallace Hall, slynch@princeton.edu, 8-7255].
<http://www.princeton.edu/~slynch>

Professor Lynch has interests in health and mortality demography and Bayesian statistics. In general, his current research focuses on (1) socioeconomic 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 multi-state life tables to answer sociological questions regarding healthy life expectancy. A sample of some of his publications in these areas includes:

Sample Publications:

Introduction to Applied Bayesian Statistics and Estimation for Social Scientists (New York: Springer, 2007).

With J. Scott Brown, "A New Approach to Estimating Life Tables with Covariates and Constructing Interval Estimates of Life Table Quantities," *Sociological Methodology*. Vol. 35:177-225, 2005.

With Miles G. Taylor, "Trajectories of Impairment, Social Support, and Depressive Symptoms in Later Life." *The Journals of Gerontology: Social Sciences* 59B(4):S238-S246, 2004

With L.K. George, "Race Differences in Depressive symptoms: A Dynamic Perspective on Stress Exposure and Vulnerability," *The Journal of Health and Social Behavior* 44(3): 353-369, 2003.

"Cohort and Life Course Patterns in the Education-Health Relationship: A Hierarchical Approach," *Demography* 40(2): 309-331, 2003.

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/>
On Leave AY2009-10.

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 *Taming the River: Negotiating the Academic, Financial, and Social Currents in Selective Colleges and Universities* (Princeton University Press 2009). He is a member of the National Academy of Sciences, the American Academy of Arts and Sciences, and the American Philosophical Society. He is President of the American Academy of Political and Social Sciences and past president of the American Sociological Association and the Population Association of America.

Sample publications:

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

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

With Jere Behrman and Magaly Sanchez. *Chronicle of a Myth Foretold: The Washington Consensus in Latin America* (Sage Publications 2006).

Return of the L-Word: A Liberal Vision for the New Century. (Princeton: Princeton University Press, 2005).

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@opr.princeton.edu, 8-4875]. <http://crew.princeton.edu/mclanahan>

On Leave AY2009-10.

Professor McLanahan has interests in marriage and divorce, poverty and inequality, 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 Well being*; *Social Policies for Children*; and *Fathers Under Fire: The Revolution in Child Support Enforcement*. She directs the Fragile Families and Child Wellbeing Study, which is following a birth cohort of approximately 5,000 new unwed parents and their children for four years. She is also editor-in-chief of the *Future of Children*, a journal for children's policy. She is a member of the National Academy of Political and Social Sciences, a former member of the boards of the American Sociological Association and the Population Association of America, and is a past president of the Population Association of America.

Sample publications:

With Maureen Waller "'His' and 'Her' Marriage Expectations: Determinants and Consequences," *Journal of Marriage and Family*, 67: 53-67, 2005.

With Marcia Carlson, and Paula England, "Union Formation in Fragile Families," *Demography* 41(2): 237-261, 2004.

With Kristen Harknett, "Forsaking All Others: The Role of Marriage Market Characteristics in Explaining Race/Ethnic Differences in Marriage," *American Sociological Review*, 69: 790-811, 2004.

"Diverging Destinies: How Children Fare Under the Second Demographic Transition," *Demography* 41(4): 607-627, 2004.

With Marcia Carlson, "Fathers in Fragile Families," *The Role of the Father in Child Development*, fourth edition Lamb (ed.), (New York: Wiley and Sons, 2004).

With Bruce Western, and Leonard M. Lopoo, "Incarceration and the Bonds Among Parents in Fragile Families," *Imprisoning America: the Social Effects of Mass Incarceration*. M. Patillo, D. Weiman, and B. Western (eds.) (New York: Russell Sage Foundation, 2004).

