

SOCIOLOGY
GRADUATE STUDENT HANDBOOK

August 2016

SUMMARY

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

Admissions

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

The Program

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

The Princeton graduate program is designed to encourage completion of the doctorate

in a time that is consistent with rigorous scholarly preparation. The program reflects an educational philosophy that from the first views the student as a potential contributor to the discipline rather than as a passive repository of knowledge. It rests on the conviction that scarce time is better utilized in preparing manuscripts of a type suitable for publication than in writing conventional term papers. The department's philosophy is that learning at the graduate level takes place best in a semi-structured environment that combines individual freedom with a supportive intellectual community. Individual freedom is encouraged by keeping the program sufficiently small (about 35 students are in residence each year) to ensure flexibility, and by providing students with a wide variety of options with which to pursue their scholarly interests. Students meet regularly with members of the faculty to consult about their plans and progress, and, rather than receiving letter grades, are given qualitative written evaluations. A supportive intellectual community is encouraged by an atmosphere of informality and collegiality between faculty and students, and through formal activities such as on-going workshops, symposia, colloquia, and gatherings in the department lounge.

Requirements

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

1. Full-semester courses in Classical and Contemporary Sociological Theory, taken in the first year. (Students who have covered this material may "place out" of these courses, or, with approval from the Director of Graduate Study, can opt to take other courses that include theory.)
2. Two full-semester courses in statistical methods, normally taken in the first year. (Qualified students may move directly into advanced courses after consultation with relevant faculty.)
3. A one-semester course in Techniques and Methods of Social Science, taken in the first year, which provides a systematic overview of research methods in social science, with emphasis on empirical procedures.
4. A half-semester course in Research Ethics and Scientific Integrity, normally taken in the second year, which offers training in the responsible conduct of sociological research.
5. Students in the first and second years normally must take at least fourteen courses total over the two years. These may include half-semester courses (two of which equal a single course), reading courses, for-credit workshop courses, or precepting (2 precepts equal to one course).
6. A two-semester workshop, taken in the second year, known as "The Empirical Seminar," in which students work together under the guidance of a faculty member as each student develops a research idea to fruition as a publishable research paper.

7. Two qualifying papers—the first, which must use quantitative data, is produced during the “Empirical Seminar” in the student’s second year; the second, which must be completed by the end (June 30) of the third year, is produced independently by the student working with two faculty advisers, and may employ empirical data of any kind (e.g., ethnographic observation or archival materials, as well as data in quantitative form).
8. A comprehensive examination (ordinarily taken between the end of the second year and the mid-point of the third year), in which the student selects and prepares to be examined in three substantive fields of sociology. Selection of fields must be approved by the Director of Graduate Studies to ensure sufficient breadth of each field and differentiation among the three fields. The student works with a separate faculty member for each field; takes a written examination; and then meets with all three faculty advisers for an oral examination.
9. Submission of a contract (contract is due two weeks before taking the comprehensive examination) confirming completion of required courses, describing one’s academic program (coursework and independent study), presenting areas (with reading lists and examiners) for the comprehensive examination, and describing the two qualifying papers (at least one of which must be accepted before taking the comprehensive exam). Exams are graded pass/fail.
10. Preparation of a dissertation prospectus. Usually during the third year, the student will work with faculty advisers to develop a detailed plan for the Ph.D. dissertation and will constitute a committee (with a chair and two or more other faculty members). (Committee members are ordinarily members of Princeton’s sociology faculty, but other Princeton faculty or, more rarely and with the written approval of the Director of Graduate Studies, faculty from other institutions, may serve on committees where they provide relevant expertise not available in the department. Each student must submit a draft prospectus no later than January 15 of the fourth year, and must submit a revised prospectus and complete a successful prospectus meeting with his or her dissertation committee by no later than March 15 of the fourth year in order to be eligible for reenrollment for a fifth year. Exceptions require written approval from the student’s dissertation chair and the Graduate Committee.
11. As part of the dissertation prospectus, students must demonstrate that they have acquired the skills needed to successfully complete the dissertation. These skills could include, but are not limited to, competence in a language other than English, knowledge of necessary computer program languages, knowledge of appropriate data collection techniques, and so on. These skills can be demonstrated upon approval of the dissertation committee in a variety of ways, including courses taken at Princeton, elsewhere, and prior to coming to Princeton or by exam.
12. Teaching experience. All students are required to serve as “preceptors” (teaching assistants) in courses taught by department faculty on several occasions, ordinarily during their second and third years of study. Although students receive some modest payment for this work, the purpose of the requirement is to ensure that

students acquire sufficient teaching experience to prepare them for academic positions.

13. Supervised research experience. Although it is not required, many students choose to work as a research assistant for one or more faculty members at some point during her or his time at Princeton. Any payment for research-assistant work is in addition to the fellowship stipend.
14. The Ph.D. dissertation. Each student must produce, submit, and have accepted a substantial piece of original scholarly work that is of publishable quality and that represents a significant contribution to sociological knowledge.

Support

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

Mentoring and Advising

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

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

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

ordinarily be the student's responsibility to initiate these meetings.

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

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

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

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

The Wider Community

The university and the wider community also contribute significantly to the department's emphasis on semi-structured learning. Princeton University is a world-class research institution, and yet it is relatively small, because it includes only a few professional schools, focusing instead on liberal arts training at the graduate and undergraduate levels.

