

Undergraduate Handbook (2024-2025)

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PART I: INFORMATION FOR PROSPECTIVE MAJORS

1. Introduction

1.1 What is Sociology?

Many people who major in sociology had never heard of it before they came to Princeton. These students learn that we offer a cutting-edge undergraduate major for people interested in the social dimensions of politics, economics, history, psychology, and population dynamics. We are also a department in which concentrators can deepen their understanding of global issues, and our program is designed so that students who wish to go abroad in the spring of the Junior year can do so. Our students benefit from a smaller major where they get more individual attention from faculty than they reasonably can expect in the larger concentrations.

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 group behavior. In the United States, empirical studies of inequality between- and within groups began with Jane Addams examining settlement houses in Hull House Maps and Papers (1895), W.E.B. Du Bois analyzing the black community in *The Philadelphia Barrio* (1899), and W.I. Thomas and Florian Znaniecki explaining the lives of immigrants in *The Polish Peasant in Europe and America* (1918).

Like the discipline's founders, sociology professors at Princeton 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 people find jobs, spend money, lose their homes, acquire an education, start businesses, participate in their neighborhoods, form families, and adapt to life in a new country. Course discussions include the role social networks play, the dilemmas that diversity exposes in higher education, and how poverty and inequality have deepened in America.

Recent books by professors in the department include studies of immigration, eviction, poverty, health, inequality, religious diversity, schooling, neighborhood life, and household finances. We are interested in revealing the exercise of power when none appears to be operating. And we help students trace how a course of action can have unintended consequences. 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 big data analytics to education to political activism and the non-profit sector.

2. Sociology at Princeton

2.1. Administrative Personnel and Faculty

Chair

Mitchell Duneier
Ph: 8-8040

155 Wallace Hall
Email: mduneier@princeton.edu

Director of Undergraduate Studies

Timothy Nelson
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181 Wallace Hall
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104 Wallace Hall
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Office Support

Kristina Phillips
Ph: 8-0604

324 Wallace Hall
Email: kp11@princeton.edu

Faculty: For faculty profiles, refer to <http://sociology.princeton.edu/faculty>, or Section 7, page 18 of this handbook.

2.2. Course Offerings – Fall 2024

2.2.1. Undergraduate Course:

SOC 101

K. Chan

Introduction to Sociology (Required for Majors)

T Th, 11:00 am – 11:50 am

SOC 201 / SPI 339

P. Starr

American Society and Politics

T, 1:30 pm – 4:20 pm

SOC 210

P.Fernández-Kelly

Urban Sociology: The City and Social Change in the Americas

M W, 10:00 am – 10:50 am

SOC 300 J. Raymo/J. Vertesi	Claims and Evidence in Sociology <i>(Major Requirement – Fall semester – Junior Year)</i> M W, 10:00 am – 10:50 am
SOC 301 K. Velasco	Statistical Methods in Sociology M W, 9:00 am – 9:50 am
SOC 314 / AAS 379 M. Desmond	Poverty, by America M W, 11:00 am – 11:50 am
SOC 368 J. Robinson	Special Topics in Sociology: Land of Dollars: Race, Money and American Inequality T, 1:30 pm – 4:20 pm
SOC 369 T. Nelson	Class and Culture M W, 11:00 am – 11:50 am
SOC 391 / SPI 431 K. Edin	The Geography of Opportunity in America M W, 11:00 am – 12:20 pm
SOC 392 / ASA 362 / GSS 350 R. Salazar Parreñas	Asian American Women and Everyday Violence M W, 10:00 am – 10:50 am
SOC 405 / CHV 405 K. Scheppele	The Sociology of Law M W, 1:30 pm – 2:50 pm
SOC 410 C. Calhoun	Classical Sociological Theory M, 1:30 pm – 4:20 pm

2.2.2. Graduate Course That May Be of Interest:

Graded P/D/F Only. Cannot count as one of the nine SOC courses.