KATHERINE NEWMAN, Ph.D., California-Berkeley: Work and Mobility, Urban Culture, and Ethnography [151 Wallace Hall, knewman@princeton.edu].
<http://sociology.princeton.edu/Faculty/Newman/>

Professor Newman joined the Princeton faculty in 2004 with a joint appointment in Sociology and the Woodrow Wilson School. She has previously taught at Harvard, Columbia, and the University of California, Berkeley. Her interests lie in the qualitative study of social stratification, with a special emphasis on the cultural meaning of mobility, work, poverty, and violence. Her new book (coauthored with Elisabeth Jacobs) *Who Cares? Public Ambivalence and Government Activism from the New Deal to the Second Gilded Age*, will be published by Princeton University Press in March of 2010. It examines the checkered history of public opinion toward government intervention on behalf of the poor from the 1930s to the present and argues that political leaders often had to move out in front of citizens and sustain programs in the face of disapproval that later became essential parts of the American welfare state. Her earlier books include *The Missing Class: Portraits of the Near Poor in America*, *Chutes and Ladders: Navigating the Low Wage Labor Market*, and a number of other books that examine the problem of working poverty and middle class downward mobility. She is also doing research on the trend toward longer residence for young adults in the family home in southern Europe, Japan, and the U.S. and the everyday politics of post-apartheid South Africa.

Sample Publications:

With Cybelle Fox, David Harding, Jal Mehta and Wendy Roth, *Rampage: The Social Roots of School Shootings* (New York: Basic Books, 2004).

A Different Shade of Gray: Mid-Life and Beyond in the Inner City (New York: The New Press, 2003).

With Margaret Chin, "High Stakes, Hard Choices: Time Poverty, Testing, and the Children of the Working Poor," *Journal of Qualitative Sociology* 26(1): 3-34, 2003.

No Shame in My Game: The Working Poor in the Inner City, (New York: Knopf/Russell Sage Foundation, 1999).

Falling From Grace: Downward Mobility in the Age of Affluence (2nd edition, 1999).

DEVAH PAGER, Ph.D., University of Wisconsin—Madison: Stratification and Mobility, Race, Ethnic and Minority Relations, Criminal Justice [157 Wallace Hall, pager@princeton.edu].
<http://sociology.princeton.edu/Faculty/Pager/>

Professor Pager's research and teaching focus on institutions affecting racial stratification, including education, labor markets, and the criminal justice system. Pager's current research involves a series of field experiments studying discrimination against minorities and ex-offenders in the low-wage labor market. As a separate line of work, Pager recently spent a year in Paris on a Fulbright grant studying changes in crime policy and its relationship to patterns of immigration and ethnic tension in contemporary France. Pager holds Masters degrees from both Stanford University and the University of Cape Town.

Sample Publications:

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* 108(5): 937-975, 2003.

With Lincoln Quillian, "Black Neighbors, Higher Crime? The Role of Racial Stereotypes in Evaluations of Neighborhood Crime," *American Journal of Sociology* 107(3): 717-767, 2002.

With Eric Grodsky, "The Structure of Disadvantage: Individual and Occupational Determinants of the Black-White Wage Gap," *American Sociological Review* 66(4): 542-567, 2001.

ALEJANDRO PORTES, Ph.D., University of Wisconsin: Madison: Immigration and Ethnicity, National Development, Urbanization, Economic Sociology [188 Wallace Hall, 8-4436].
<http://sociology.princeton.edu/Faculty/Portes/>
<http://opr.princeton.edu/faculty/page.asp?id=aportes>

Professor Portes has published on immigration, economic sociology, and international development. His most recent book is *Immigrant America: A Portrait*, 3rd Edition (written with Rubén G. Rumbaut) and published by the University of California Press in 2006. His earlier book, *Legacies: The Story of the Immigrant Second Generation* (also with Rumbaut), and also published by the University of California Press (2001), was selected for the 2002 Distinguished Publication Award from the American Sociological Association and won the William I. Thomas and Florian Znaniecki Prize from the Section of International Migration of the American Sociological Association, also in 2002. Portes has recently completed a 10-year longitudinal study of the immigrant second generation, published in a special issue of *Ethnic and Racial Studies*, and a comparative study of transnational immigrant organizations and their bearing on national development. Professor Portes is a past president of the American Sociological Association (1998-99), a fellow of the American Academy of Arts and Sciences, and a member of the National Academy of Sciences. In 2009, he was elected to the American Philosophical Society.