Students and faculty are thus able to become acquainted and to work together, not only within departments, but across departments as well. In a real sense, the university is the unit of instruction at Princeton, and the Sociology Department seeks to capitalize on this fact by providing interdepartmental learning experiences. For example, students are encouraged to take courses outside the department, as well as inside the department, and dissertation committees often include faculty from other departments. Some possibilities for learning outside the university are also available through cooperative arrangements with Columbia University, Rutgers University, and the University of Pennsylvania, and through a formal exchange program with more than a dozen universities throughout the country.

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

DETAILS

Objectives

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

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

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

Basic Skills

These are generally acquired during students' first year in the program. Students generally take a two-semester sequence in classical and contemporary sociological theory, a two-semester sequence involving one general course in statistics and one course in social statistics that emphasizes sociological applications, and a course on research design covering a variety of quantitative and qualitative methods. Normally, students are asked to do short written exercises in the theory courses, computational exercises in the statistics courses, and a short research proposal in the methods course. **Students may also opt to fulfill the basic skills requirements by passing examinations given by instructors in charge of the relevant courses or, in consultation with the Director of Graduate Studies, by proposing alternative seminars or reading courses in the department or in other departments.**

Breadth of Knowledge

This is usually obtained in the first and second years of the program through a combination of formal coursework (both full-semester courses and half-semester "mini-seminars") and independent study.

Students in their first two years are expected to take a full course load. A full course load includes four courses or course equivalents each semester. Courses or course equivalents include:

- a. regular graduate courses, with two mini-courses equal to one regular course, including courses in other departments that contribute to the student's progress towards her or his degree;
- b. reading courses, or directed research under the supervision of a Sociology Department faculty member;
- c. service as a preceptor (2 precepts equivalent to one course).

Students in the first two years who wish to take a lighter load must receive permission to do so from the Director of Graduate Studies, on the basis of a request to the DGS explaining their reasons. First-year students should also submit an endorsement of their plan from their advisor.

Students will also identify three areas of specialization that are sufficiently wide in scope and autonomous from one another that, collectively, they represent command of a broad set of areas within sociology. Students prepare a "contract" (normally by the fall of their third year) by stating briefly their justification of each field, by indicating the various seminars and reading courses they will take, and by appending a detailed reading list that gives an idea of how they are approaching each field. Fields should be submitted for the approval of the Director of Graduate Studies early in the process. Contracts themselves must be submitted to the Director of Graduate Studies for approval and are intended as a preview, subject to later revisions, of what the student plans to do, rather than a retrospective statement of what the student has already done. Students must acquire a faculty examiner with whom to work in preparing for each of the three areas. These three fields then become the basis for the General Examination. (Examples of students' contracts are available on the website or from the department office.)

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

The written component may be fulfilled either by an essay composed during the specified allotted time in response to a question or questions from the faculty examiner or by preparing a syllabus. The rules governing the syllabus option are as follows:

The syllabus must include:

- A one-paragraph overview of the course. This paragraph should explain the course to prospective students.
- Three to five core learning objects for the course (What are the key things that students need to learn in the course?)
- Schedule for 24 class meetings: each class meeting must have a title and a list of readings. Alternatively, the syllabus can be organized for 12 once-a-week meetings.

In addition to the syllabus, which would be something that your students will see, you should also create a detailed guide to your course. The course guide must include:

- For each class meeting, a list of the main goals of that meeting and a discussion of why you picked the readings that you picked to achieve those goals. Further, if there are other readings that you will discuss in class or specific problems that you will pose to the students, those should be included as well.

Other notes:

- You are allowed (and even encouraged) to look at other syllabi, but in your detailed guide please cite the syllabi that influenced you. Also, your syllabus should be sufficiently different from any existing course.
- You should decide with the professor supervising the exam how many weeks the syllabus would be and have the topics approved before you launch seriously into the readings; you should also review the proposed list of readings for each of the topics with your advisor.
- Please send your advisor a draft after you have completed the first three weeks so that he or she can make sure that you are on the right track. This draft is due no

later than two weeks before the exam is due.

- The final list of readings for the syllabus should be limited to 150-200 pages per week.
- There will be an oral examination on the content of your syllabus and course guide so you should be prepared to explain and defend your decisions, both what you have decided to include and what you have decided to exclude.
- Your syllabus and course guide will be submitted along with your other written general exam materials, and your oral exam will be at the same time as your oral exam for your other generals.
- You are still responsible for knowing all the materials on your reading list.

Specialization

To fulfill the requirement of gaining in-depth specialized knowledge in one or more fields, students must also submit two major papers of publishable length and quality. Both papers must include the analysis of empirical data. One of the two must include analysis of quantitative data. The other may also utilize quantitative data or may be based on analysis of qualitative data gained from archival or ethnographic research. The first paper is normally written in conjunction with the Seminar in Empirical Investigation and is supervised by the instructor in charge of that seminar and advised, as well, by the student's second-year advisor. The other paper is normally written in conjunction with one of the department's workshops or seminars and is supervised by a member of the department faculty and advised, as well, by a second faculty member familiar with the area of study. Both papers must be single-authored and both papers must be approved by both the primary advisor and the second reader. Both readers must be members of the Princeton University faculty (unless other arrangements have been made in advance with the Director of Graduate Studies).