SOC 500 B. Stewart	Applied Social Statistics T Th, 10:00 am – 11:20 am
SOC 501 C. Calhoun	Classical Sociological Theory M, 1:30 pm – 4:20 pm
SOC 505 D. Conley	Research Seminar in Empirical Investigation W, 1:00 pm – 4:00 pm
SOC 512 D. Conley	Seminar in Sociogenomics and Biodemography M, 10:30 am – 12:00 pm

2.2.3. Tentative Graduate Courses That May be of Interest, Spring 2025

Graded P/D/F Only. Cannot count as one of the nine SOC courses.

2.3. Courses for Spring 2025 – TBD

PART II. INFORMATION FOR SOCIOLOGY MAJORS

1. Structure and Curriculum

1.1. General Information

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

1.2. Requirements for Majors

1.2.1. Requirements for Sociology

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

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

- i. Complete a minimum of nine (9) departmental (including cognate) courses. SOC 101, Introduction to Sociology; SOC 300, Claims and Evidence in Sociology; SOC 301, Statistical Methods in Sociology, and SOC 302, Sociological Theory, are required of all majors and should be completed by the end of the Junior year.

Sociology courses taken prior to the Junior year count toward the nine required courses. Students may also include among these nine courses up to two cognate courses, which are defined as courses in other departments that are directly related to a student's sociological interests. To be included as part of one's departmental program, cognates must be pre-approved by the Director of Undergraduate Studies. All sociology courses and cognates must be taken for a letter grade (no p/d/f allowed).

- ii. In addition to SOC 101, SOC 300, SOC 301, and SOC 302, students are required to take an additional four sociology courses, at least one of which must be at the 300-level or higher.
- iii. Complete a single Junior Paper and receive a passing grade (D or better), usually 35-40 pages in length, due in April.
- iv. Complete a Senior Thesis and receive a passing grade (C or better), typically 75- 100 pages in length, due in April.
- v. Take an oral examination on the Senior Thesis and receive a passing grade (C or better). Prepare a professional poster describing Senior Thesis results presented during the oral examination.

1.3. General Distribution Requirements

Students must fulfill the university's general distribution requirements as well as those in sociology. Candidates for the A.B. degree must successfully complete one course in Ethical Thought and Moral Values (EM); one course in Epistemology and Cognition (EC);

one course in Historical Analysis (HA); two courses in Literature and the Arts (LA); one course in Quantitative and Computational Reasoning (QCR); two courses in Social Analysis (SA); and two courses in Science and Engineering (SEN/SEL). Most courses in sociology contribute to satisfying the SA distribution area requirement, and some fulfill the requirement for HA, QCR, or EC. The Undergraduate Announcement contains further information on the distribution requirements as well as the writing and language requirements.

1.4. 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 Director of Undergraduate Studies 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.

1.5. 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 university credit for the course. The student meets with the professor to gain his/her permission to take the course and to treat the other six weeks of the semester as a reading course.

Information on reading courses can be found at this link:

<https://odoc.princeton.edu/curriculum/special-academicprograms/reading-courses>

The professor must be willing to commit three-hours per week to meet with the student and the student completes the form:

<https://odoc.princeton.edu/sites/odoc/files/Reading%20Course%20Application%20Form%20ev%2012-15-17.pdf>

When submitting the two forms from this site (one is completed by the student and the other by the professor), also include the syllabus from the graduate course and a syllabus for the other six weeks of the course. If the reading course is approved, it is given the number SOC 090 and you will receive a grade for it, not P/D/F.

Alternatively, undergraduates may sign-up for two, back-to-back mini-seminars with the approval of the faculty members for each mini-seminar. Please see Stavroula Karmaniolou for information on the process of receiving course credit.

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

The student must complete a form which can be found at:

<https://registrar.princeton.edu/sites/registrar/files/2019-01/Permission-to-Enroll-in-Graduate-Courses.pdf>.

1.6. Research Skills

Depending on students' needs and interests, Sociology majors are strongly encouraged to strengthen their research skills beyond the level required in SOC 300 & 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.

1.7. 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.

2. 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.

2.1 General Information for Independent Research

2.1.1. Basing Independent Work on Previous Work/Research

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

2.1.2. Research Involving Human Subjects

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

To obtain copies of the forms, instructions, and updated meeting schedule, please visit the [IRB website](#).