Sample publications:

With Rubén G. Rumbaut, *Immigrant America: A Portrait* (Berkeley, CA: University of California Press), 2006.

With Rubén G. Rumbaut, *The Second Generation in Early Adulthood*. Special Issue of *Ethnic and Racial Studies* 28 (Fall, 2005).

With Patricia Fernández-Kelly, *Exceptional Outcomes: Achievement in Education and Employment among Children of Immigrants*. Special Issue of the *Annals of the American Academy of Political and Social Sciences* 620 (November 2008).

With Josh DeWind, *Rethinking Migration: New Theoretical and Empirical Perspectives* (New York: Berghahn Books, 2008)

GILBERT ROZMAN, Ph.D., Princeton: Comparative Sociology; the Sociology of International Relations; Chinese, Japanese, Korean, and Russian Society [149 Wallace Hall, grozman@princeton.edu, 8-5094]. <http://sociology.princeton.edu/Faculty/Rozman/>

Professor 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 macro-sociological comparisons of modernization and pre-modern urban development, comparisons of national identities, and studies of regionalism in Northeast Asia. He has written and edited many books, including *The East Asian Region*, *Japan's Response to the Gorbachev Era*, and *Dismantling Communism*.

Sample publications:

Chinese Strategic Thought toward Asia (New York: Palgrave, forthcoming).

South Korean Strategic Thought toward Asia, coeditors (New York: Palgrave, 2008).

Strategic Thinking about the Korean Nuclear Crisis: Four Parties Caught between North Korea and the United States (New York: Palgrave, 2007).

Japanese Strategic Thought Toward Asia, co-edited, (New York: Palgrave, 2006).

Korea at the Center: The Dynamics of Regionalism in Northeast Asia, with Charles K. Armstrong, Samuel S. Kim and Stephen Kotkin (eds.) (Armonk, NY: M.E. Sharpe, 2006).

“Cultural Prerequisites of East Asian Regionalism in an Age of Globalization,” *Korean Observer* 37 (1):149-179, 2006.

“What Chinese Characteristics? Looking to the Past for Clues about the Future,” Jae Ho Chung (ed.), *Determinants of China's Future: Political, Social, and International Dimensions* (Boulder, CO: Rowan & Littlefield, 2006).

Northeast Asia's Stunted Regionalism: Bilateral Distrust in the Shadow of Globalization (Cambridge: Cambridge University Press), 2004.

GEORGES RENIERS, Ph.D., University of Pennsylvania: Health and Mortality, HIV/AIDS, Family Demography, Africa [greniers@Princeton.EDU] <http://opr.princeton.edu/faculty/>

Professor Reniers holds a joint appointment in the Department of Sociology and the Office of Population Research (Woodrow Wilson School). His interests include family demography, health and mortality and the study of HIV/AIDS in sub-Saharan Africa. He recently published on methodological aspects in the estimation of HIV prevalence and AIDS mortality, and on behavioral responses to the HIV/AIDS epidemic. He is particularly interested in the interplay between individual agency and marriage market constraints on partner choices, and their implications for individual exposure to HIV as well as population-level HIV prevalence.

Sample publications:

With R. Tesfai, “[Health Services Utilization in Terminal Illness in Addis Ababa](#),” *Ethiopia, Health Policy and Planning* (epub ahead of print), 2009.

With J. Eaton, “[Refusal Bias in HIV Prevalence Estimates from Nationally Representative Seroprevalence Surveys](#),” *AIDS*, 23(5): 621-629, 2009.

With T. Araya, G. Davey, N. Nagelkerke, Y. Berhane, R. Coutinho and E.J. Sanders, “[Steep Declines in AIDS Mortality Following the Introduction of Antiretroviral Therapy in Addis Ababa, Ethiopia](#),” *AIDS*, 23(4): 511-518, 2009.