Opportunities for Teaching

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

Research Apprenticeships

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

Admission to Candidacy

Students are admitted to candidacy for the Ph.D. upon the successful execution of their academic contract (required coursework, General Examinations, and qualifying papers) and any other department requirements (e.g., the language requirement). The Graduate School will not be notified that the student has completed the General Examination (i.e. the student will not be certified as having been admitted to candidacy for the Ph.D.) until all requirements have been completed. (The term “General Examination,” is used to refer both to the written and oral examination itself, which is sometimes referred to as the “Comprehensive Examination,” as well. The term “Completing Generals” may be used to refer to the completion of the actual oral and written exam, or to completion of all the requirements required for admission to candidacy.)

Dissertation

Upon completion of the General Examination and qualifying papers, students turn their full attention to writing a dissertation. Students are encouraged to begin thinking about dissertation topics during the first year of graduate study, and to focus their readings and major papers as ways of doing background work relevant to the dissertation. They should select a dissertation committee chair and two or more other members of their dissertation committee early in their third year, and work with those faculty members to prepare a dissertation proposal (prospectus) for approval. Normally, the prospectus is produced by the end of the third or the beginning of the fourth year, and a draft must be submitted by January 15, and approved by March 15, of the fourth year for the student to be eligible for fifth-year reenrollment. Once a well-developed prospectus has been submitted, the dissertation committee chair will call a meeting of the committee members and the student to discuss and approve the dissertation proposal. (The dissertation committee ordinarily consists of three members, though committees of four or even five members are permitted. The chair must be a member of the Princeton Sociology Department. Faculty from other Princeton academic units [e.g., the Woodrow Wilson School or the History Department] may also be on the committee. Under extraordinary circumstances, and with the approval of the committee chair and the Director of Graduate Studies, faculty from other universities may serve if they provide expertise that is (a) essential and (b) not available at Princeton.) The proposal (normally a document of at least 20 pages) includes a statement of the

problem to be studied, an explanation of its theoretical relevance to sociology, a survey of pertinent literature, a tentative statement of the main thesis or hypotheses, a discussion of the data and methods to be employed, and a detailed timeline. (Copies of sample dissertation proposals are available on the website or in the department office.) A number of dissertation fellowships and special funding opportunities are available to students who have made good progress on the dissertation by the beginning of their fourth year of study. A final oral examination (often referred to as a “dissertation defense”), given by a least two members of the dissertation committee and two other members of the Sociology Department faculty (referred to as “outside readers” because they are “outside of” the dissertation committee), is the last requirement for the achievement of the degree. Regarding the dissertation itself, the university’s open access policy toward research does not permit dissertations to be permanently embargoed. Embargoes are granted only for a limited period (typically two years) in cases where delayed release of the dissertation is needed in order for a book or articles to be published.

Typical Program of Study

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

<i>First Year</i>		<i>Second Year</i>	
<u>Fall Term</u>	<u>Spring Term</u>	<u>Fall Term</u>	<u>Spring Term</u>
Theory	Theory	Empirical Seminar	Empirical Seminar
Statistics	Statistics	Research Ethics	Other Seminar(s)
Seminar(s)	Social Science	Other Seminar(s)	Reading Course(s)
Workshop (audit)	Methods	Reading Course(s)	Workshop
	Seminar(s)	Workshop	
	Workshop (audit)		

Students desiring to pursue additional work in advanced statistics and quantitative or qualitative methods may also do so during their second or third year, choosing from a wide range of interdisciplinary courses or by working with departmental faculty who specialize in the research methods in which they are particularly interested.

After five years in the program, students no longer receive Princeton fellowship support, but are eligible for two years of DCE (Dissertation Completion Enrollment) status in which they remain enrolled with health insurance and access to university resources in return for a modest fee. Arrangements can ordinarily be made for students to defer payment of loans and (if applicable) to retain visas for educational purposes during these years, as well.

Opportunities for Interdisciplinary Study

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

African-American Studies

The Department of African-American Studies enables doctoral candidates in sociology to pursue a coordinated, interdisciplinary program of study of the position and experiences of peoples of African ancestry in the United States, seen in relation to the experiences of black people in other parts of the world. The department's purpose is to help train specialists who want to become scholars and to enter other careers requiring advanced study of African-American institutions in connection with an established discipline.

Center for Arts and Cultural Policy Studies

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

Center for Energy and the Environment

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

Center for Health and Wellbeing (CHW)

The Center for Health and Wellbeing fosters research and teaching on the multiple aspects of health and wellbeing in both developed and developing countries. The center's goals are to understand the determinants of health and wellbeing and the role that public policy plays in shaping the quality of people's lives, and to educate undergraduates and graduate students who aspire to careers in health and health policy. Since its inception in 2000,

CHW has convened an active interdisciplinary community of researchers who work on health, wellbeing and health policy.

Center for Information Technology Policy (CITP)

A joint program of the Engineering School and the Woodrow Wilson School, the Center for Information Technology Policy offers seminars, workshops, and conferences related to the impact of information technology on social life, as well as public policies addressing the implications of information technology for such issues as intellectual property, scientific research, national security, economic development, privacy, and political participation. Sociology faculty and graduate students have participated in such events as a conference on the future of newspapers and an international meeting on internet-based social-science and policy research.

Center for Migration and Development

The Center for Migration and Development was established to capitalize on the critical mass of faculty interested in migration. Its aims are to enrich intellectual exchange among faculty and students, to build bridges with other programs and field specializations, to promote and diversify collaborative research activity about migration and development, to maintain a data archive of unique studies about migration and development, and to enhance course offerings. It also sponsors a colloquium series and working papers.