2.1.3. Deadlines, Extensions and Penalties

a. Final Deadline

Independent work is due no later than 4:00 p.m., on **Monday, April 21, 2025**. Students are also expected to abide by other interim departmental deadlines indicated in Section 2.4.

b. Extensions on Final Deadline

Extensions of independent work deadlines may be granted only under extraordinary (usually medical) circumstances by the Director of Undergraduate Studies. Individual advisors cannot grant extensions. For extensions beyond Dean's date for independent work, which is **Wednesday, April 30, 2025**, for Juniors, and **Monday, April 28, 2025**, 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.

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

2.2 Junior Independent Research

Junior Papers center around an important research question that addresses a sociological topic. Junior papers will take the form of an extended research proposal, and must include a critical analysis of the relevant sociological literature as well as an in-depth discussion of the proposed method of data collection and analysis. JPs are usually 30-35 pages long.

Each student has an advisor with whom she should stay in close touch, discussing the framing of the sociological question, relevant sources, research strategies, and progress. Exemplary JPs propose 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 Director of Undergraduate Studies as soon as possible.

2.1.1. Form, Style, Length and Copies

a. Form

The Junior Paper must have a title page which includes the student's name and advisor's name as well as the title and an Abstract of no more than 150 words on the following page. Submit one (1) electronic copy as a PDF (not Google Docs) of the final paper to Stavroula Karmanioliou.

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. You can find an online guide here: <https://journals-sagepub->

c. 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. 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

d. Length

A serious treatment of most Junior Paper topics requires roughly 10,000 words, or 30– 35 pages.

e. Copies

One (1) electronic copy as a PDF (not Google Docs) of the Junior Paper should be submitted to Canvas by 4:00 p.m., on **Friday, April 14, 2025**. The paper must be signed with a pledge of authorship in accordance with University regulations.

2.3. Senior Independent Research

Senior independent work consists of completing a thesis that (a) explores the various theoretical approaches that have been used to explain a particular social phenomenon and (b) examines that phenomenon through secondary analysis of existing data and/or primary analysis of data collected by the student. Students whose thesis topics require advanced quantitative skills may acquire the necessary competence by enrolling in advanced statistics courses. Students who are contemplating collecting their own data will need the prior approval of the university’s Institutional Review Board (see 2.1.2, p. 6 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 Director of Undergraduate Studies as soon as possible.

2.3.1. Form, Style, Length and Copies

a. **Form**

The Senior Thesis must be submitted as an electronic copy as a PDF (not Google Docs), of their Senior Thesis. Format it according to the following specifications. The margin on the left side of the page shall be 1 inch; on the right side, 3/4 inch.

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 title page that conforms to the model that follows this paragraph; (2) an Abstract of no more than 150 words, (3) a detailed table of contents; (4) a complete list of the cited references; (5) adequate documentation of the content of the thesis by footnotes or references to source material. Footnotes may be placed either at the end of each chapter or, preferably, at the bottom of each page, in either case remaining consistent throughout the thesis; (6) pages that are numbered sequentially, not including the title page, but continuing through the body of the work, the bibliography and any appendices.

c. **Length**

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

d. **Copies**

An electronic copy as a PDF (not Google Docs) must be submitted via Canvas by the due date for the Senior Thesis (**Monday, April 21, 2025**). The final electronic copy of the Senior Thesis must be signed with a of authorship in accordance with university regulations. Students must also upload their thesis to Thesis Central on the Mudd Library website. Instructions for uploading the final senior thesis will be given in the spring.

In addition, each senior takes an oral examination based on the Senior Thesis and the broader subfield to which it contributes on **Wednesday, May 7, 2025, and Thursday, May 8, 2025**. 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. You can also find samples of excellent theses on our website (<https://sociology.princeton.edu/undergraduate-program>).