With C. Boileau, S. Clark, M. Poulin, S. Watkins, and J. Heyman, “[Sexual and Marital Trajectories and HIV Infection Among Ever-married Women in Rural Malawi](#),” *Sexually Transmitted Infections*, 85 (S1): i27-i33, 2009.

MARTIN RUEF, Ph.D., Stanford: Formal and Complex Organizations, Social Networks, Economy and Society [122 Wallace Hall, mruef@princeton.edu]. <http://sociology.princeton.edu/Faculty/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 American Sociological Association’s Max Weber and Eliot Freidson prizes, *Organizations Evolving* (2006, co-authored with Howard Aldrich), *The Sociology of Entrepreneurship* (2007, co-edited with Michael Lounsbury), and *The Entrepreneurial Group* (forthcoming with Princeton University Press).

Sample Publications:

“Organizations and Local Development,” *Social Forces* 87(4): 1743-1776, 2009.

The Sociology of Entrepreneurship (New York: Elsevier, 2007).

Organizations Evolving (London: Sage Publications, 2006).

“The Demise of an Organizational Form: Emancipation and Plantation Agriculture in the American South, 1860 - 1880,” *American Journal of Sociology* 109(6): 1365-1410, 2004.

“The Structure of Founding Teams,” *American Sociological Review* 68(2): 195-222, 2003.

MATTHEW SALGANIK, Ph.D., Columbia: Social Networks, Sociology of Culture, Quantitative Methods, Web-based Social Research [145 Wallace Hall, mjs3@princeton.edu, 8-6970].
<http://sociology.princeton.edu/Faculty/Salganik/>

On Leave, Spring 2010.

Professor Salganik is interested in social networks, quantitative methods, and web-based social research. 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 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 Zheng, Tian and Andrew Gelman, "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, 2006.

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

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, politics, and the structure of social institutions. 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-founder and co-editor of *The American Prospect*.

Sample publications:

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.

EDWARD E. TELLES, Ph.D., University of Texas, Austin: Race/Ethnicity/Minority Relations, Demography, Migration and Immigration [151 Wallace Hall, 8-4324, etelles@princeton.edu].

On leave, Spring 2010.

Professor 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, Ph.D., University of Texas, Austin: Inequality, Social Demography, Ethnicity and Immigration, Labor Markets, Education [OPR, 247 Wallace Hall, 8-5808, tienda@opr.princeton.edu].

<http://opr.princeton.edu/faculty/page.asp?id=tienda>

Professor Tienda, who has a joint appointment with the Woodrow Wilson School of Public Policy, is interested in social demography, labor markets, ethnic stratification, immigration and poverty. Her current research focuses on minority enrollment in higher education, with a focus on college admissions in Texas. 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 Sigal Alon and Thurston Domina, "Stymied Mobility or Temporary Lull? Intergenerational Discontinuities in Hispanic College Destinations," *Social Forces*, forthcoming.

With Jason Fletcher, "High School Peer Networks and College Success: Lessons from Texas," *Sociology of Education*, 2009.

With Sunny Niu, "Choosing Colleges: Identifying and Modeling Choice Sets," *Social Science Research*, 37(2):416-433, 2008.

With Sigal Alon, "Diversity, Opportunity and the Shifting Meritocracy in Higher Education," *American Sociological Review*, Vol. 26, pp. 296-311, 2007.

With Sunny Niu, "Capitalizing on Segregation, Pretending Neutrality: College Admissions and the Texas Top 10% Law," *American Law and Economics Review*, Vol. 8, pp. 312-346, 2006.

With Kalena Cortes and Sunny Niu, "College Selectivity and the Texas Top 10% Law: How Constrained are the Options?" *Economics of Education Review*, Vol. 25, pp. 259-272, 2006.

With Sigal Alon, "Assessing the 'Mismatch' Hypothesis: Differentials in College Graduation Rates by Institutional Selectivity," *Sociology of Education* 78 (4):294-315, 2005.

KING-TO YEUNG, Ph.D., Rutgers University: sociology of culture, organizations and bureaucracy, historical sociology, social networks, theory, gender and sexuality [153 Wallace Hall, kyeung@princeton.edu, 8-8871

On Leave.