Center for Research on Child Wellbeing (CRCW)

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

Center for Statistics and Machine Learning (CSML)

The Center for Statistics and Machine Learning was established in 2014 to serve as the primary organization on campus for education and research activities in statistics, machine learning, and the data sciences. CSML is an interdisciplinary group with research focused around methodological challenges at the intersection of these fields. CSML also is deeply connected to real-world application areas, such as in astrophysics, economics, finance, genomics, neuroscience, political science, public policy, and sociology.

Center for the Study of Religion

The Center for the Study of Religion is a major university initiative in the social sciences and humanities to facilitate interdisciplinary research and teaching about religion. It sponsors public lectures and conferences organized by members of the university faculty, visiting fellows, postdoctoral fellowships, two weekly interdisciplinary seminars,

dissertation research awards, supplemental graduate student research support, freshman seminars, and research projects. Graduate students specializing in sociology of religion often work on research projects sponsored by the center, participate in one of the interdisciplinary seminars, and receive dissertation research awards.

Center for the Study of Social Organization

The Center for the Study of Social Organization provides a focus for students and faculty working in the fields of economic sociology, sociology of organizations, and social network analysis. The center sponsors an ongoing seminar series, a for-credit workshop at which students present work in progress and meet with scholars from Princeton and other institutions, and occasional conferences. It also offers postdoctoral fellowships and seed grants for student research.

Center on Contemporary China

The mission of the Center is to advance the study of contemporary China at Princeton University and to provide substantive analysis from social science perspectives of the dramatic sociological shifts taking place in China today. Some of the most prominent examples include features of Chinese society, such as work organizations, the education system, the urban/rural divide, migration, social inequality, marriage and family, ethnicity and religion. Other examples include China's fast economic growth, its nascent democratization efforts, and technological advances. The emphasis is on understanding social phenomena in China within its historical, cultural, political and economic context. Such study will not only help us understand China, but also other societies elsewhere, including developing and developed countries. Recognizing the importance of China's place in the world, the Center's main goal is to help bring together and welcome those whose work focuses on issues that affect China today. The intent of the Center is to give an institutional home for such interdisciplinary collaboration and to bring together faculty and students whose research and work converge. The Center's activities include a lecture series, graduate student workshops, and an annual PIIRS Global Seminar that held in China for the benefit of undergraduate students. Its faculty and students include members from Sociology, East Asian Studies, Economics, Anthropology, Politics, Religion, and the Woodrow Wilson School. The Center also hosts visiting scholars, postdoctoral research associates and other experts on contemporary China.

Education Research Section

The Education Research Section (ERS) is an interdisciplinary unit within Princeton's Woodrow Wilson School that promotes the use of research in education decision making. As part of its mission ERS seeks to conduct and promote high quality education research through the use of experimental and quasi-experimental research designs, and to disseminate the results of such research to educators, policy makers, and the public in order to improve the quality of education at all levels. Faculty associates of the ERS come from a diverse set of disciplinary backgrounds, including economics, psychology, sociology and demography and are working on an equally broad set of research topics. Among these are: the effectiveness of technology-based programs in schools, supplemental education

programs, admission policies on minorities in higher education, state-level education reforms on student outcomes, the relationship of income and health on schooling, and education and criminality. A common theme of this work is the application of rigorous research designs to important policy issues in education.

Industrial Relations Section

This section is concerned especially with problems of labor and industrial relations in the U.S., but in recent years has also focused on special problems of labor force recruitment and training in the context of economic and social development, including aspects of unemployment and racial discrimination, the economics of labor supply and retirement, education and school quality, the effects of minimum wages, labor turnover and job duration, quality of life issues, and law and economics. It maintains a special library and data resources and provides fellowships for students with an interest in this field.

Office of Population Research

The Office of Population Research, founded in 1936, is a leading demographic research and graduate training center. The demography field encompasses a wide range of specializations that span substantive and methodological subjects in the social, mathematical, and biological sciences. Building on its historical strengths in signature fields such as demographic methods, fertility, health and mortality, OPR researchers have embraced research topics that are currently prominent in population studies, such as international migration and development, children, youth and families, as well as various aspects of social and economic inequality. In addition, OPR researchers are involved in new areas of inquiry such as epigenetics, biodemography, social epidemiology, and web-based experimentation. Students at Princeton can apply to the Program in Population Studies or they can pursue a specialization in Demography as part of their doctoral studies in Economics, Sociology, or Politics. They can also obtain a joint degree in Demography and Social Policy. The Joint Degree Program in Social Policy (JDP) is a collaborative effort of the Woodrow Wilson School of Public and International Affairs and the departments of Economics, Politics, Psychology, Population Studies, and Sociology. There is also a one-year Certificate in Demography.

Princeton Research in Experimental Social Science (PRESS)

Princeton Research in Experimental Social Science is dedicated to advancing experimental research in the social sciences at Princeton University. PRESS is open to faculty, research fellows, and graduate and undergraduate students in the social sciences at Princeton. Each month PRESS holds a faculty-led Experiments Workshop, which consists of students and faculty presenting research designs-in-progress with the goal of receiving constructive feedback on research designs before data have been collected. In addition to the Experiments Workshop, PRESS offers a number of skill-building seminars on practical matters related to the implementation of lab, field, and survey experiments. They also have funds available to award grants for human subject recruitment for undergraduate and graduate student research projects.