SAMPLE SENIOR THESIS COVER 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

2024

2.4. Timeline and Deadlines

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

2.4.1. Timeline and Deadline for Juniors (2025)

Due Dates and Explanation of Materials Due
DECEMBER 2024
Thursday, December 5, 2024 <ul style="list-style-type: none">■ Last Day of Scheduled Classes
Friday, December 13, 2024 <ul style="list-style-type: none">■ INTEGRATED DRAFT SUBMISSION DUE Submit assignments for SOC 300 to Preceptor by 4:00 pm. First draft of complete junior paper. Submit a PDF version to your advisor and upload PDF to Canvas (SOC 981 Junior Independent Work). Hard copies will <u>NOT</u> be accepted.
FINAL EXAMS: <ul style="list-style-type: none">■ Saturday, December 14, 2024 – Friday, December 20, 2024
MARCH 2025
Monday, March 24, 2025 <ul style="list-style-type: none">■ FIRST DRAFT OF INDEPENDENT WORK DUE Submit an electronic copy of the full/complete first draft of your independent work to your advisor and upload a copy to Canvas (SOC 981 Junior Independent Work) . Work submitted via Google Docs will NOT be accepted. Hard copies will NOT be accepted.
Monday April 7, 2025 <ul style="list-style-type: none">■ Complete second draft due
APRIL 2025
Monday, April 21, 2025* FINAL INDEPENDENT WORK DUE <ul style="list-style-type: none">■ Submit one (1) PDF (PDF ONLY - Google.doc will NOT be accepted) electronic copy to Canvas (SOC 981 Junior Independent Work).

*Unless an extension has been granted by the Director of Undergraduate Studies, students who fail to turn in their final written work by **Monday, April 21, 2025**, will be penalized one-third of a letter grade for every 48 hours (or fraction thereof) of unexcused lateness, weekend days included. To request an extension, please email Stavroula Karmanilou, Undergraduate Administrator (sk5620@princeton.edu).

2.4.2. Timeline and Deadline for Seniors (2025)

Due Dates and Explanation of Materials Due	
SEPTEMBER 2024	
Friday, September 20, 2024	
<ul style="list-style-type: none"> ■ THESIS PROPOSAL FORM DUE (signed by adviser) ■ SAFE APPLICATION SUBMISSION DUE <p>Funding requests through SAFE. Last day of application period.</p>	
Monday, September 30, 2024	
<ul style="list-style-type: none"> ■ IRB APPLICATION SUBMISSION DUE <p>IRB application submission as per their instructions. Please upload a PDF copy to Canvas (SOC 984 Senior Thesis) in the section labeled IRB. Please note that IRB decision letters must be uploaded to CANVAS.</p>	
OCTOBER 2024	
Monday, October 7, 2024	
<ul style="list-style-type: none"> ■ PROSPECTUS DUE <p>Five-page prospectus including an outline, bibliography, summary of your sociology research question and its significance, and your hypothesis/claims/purpose. This progress report should also include a preliminary title page. Submit a PDF version to your advisor and upload PDF to Canvas (SOC 984 Senior Thesis) in the section labeled Prospectus. Hard copies will <u>NOT</u> be accepted.</p>	
■ Saturday, October 12, 2024 – Sunday, October 20, 2024	
Intensive interviewing or data cleaning/collection during Fall Break	
DECEMBER 2024	
Wednesday, December 11, 2024	
<ul style="list-style-type: none"> ■ PARTIAL DRAFTS DUE <p>Draft of methods and data chapter including summary statistics for quantitative papers; for quantitative papers, describe two to three key themes and provide up to three examples from interviews or texts illustrating each theme. Include a two-page memo on the key themes in your literature review and how the summary statistics or the qualitative data illustrate/engage the literature. Submit an electronic copy to your advisor and a PDF copy to Canvas (SOC 984 Senior Thesis) in the section labeled Methods. Hard copies will <u>NOT</u> be accepted.</p>	
FEBRUARY 2025	
Monday, February 24, 2025	
<ul style="list-style-type: none"> ■ FIRST DRAFT OF COMPLETE THESIS DUE <p>Submit an electronic copy to your advisor and a PDF copy to Canvas (SOC 984 Senior Thesis) in the section labeled Thesis Draft. Hard copies will <u>NOT</u> be accepted.</p>	