Professor 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.

Sample publications:

With Mindy Stomblor, and Renee Wharton, "Making Men in Gay Fraternities: Resisting and Reproducing Multiple Dimensions of Hegemonic Masculinity." *Gender & Society* 20(1): 5-31, 2006

"What Does Love Mean? Exploring Network Culture in Two Network Settings." *Social Forces* 84(1): 391-420, 2005.

With John Levi Martin, "The Looking Glass Self: An Empirical Test and Elaboration." *Social Forces* 81(3): 843-879

With Mindy Stomblor, "Gay and Greek: The Identity Paradox of Gay Fraternities." *Social Problems* 47(1): 134-152, 2000.

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/>

Professor Zelizer, Lloyd Cotsen '50 Professor of Sociology, 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.

Sample publications:

"Ethics in the Economy." *Journal for Business, Economics & Ethics* (zfwu) 1, 2007: 8-23

"Do Markets Poison Intimacy?" *Contexts* Vol. 5:33-8, Spring 2006,

"Money, Power, and Sex," *Yale Journal of Law and Feminism*, Spring 2006.

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

"Circuits within Capitalism," Victor Nee and Richard Swedberg (eds.), *The Economic Sociology of Capitalism* (Princeton: Princeton University press, 2005), pp. 289-322.

Associated Faculty

Kim Lane Scheppelle, Ph.D. University of Chicago: Sociology of Law, Sociology of Knowledge, Political Sociology, Comparative Historical Sociology, Gender Studies, Theory [415 Robertson Hall, kimlane@princeton.edu, 8-6949]
<http://sociology.princeton.edu/Faculty/LaneScheppelle/>

On Leave AY2009-10.

Professor Scheppelle is the Director of the Program in Law and Public Affairs at Princeton. 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 in other democratic states for a forthcoming book called *The International State of Emergency*. Before that, Professor Scheppelle focused on how new constitutions have taken hold in Eastern Europe and did extensive fieldwork in Hungary (1994-1998) and Russia (1999-present) under three different grants from the National Science Foundation. She is the author of *Legal Secrets*, which won special recognition in the Distinguished Contribution to Scholarship prize competition of the American Sociological Association and she has published widely in both social science journals and law reviews. She is also the Laurance S. Rockefeller Professor of Sociology and Public 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. During the 2009-2010 academic year, she will be the George W. Crawford Visiting Professor of Law and Robina Foundation Senior Fellow at the Yale Law School.

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Professor Singer is a member of the Scientific Advisory Board of the Santa Fe Institute, a member of the National Advisory Council on Aging, NIH, and a member of the Visiting Committee for the Harvard School of Public Health.

His research has had two primary foci: (1) identification of social, biological, and environmental risks associated with vector-borne diseases in the tropics and implications for the design and implementation of tropical disease control programs, and. (2) integration of psychosocial and biological evidence to characterize pathways to alternative states of health. The latter focus has emphasized studies of the biological substrates of psychological well-being and of the interplay between cumulative adverse and positive experiences over the life course. The first focus has included assessments of the interrelationships between ecological transformation, economic development, and malaria on the Amazon frontier in Brazil. It has also included studies of urban malaria in Africa.

Sample publications:

With Gruenewald TL, Mroczek D, Ryff CD. Diverse pathways to positive and negative affect in adulthood and later life: an integrative approach using recursive partitioning. *Developmental Psychology*, 44(2): 330 – 343. 2008

With Castro MC. Bridges to Sustainable Tropical Health. *Proceedings of the National Academy of Sciences*, 104(41): 16038 – 16043. 2007

With Katz, RL. Can an attribution assessment be made for Yellow Rain? – Systematic reanalysis in a chemical-and-biological weapons use investigation. *Politics and the Life Sciences*, 26(1): 24 – 42. 2007

With Castro MC, Monte-Mor RL, Sawyer DO. Malaria Risk on the Amazon Frontier. *Proceedings of the National Academy of Sciences*, 103(7): 2452 – 2457. 2006

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