Program in Gender and Sexuality Studies

The Program in Gender and Sexuality Studies provides an interdisciplinary forum for the study of gender and sexuality issues in various societies, both past and present, and to support graduate students in their fields of specialization. There is a weekly Graduate Student and Faculty Research Colloquium that provides opportunities for students and faculty to meet each other and to experiment with new ideas in an intellectually challenging, yet informal and democratic, atmosphere. The department has long had close ties with the Program.

Program in Latin American Studies

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

Program in Law and Public Affairs

LAPA facilitates teaching and research on law throughout the university by coordinating the efforts of the law-engaged faculty around Princeton, adding the expertise of a set of extraordinary fellows and visitors, and running a series of seminars, guest speakers, workshops, and conferences to bring law-related expertise together in one place. LAPA organizes a biweekly seminar, which serves as a forum for faculty and guest speakers to present cutting-edge work on law and law-related phenomena. LAPA also sponsors a seminar for graduate students to hone their talents, meet law-engaged graduate students from other departments and programs, and share their work with both faculty and fellow graduate students.

Princeton Institute for International and Regional Studies

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

The Shelby Cullom Davis Center for Historical Studies

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

University Center for Human Values

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

Woodrow Wilson School – Joint Degree in Sociology and Public Policy

The Joint Degree Program (JDP) in Social Policy is a collaborative effort of the Woodrow Wilson School of Public and International Affairs and the Departments of Politics, Psychology, Population Studies, Sociology and Economics. – [See more at: <http://wws.princeton.edu/graduate-academics/programs-and-certificates/joint-degree-program-social-policy#sthash.z6VkI20h.dpuf>] Students interested in the joint degree in sociology and social policy have the option of applying to the JDP at the time of their initial application to the Princeton Graduate School or transferring into the program after their first or second year of graduate study. Online applications are available at the Princeton Graduate School website and are due by Dec. 15. To apply at the outset, students should select both “Sociology” and “Social Policy” under the “Areas of Interest” portion of the application. To transfer into the program after the first or second year, students should complete the internal application for admission by March 1. Acceptance into the program does not release the student from precept responsibilities. In addition to completing the requirements for a degree in their home departments, JDP students must:

- Complete 1.5 years of course work, including the yearlong course, “Issues in Inequality and Social Policy,” followed by the one-semester “Advanced Empirical Workshop.”
- Complete an empirical paper for the “Advanced Empirical Workshop.” (Students may count one of their home department papers toward this requirement.)
- Complete a general exam in social inequality or social policy. (This requirement applies to Sociology and Population Studies students only; students may count one of their home department exams toward this requirement.)
- Participate in the Monday lecture series, “Dilemmas of Inequality,” held each fall.

Fellowships and Financial Support

Graduate students requiring financial support and making satisfactory progress toward the doctorate are ordinarily provided with financial support during the period in which they are enrolled. In recent years, all students have received five years of full tuition grants and 12-month fellowships support. Many have supplemented the stipend with teaching assistantships, or research assistantships as well. Applicants are informed of the level of financial awards at the time of notification of admission. Applicants for admission should

also explore the fellowships awarded to individuals on a national competitive basis. Grants administered by the National Science Foundation, the National Institute of Health, the Social Science Research Council of Canada, the Population Council, and other such agencies may provide support.

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

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

Additional information about funding sources is available in the department office. Graduate students should also register with PIVOT [<http://pivot.cos.com>] for comprehensive searchable information about external sources of funding and awards.

Additional University Resources

Data and Statistical Services

Provides consultation services about digitized datasets, software, and data analysis and maintains a large inventory of datasets and links to data centers and sources.

<http://dss.princeton.edu/cgi-bin/dataresources/guides.cgi>

McGraw Center for Teaching and Learning

Provides orientation for graduate students who will be working as teaching assistants in undergraduate classes. Offers teaching tips, training, workshops and consultations, including practice videos of lectures. Graduate students also work as instructors and writing tutors.

<http://www.princeton.edu/mcgraw/>

Ombuds Office

The place to go for neutral, confidential, independent, informal discussions of any complaint, conflict, or problem, especially about personal and campus climate issues

concerning, but not limited to, race, gender, sexual orientation, age, ethnicity, beliefs, and disability.

<http://www.princeton.edu/ombuds/>

Prison Teaching Initiative

Opportunities to gain experience in teaching as well as insights into the current realities of incarceration.

<http://teacherprep.princeton.edu/PTI>

SHARE (Sexual Harassment/Assault Advising, Resources, and Education)

Provides support, crisis response, advocacy, education, and referral services to persons dealing with incidents of interpersonal violence and abuse, including sexual harassment, sexual assault, dating/domestic violence, and stalking.

<http://share.princeton.edu>

University Health Services

Includes the full range of medical services, counseling and psychological services, and health promotion services.