Due Dates and Explanation of Materials Due (cont'd)	
MARCH 2025	
Monday, March 24, 2025	<p>■ RESPONSES TO ADVISER DUE</p> <p>Respond to adviser's comments. Submit an electronic copy to your advisor and a PDF copy to Canvas (SOC 984 Senior Thesis) in the section labeled Respond Advisor. Hard copies will NOT be accepted.</p>
APRIL 2025	
Monday, April 21, 2025*	<p>■ FINAL VERSION OF SENIOR THESIS DUE</p> <p>Submit one (1) PDF (PDF ONLY – Google.doc will NOT be accepted) electronic copy to Canvas (SOC 984 Senior Thesis). Upload a copy to Thesis Central at Mudd Library.</p>
MAY 2025	
Wednesday, May 7, 2025 – Thursday, May 8, 2025	<p>■ Senior Departmental Examinations:</p> <p>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 adviser and a second reader.</p> <p>The final departmental oral examination is administered at the end of the Senior year and is conducted by the two or more faculty members who graded the student's Senior Thesis. The examination normally lasts 30 minutes. Each student should prepare a five-minute presentation of their Senior Thesis project. This presentation should be accompanied by a poster displaying the thesis title, student's name, the research question(s), a brief statement justifying the relevance of the research question, a description of the study design, a description of the data, presentation of key findings, a brief summary of results and the study's contribution to theory, evidence, and/or policy. These posters will be on display through Class Day. The student's presentation is followed by questions. In rare circumstances the examination may also include a written component. The grade of the oral examination is jointly fixed by the examiners.</p>

*Unless an extension has been granted by the Director of Undergraduate Studies, students who fail to turn in their final written work by **Monday, April 21, 2025**, will be penalized one-third of a letter grade for every 48 hours (or fraction thereof) of unexcused lateness, weekend days included. To request an extension, please email Stavroula Karmanioliou, Undergraduate Administrator (sk5620@princeton.edu).

3. Resources for Research

Students must consult with advisers and engage in library research to learn which sociological literature resources may be relevant to their topics. Following a discussion with advisers, students are encouraged to meet with the Sociology librarian who could help to identify and access relevant resources through the Princeton University Library system. The Social Sciences Data & Sociology Librarian, Ofira Schwartz-Soicher (oschwart@princeton.edu), is located at Stokes Library (Wallace Hall) and can be reached by email or phone to schedule an appointment.

Literature relevant to students' research topics could be found through the Princeton University Library system: (bold characters are embedded links)

1. **Article+** includes articles published in the library's journal holdings. It is recommended for use if you are interested in identifying scholarly journal articles published on your research topic.
2. **The Library Catalog** - could be used to identify books and other documents within the library's holdings.
3. Sociology related databases are curated by experts in the field and, therefore, may be an efficient way to identify published scholarly journal articles and literature on sociology related topics. The main databases to explore include:

Sociological Abstracts

Indexing and abstracting of the world's literature in sociology and related disciplines, both theoretical and applied. Covers over 1,800 journals, conference papers, dissertations, and book reviews. Includes materials in 30 languages.

Sociology Sources Ultimate

Provides must-have materials for social behavior and interaction. Topics range from gender identity, marriage and family, to demographics, political sociology, religion and socio-cultural anthropology.

Annual Review of Sociology

Comprehensive review of the literature in sociology. Identifies major trends in the field as well as find general overviews of research in specific subject areas of sociology. Review articles can give a very good sense of the relevant issues and the citations necessary to help you start to research a specific topic.

Other databases can be found through the Princeton University Library website. Students should keep in mind that if their research topic relates to other disciplines (e.g., health or economics), they may want to consult databases from those fields as well. The Sociology librarian could help you identify relevant sources.

Princeton University holdings include, in addition to literature, a large collection of datasets on a variety of topics. Students who are considering using secondary data (not collected by themselves) to answer their senior thesis research question, are encouraged to meet with the Social Sciences Data & Sociology Librarian, Ofira Schwartz-Soicher, who could help them identify a suitable dataset. Students interested in exploring data availability on their own could start by checking the Data and Statistical Services page which includes a data catalog where one can look for data by topic, country and region.

4. Financial Support for Independent Work

4.1. Support for Juniors

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

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

4.2. Support for Seniors

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

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

5. Graduation Requirements, Honors, and Prizes

5.1. Departmental Graduation Requirements

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

1. Successfully completed a minimum of 9 courses in sociology.
2. Achieve a passing grade for:
 - a. Sociology 101
 - b. Sociology 300
 - c. Sociology 301
 - d. Sociology 302
 - e. Take one more sociology course at the 300-level or higher.
 - f. Take a minimum of four more sociology courses at any level.
 - g. Junior Independent Work
 - h. Senior Independent Work
 - i. The Departmental Oral Examination

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”.

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

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

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

5.2. 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%
Departmental Examination	3%

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

5.3. 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 (\$2,500).
 - b. The student submitting the best Senior Thesis (\$2,500).
2. The Sociology Department’s Lisa N. Bryant Award honors the graduating sociology major whose contributions to the community and to scholarship best exemplify the qualities represented in the life of Lisa N. Bryant ’93. Ms. Bryant demonstrated a strong commitment to the welfare of others and an application of sociological knowledge to the analysis of social needs. Faculty and students in the department are invited to make nominations during the spring semester (book and \$300).
3. The Center for Migration and Development awards a prize to the best Senior Thesis in the fields of migration and development (\$300). For more information, contact Stavroula Karmanioulou (sk5620@princeton.edu).

6. Applying for Departmental Research Funds

Department of Sociology:

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

7. Faculty

<https://sociology.princeton.edu/people/faculty>

[MITCHELL DUNEIER](#), Chair, Ph.D., University of Chicago: Race, Ethnicity and Minority Relations, Sex and Gender, Law and Society [155 Wallace Hall, mduneier@princeton.edu, 8-8040].

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

Duneier consistently emphasizes the usefulness of personal experience and firsthand observation, which gives him insights into the lives of others which he might not otherwise achieve, and he asks how we can disentangle what is common and what is distinctive about the urban poor and account for those distinctions and similarities in terms of history, situation, and social structure. (Both of these books have been collaborations with the photographer Ovie Carter, demonstrating Duneier's commitment to integrating a strong visual dimension to representations of social life. He has also collaborated with the filmmaker Barry Alexander Brown on an ethnographic film that follows up the lives of his subjects in *Sidewalk*. In 2007 he was the recipient of the Leo Goodman award of the American Sociological Association for contributions to sociological methodology by a scholar less than 15 years past his Ph.D.

Sample publications:

Ghetto: The Invention of a Place, the History of an Idea, (New York: Farrar, Straus and Giroux, 2016).

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.

[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].

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.

[BENJAMIN H. BRADLOW](#), Ph.D., Brown University: Climate Change, Urbanization, Global and Transnational, Political, and Development [328 Wallace Hall, bhbradlow@princeton.edu, 8-3612].

Bradlow's work draws connections between climate change, urbanization, technological change, and political challenges to democracy across the globe. His first book, *Urban Power: Democracy and Inequality in São Paulo and Johannesburg*, was published in 2024 with Princeton University Press (Princeton Studies in Global and Comparative Sociology). Here, Bradlow compares the divergent politics of distributing public goods in the urban built environment — housing, sanitation, and transportation — in two mega-cities after transitions to democracy: São Paulo, Brazil, and Johannesburg, South Africa.

He is currently researching a new comparative book project that examines industrial transitions from carbon in the Global South. This work explores how middle-income countries with export-oriented, internal combustion engine automobile manufacturing sectors are navigating a rich world transition to electric vehicles.

Research articles have been published in leading journals in sociology, economics, environmental studies, urban studies, and public health. This work has been funded by peer-reviewed grants from the National Science Foundation, the American Council of Learned Societies, the Fulbright Program, the Climate Social Science Network, and the Brazilian Studies Association. Publications from these projects have received awards from the American Sociological Association's sections on Collective Behavior & Social Movements, Comparative Historical Sociology, and Sociology of Development, and the Latin American Studies Association's Brazil Section.

Bradlow is a public scholar and he regularly writes essays for public-facing outlets including *Foreign Affairs*, *Boston Review*, *Bloomberg's CityLab*, the *Washington Post's* *Monkey Cage*, and *Africa Is A Country*. His research has gained the interest of international news media such as the *Financial Times*, *The Guardian*, and *Heatmap News*.