<http://uhs.princeton.edu>

Career Prospects

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

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

Courses

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

Required Core

- 500 Applied Social Statistics
- 501 Classical Social Theory
- 502 Contemporary Theory
- 503 Techniques and Methods of Social Science
- 504 Advanced Social Statistics
- 505 Research Seminar in Empirical Investigation
- 506 Research Ethics and Scientific Integrity

Comparative/Regional/Political

- 507 Topics in Comparative, Regional and Political Sociology
- 508 Styles of Comparative Research
- 512 Research Seminar in Comparative Studies
- 513 Political Sociology
- WWS516a /Soc 518 Topics in Law: The Rule of Law
- 519 Collective Behavior

Sociology of Culture

- 520 Topics in Sociology of Culture
- 521 Sociology of Culture
- 522 Sociology of Religion
- 524 Culture and Cognition
- 525 Culture and Communications
- 526 Cultural Analysis
- 527 Religion and Public Life

Demography

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

Economic/Organizational

- 540 Topics in Economic and Organizational Sociology
- 541 Economic Sociology
- 542 Complex Organizations
- 544 Social Network Analysis
- 546 Politics and Economics

Ethnography

- 533 Ethnography for Sociologists I
- 534 Ethnography for Sociologists II
- 545 Advanced Sociological Fieldwork I
- 546 Advanced Sociological Fieldwork II
- 550 Topics in Ethnography
- 551 The Ethnographic Tradition
- 552 The Logic of Ethnographic Methods

- 553 Fieldwork Methods: The Nuts and Bolts of Ethnographic Research
- 554 Ethnographic Analysis and Writing
- 555 Microsociology

Inequality

- 560 Topics in Social Stratification: Race & Ethnicity in Global Comparative Perspective
- 562 Race and Ethnicity
- 563 Sociology of Gender
- 565 Inequality and Culture
- 566 Comparative Work and Labor Markets
- WWS 526/Soc 568 Poverty and Public Policy
- WWS 590b/Pol 598 Politics of Inequality and Redistribution
- WWS 590c/Soc 571 Sociological Studies of Inequality [limited to JDP students]
- WWS 594b Psychology and Inequality
- WWS 594f/Soc 569 Other People's Poverty: Lessons from the OECD Countries
- WWS 594g/Soc 571 Sociological Studies of Inequality [for non-JDP students]
- 570 Inequality and Culture

Migration and Development

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

Methods

- 557 Technology Studies
- 590 Topics in Sociological Methods
- 592 Text as Data
- 593 Missing Data Analysis
- 596 Computational Social Science
- 597 Causal Inference

Department of Sociology Reading Courses

Spring 2016 Reading Courses

- Soc 723 Religious Interventions in the Age of Mass Destruction, Robert Wuthnow
- Soc 724 Race and the Criminal Justice System, Miguel Centeno

Fall 2015 Reading Courses

- Soc 719 Reading in the Sociology of Religion, Robert Wuthnow
- Soc 720 Worker Cooperatives in America: Social History and Theory, Miguel Centeno
- Soc 721 Technology and Organization, Janet Vertesi
- Soc 722 Care and the State: Feminist Theories, Miguel Centeno

Spring 2015 Reading Courses

- Soc 716 Organizational Theory, Miguel Centeno
- Soc 717 Political Sociology, Miguel Centeno

Fall 2014 Reading Courses

Soc 712 Readings in Sociology of Religion, Robert Wuthnow

Soc 713 The Sociology of Intellectuals and Ideas, Neil Gross

Soc 714 Comparative Historical Sociology, Andreas Wimmer

Soc 715 Sociology of Law, Kim Scheppelle

Spring 2014 Reading Courses

Soc 709 Sociology of the Family, Sara McLanahan

Soc 710 Sociology of Health and Well-Being, Scott Lynch

Fall 2013 Reading Courses

Soc 701 Sociology of Food, Paul DiMaggio

Soc 702 Global Systemic Risk, Miguel Centeno

Soc 703 Sociology of the Welfare State, Paul Starr

The Faculty

ELIZABETH M. ARMSTRONG

Elizabeth Mitchell Armstrong is interested in the history and sociology of medicine, reproduction, social problems, gender and ethics. She is particularly interested in the intersection of medicine and culture. She has published on mass media attention to disease, family planning, medical mistakes, adolescent motherhood, prenatal substance use, home birth, and the sociology of pregnancy and birth. 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 an investigation of fetal personhood and changing notions of the patient within obstetrics, and a longitudinal study of agenda setting around disease in the United States. She has a joint appointment in the Woodrow Wilson School, and is a faculty associate in Gender and Sexuality Studies, the Office of Population Research, and the Center for Health and Wellbeing.

MIGUEL ANGEL CENTENO

Miguel Angel Centeno is the Musgrave Professor of Sociology and Professor of Sociology and International Affairs at Princeton University. He obtained his BA in history in 1980, his MBA in 1987 and his PhD in sociology in 1990, all from Yale University. He has published many articles, chapters, and books most recently *State and Nation Making in the Iberian World* (Cambridge UP 2013). *War and Society* will be published by Polity in 2016 and *State Making in the Developing World* by Cambridge in 2016. He the founder of the Research Community on Global Systemic Risk funded by PIIRS from 2013-16 <http://www.princeton.edu/piirs/research-communities/global-systemic-risk/index.xml> and recently published results in the *Annual Review of Sociology*. He is currently beginning a project on the concept of discipline. In 2000, he founded the Princeton University Preparatory Program, which provides intensive supplemental training for lower income students in local high schools. (<http://pupp.princeton.edu/>) From 2003 to 2007, he served as the founding Director of the Princeton Institute for International and Regional Studies. From 1997-2004 he also served as Master of Wilson College at Princeton. Beginning in 2012, he has served as Chair of the Sociology Department. In 2014, he produced a Coursera course on “The Paradoxes of War”.