Sample publication:

Bradlow, Benjamin H. *Urban Power: Democracy and Inequality in São Paulo and Johannesburg*. Princeton University Press, 2024.

[MIGUEL A. CENTENO](#), Ph.D., Yale University: Globalization and Trade [245 Wallace Hall, cenmiga@princeton.edu, 8-4452].

Miguel Centeno is the Musgrave Professor of Sociology. His latest publications are *War and Society* (Polity 2016), *Global Capitalism* (Polity 2010), *States in the Developing World* (Cambridge UP, 2017) and *State and Nation Making in the Iberian World* (Cambridge UP, Vol 1, 2013; Vol. II 2018, Vol III, 2023), *When Worlds Collapse* (Routledge, 2023). He is the founder of the Research Community on Global Systemic Risk (<http://risk.princeton.edu>). He is also working a new book project on the sociology 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/>) He served as Executive Vice-Dean of the Princeton University School for Public and International Affairs (SPIA) from 2019-2024. 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 Head of Wilson College at Princeton. From 2012 to 2017 he served as Chair of the Sociology Department.

Sample publications:

2023. "The Illusion of Control: Governing in the Anthropocene", *Global Perspectives*.

2023. "Social Sciences in Latin America". Special Issue of *Global Perspectives* (ed. With Juan Pedro Blois).

2023. *The Neoliberal State* (with Agustin Ferraro). Vol III of *State and Nation in Spain and Latin America*. Cambridge University Press.

2023. *How Worlds Collapse*, (ed. with Peter Callahan, Paul Larcey, and Thayer Patterson). Routledge.

[DALTON CONLEY](#), Ph.D., Columbia University: Socio-Economic Issues, Racial Inequalities, Biosociology [157 Wallace Hall, dconley@princeton.edu, 8-8871].

Professor Conley is the Henry Putnam University Professor in Sociology and a faculty affiliate at the Office of Population Research and the Center for Health and Wellbeing. He earned his PhD in sociology from Columbia University in 1996 and a PhD in Biology (Genomics) from NYU in 2014. Conley's scholarship has primarily dealt with the intergenerational transmission of socioeconomic and health status from parents to children. This focus has led him to study (among other topics): the impact of parental wealth in explaining racial attainment gaps; the causal impact of birthweight (as a heuristic for the literal overlap of the generations) on later health and educational outcomes; sibling differences that appear to reflect the triumph of achievement over ascription (but which may, in fact, merely reflect within-family stratification processes); and, finally, genetics as a driver of both social mobility and reproduction. 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. He is an elected member of the American Academy of Arts and Sciences and the National Academy of Sciences.

Sample publications:

The Social Genome: The New Science of Nature and Nurture. W.W. Norton & Company, 2025.

Being Black, Living in the Red: Race, Wealth and Social Policy in America. 1999. Berkeley, CA: University of California Press.

With Kate W. Strully, and Neil G. Bennett. *The starting gate: Birth weight and life chances*. Univ of California Press, 2003.

The Pecking Order: Which Siblings Succeed and Why. New York (2004).

You may ask yourself: An introduction to thinking like a sociologist. WW Norton & Company, 2009. 7th edition 2021.

Parentology: Everything You Wanted to Know about the Science of Raising Children but Were Too Exhausted to Ask. Simon and Schuster, 2014.

[MATTHEW DESMOND](#), Ph.D., University of Wisconsin-Madison: Poverty, Public Policy, Urban Sociology, Race & Ethnicity, Work, Theory, Ethnography [153 Wallace Hall, matthew.desmond@princeton.edu, 8-4424].

Professor Desmond is a Professor in the Department of Sociology and a faculty affiliate at the Office of Population Research. After receiving his Ph.D. in 2010 from the University of Wisconsin at Madison, he joined the Harvard Society of Fellows as a Junior Fellow. He is the author of four books, including *Evicted: Poverty and Profit in the American City* (2016), which won the Pulitzer Prize, National Book Critics Circle Award, and Carnegie Medal, and PEN / John Kenneth Galbraith Award for Nonfiction. The principal investigator of The Eviction Lab, Desmond's research focuses on poverty in America, city life, housing insecurity, public policy, racial inequality, and ethnography. He is the recipient of a MacArthur "Genius" Fellowship, the American Bar Association's Silver Gavel Award, and the William Julius Wilson Early Career Award. A Contributing Writer for the *New York Times Magazine*, Desmond was listed in 2016 among the *Politico* 50, as one of "fifty people across the country who are most influencing the national political debate."