DALTON CONLEY

Dalton Conley is the Henry Putnam University Professor in Sociology and a faculty affiliate at the Office of Population Research and the Center for Health and Wellbeing. He earned his PhD in sociology from Columbia University in 1996 and a PhD in biology (genomics) from NYU in 2014. His research focuses on how socio-economic status and health are transmitted across generations and on the public policies that affect those processes. He studies sibling differences in socioeconomic success; racial inequalities; the measurement of class; and how health and biology affect (and are affected by) social position. His publications include *Being Black, Living in the Red; The Starting Gate; Honky; The Pecking Order; You May Ask Yourself*, and *Parentology*. He is a

Research Associate at the National Bureau of Economic Research and has been the recipient of Guggenheim, Robert Wood Johnson Foundation and Russell Sage Foundation fellowships as well as a CAREER award and the Alan T. Waterman Award of the National Science Foundation.

MITCHELL DUNEIER

Mitchell Duneier is Maurice P. Daring Professor of Sociology. He is the author of two urban ethnographies, *Sidewalk* and *Slim's Table*, and a historical study, *Ghetto: The Invention of a Place, the History of an Idea*. Duneier's research interests include social interaction, poverty, homelessness, inequality, and urban sociology. Among the classes he teaches are a graduate seminar on ethnography, and a survey course on introductory sociology.

PATRICIA FERNANDEZ-KELLY

Patricia Fernandez-Kelly holds a joint appointment in Sociology and the Office of Population Research. She is a social anthropologist with an interest in international development, migration and immigration, ethnography, and urban sociology. Her early work focused on export-processing zones in Asia and Latin America with special attention to Mexico's maquiladora program. Her book on that subject, *For We Are Sold, I and My People: Women and Industry in Mexico's Frontier* was featured by *Contemporary Sociology* as one of twenty-five favorite books in the late 20th century. With Lorraine Gray, she co-produced the Emmy award-winning documentary, *The Global Assembly Line*. She has written on migration, economic restructuring, women in the labor force, and race and ethnicity. Her latest research focuses on gender and development; globalization and the informal economy; exceptional outcomes in education and employment among low-income immigrant children; the role of art in immigrant communities in the U.S.; and religion and migration. With Jon Shefner (University of Tennessee, Knoxville) she is editing a book on globalization and its alternatives. She has also recently published *The Hero's Fight: African Americans in West Baltimore*.

MARGARET FRYE

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

ADAM GOLDSTEIN

Adam Goldstein is an Assistant Professor jointly appointed in the Department of Sociology and the Woodrow Wilson School of International and Public Affairs. He earned his PhD in sociology from the University of California at Berkeley and was a Robert Wood Johnson Post-Doctoral Scholar at Harvard. His areas of interest include economic sociology, organizations, and social stratification. His current research examines the social consequences of financial capitalism in the contemporary United States. He is interested in how institutional changes associated with ‘financialization’ have reshaped various socio-economic domains, and how organizations, communities and households respond to these changes in patterned (and often surprising) ways. His research has been published in the *American Sociological Review*, *Socio-Economic Review*, and *The Oxford Handbook of the Sociology of Finance*.

TOD HAMILTON

Tod Hamilton is an Assistant Professor of Sociology and Faculty Associate of the Office of Population Research. He earned his PhD from the University of Michigan and has held research fellowships at the Harvard School of Public Health and the Institute for Advanced Study in Princeton. His interests are in the field of demography, with an emphasis on immigration and health. His current research evaluates the relative importance of culture and selective migration in explaining differential patterns of stratification and health between U.S.-born and foreign-born individuals in the United States.

DOUGLAS S. MASSEY

Douglas S. Massey received his PhD in 1978 from Princeton University and has served on the faculties of the University of Chicago and the University of Pennsylvania. His research focuses on international migration, race and housing, discrimination, education, urban poverty, stratification, and Latin America, especially Mexico. He is the author, most recently, of *Brokered Boundaries: Creating Immigrant Identity in Anti-Immigrant Times* (Russell Sage 2010), and *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 currently President of the American Academy of Political and Social Sciences and Past-President of the American Sociological Association and the Population Association of America.

SARA MCLANAHAN

Sara McLanahan teaches in both the Sociology Department and the Woodrow Wilson School of Public Policy. She is director of the Bendheim-Thoman Center for Research on Child Wellbeing, editor-in-chief of *The Future of Children*, a journal for children’s policies, and director of *The Fragile Families Study*, a longitudinal, birth cohort study of 5000 parents and their children. Her interests include family demography, poverty and

inequality, and comparative social welfare policy. She has written numerous articles and several books, including *Single Mothers and their Children: A New American Dilemma*, *Growing Up with a Single Parent*, *Child Support and Child Wellbeing*, *Social Policies for Children*, and *Fathers Under Fire: The Revolution in Child Support Enforcement*.

ELLIS MONK

Ellis Monk earned his PhD in sociology from the University of California at Berkeley in 2013 and taught at the University of Chicago before coming to Princeton. His research interests include: racial categorization, classification, and stratification; political sociology; health theory; the sociology of the body; social psychology and cognition; and Brazil. Additionally he is interested in Geometric Data Analysis (otherwise referred to as Multiple Correspondence Analysis). His publications include “The Cost of Color: Skin Color, Discrimination, and Health among African Americans,” *American Journal of Sociology* (2015) and “Skin Tone Stratification among Black Americans, 2001-2003,” *Social Forces* (2014).

MATTHEW SALGANIK

Professor Salganik is interested in social networks, quantitative methods, and web-based social research. One main area of his research has focused on developing network-based statistical methods for studying populations most at risk for HIV/AIDS. A second main area of work has been using the World Wide Web to collect and analyze social data in innovative ways. Some representative publications include: Goel, S. and Matthew J. Salganik. 2010. “Assessing respondent-driven sampling,” *PNAS*: 107:6743-6747; Salganik, Matthew J., Peter S. Dodds, and Duncan J. Watts. 2006. “Experimental study of inequality and unpredictability in an artificial cultural market.” *Science*, 311:854-856; Zheng, Tian, Matthew J. Salganik, and Andrew Gelman. 2006. “How many people do you know in prison?: Using overdispersion in count data to estimate social structure in networks.” *Journal of the American Statistical Association*, 101:409-423; Salganik, Matthew J. and Douglas D. Heckathorn. 2004. “Sampling and estimation in hidden populations using respondent-driven sampling.” *Sociological Methodology*, 34:193-239.

KIM LANE SCHEPPELE

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

empire, and on the constitutionalization of social rights. Scheppele is the author of *Legal Secrets*, which won special recognition in the Distinguished Contribution to Scholarship prize competition of the American Sociological Association. Scheppele received her PhD in sociology from the University of Chicago.

PAUL STARR

Professor Starr has interests in social theory, politics, social policy, political sociology, communication and information technologies, and social institutions. His research has focused on such areas as health care, the professions, the sociology and politics of official statistics, and the development of the media and the public. Much of his work is historical. He has also served as an adviser in the White House Publications: *The Social Transformation of American Medicine* (1983), winner of the Pulitzer and Bancroft Prizes; *The Creation of the Media: Political Origins of Modern Communications* (New York: Basic Books, 2004), winner of the Goldsmith Prize; *Freedom's Power: The History and Promise of Liberalism* (2007); and *Remedy and Reaction: The Peculiar American Struggle over Health Care Reform* (2011).

BRANDON STEWART

Professor Stewart is an Assistant Professor of Sociology and is affiliated with the Politics Department, Office of Population Research, and the Center for the Digital Humanities. His areas include computational social science, text as data, and Bayesian statistics. He is interested in developing new quantitative methods for applications in computational social science. A major focus of his research has been the field of automated text analysis with applications to the study of law, education and political science. He is also interested in the study of network and spatial data. He is the co-author of four open source software packages for the R language implementing his methods. His research has been published in the *Journal of Learning Analytics*, the *American Journal of Political Science*, *International Studies Quarterly*, and *Political Analysis*.

MARTA TIENDA

Marta Tienda, who has a joint appointment in the Woodrow Wilson School of Public and International Affairs, is a social demographer with interests in race and ethnic stratification, international migration, and social policy. Her current research interests focus on the life cycle timing of migration, with special interest in child migration in developed nations and sponsorship of late-age migrants to the United States. She recently completed a ten-year study of equity and access to higher education and is co-author or co-editor of several books, including *Multiple Origins, Uncertain Destinies: Hispanics and the American Future*; *The Hispanic Population of the United States*; *Divided Opportunities*; *Hispanics and the U.S. Economy*; *The Color of Opportunity: Youth in Cities, Ethnicity and Causal Mechanisms*; and *Hispanics and the American Future*. She is a member of the American Academy of Arts and Sciences, the American Academy of Political and Social Sciences, past president of the Population Association of America, and former director of the Office of Population Research. She has served on the board of the Federal Reserve Bank of New

York and currently serves on the boards of the Sloan Foundation, the Jacobs Foundation of Switzerland, and TIAA.

JANET VERTESI

Professor Vertesi specializes in the sociology of science, knowledge, and technology. She has spent the past 7 years studying several NASA spacecraft teams as an ethnographer. Her book, *Seeing like a Rover: Images and Interaction on the Mars Exploration Rover Mission* (Chicago, 2014) draws on over two years of ethnographic immersion with the Mars Exploration Rover mission to show how scientists and engineers use digital images to conduct scientific research on another planet. She is currently working on follow-up study of the NASA-ESA Cassini mission to Saturn focusing on the role of sociotechnical organization in research, data sharing, and decision-making on robotic spacecraft teams. Vertesi is also interested in the digital sociology: whether studying computational systems in social life, shifting sociological methods online, or applying sociological insights to build new technologies. She holds a Master's degree from Cambridge and a PhD from Cornell, has received several grants from the National Science Foundation, and was awarded the Hacker-Mullins prize for best graduate student paper from the American Sociological Association, Science, Knowledge and Technology section in 2007.

ROBERT WUTHNOW

Robert Wuthnow is the Gerhard R. Andlinger '52 Professor of Sociology and Director of the Center for the Study of Religion. His areas include cultural sociology, historical sociology, sociology of communities, sociological theory, and sociology of religion. His current research examines the cultural, socioeconomic, religious, racial, demographic, and political sources of social cohesion, inclusion, and exclusion. He is the author of numerous publications on contemporary American religion and culture, including *Inventing American Religion: Polls, Surveys, and the Tenuous Quest for a Nation's Faith*; *Rough Country: How Texas Became America's Most Powerful Bible-Belt State*; *Red State Religion*; *Remaking the Heartland*; *America and the Challenges of Religious Diversity*; and *Be Very Afraid: The Cultural Response to Terror, Pandemics, Environmental Devastation, Nuclear Annihilation, and Other Threats*. He is an elected member of the American Academy of Arts and Sciences and the American Philosophical Society.

YU XIE

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For Further Information

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

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

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

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