Sample publications:

Poverty, by America. Crown, 2023.

Evicted: Poverty and Profit in the American City. Crown, 2016

[KATHRYN EDIN](#), Ph.D., Northwestern University: Poverty, Family, Urban Sociology [254 Wallace Hall, kedin@princeton.edu, 8-7018].

Professor Edin is one of the nation's leading poverty researchers, working in the domains of welfare and low-wage work, family life, and neighborhood contexts, through direct, in-depth observations of the lives of low-income populations. A qualitative and mixed-method researcher, she has taken on key mysteries about the urban poor that have not been fully answered by quantitative work: How do single mothers possibly survive on welfare? Why don't more go to work? Why do they end up as single mothers in the first place? Where are the fathers and why do they disengage from their children's lives? How have the lives of the single mothers changed as a result of welfare reform? The hallmark of her research is her direct, in-depth observations of the lives of low-income women, men, and children.

Edin has authored 8 books and some 60 journal articles. *\$2 a Day: The Art of Living on Virtually Nothing in America*, co-authored with Luke Shaefer, was met with wide critical acclaim. It was included in The New York Times 100 Notable Books of 2015, cited as "essential reporting about the rise in destitute families."

Sample publications:

- With DeLuca, Stefanie, and Susan Clampet-Lundquist. *Coming of age in the other America*. Russell Sage Foundation, 2016.
- With H. Luke Shaefer. *\$2.00 a day: Living on almost nothing in America*. Houghton Mifflin Harcourt, 2015.
- With Sarah Halpern-Meekin, Sarah, Laura Tach, and Jennifer Sykes. *It's not like I'm poor: How working families make ends meet in a post-welfare world*. Univ of California Press, 2015.
- With Timothy Nelson. *Doing the Best I Can: Fatherhood in the Inner City*. University of California Press, 2013.
- With Maria Kefalas. *Promises I can keep: Why poor women put motherhood before marriage*. Univ of California Press, 2011.
- With Laura Lein. *Making ends meet: How single mothers survive welfare and low-wage work*. Russell Sage Foundation, 1997.
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[PATRICIA FERNÁNDEZ-KELLY](#), Ph.D., Rutgers University: International Economic Development; Gender, Class and Ethnicity; Urban Sociology [255 Wallace Hall, mpfk@princeton.edu, 8-2237].

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:

- The Hero's Fight: African Americans in the Shadow of the State* (Princeton, NJ: Princeton University Press, 2016). C. Wright Mills Award, Finalist (Society for the Study of Social Problems).
- With Alejandro Portes, *The State and the Grassroots: Immigrant Transnational Organizations in Four Continents* (Berghahn Books) (with Alejandro Portes, Princeton University and University of Miami).
- With Alejandro Portes, *Health Care and Immigration: Understanding the Connections* (Routledge, 2014.)
- With Paul DiMaggio, *Art in the Lives of Immigrant Communities in the United States* (Princeton University). Rutgers University Press, 2010).
- With Jon Shefner, *Hegemons, Regions and Expressions: New Perspectives in the Study of Globalization* (University of Tennessee, Knoxville) (Penn State University Press, 2010). (Translation in Spanish published by Porrúa Publishing House).
- 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.

[FILIZ GARIP, Ph.D.](mailto:fgarip@princeton.edu), Princeton University: Migration, Economic Sociology, and Inequality [126 Wallace Hall, fgarip@princeton.edu, 8-4436].

Professor Garip is Professor of Sociology and Public Affairs. Her research lies at the intersection of migration, economic sociology and inequality. Within this general area, she studies the mechanisms that enable or constrain mobility and lead to greater or lesser degrees of social and economic inequality. Her work has been published in journals such as *American Journal of Sociology*, *Demography*, *Population and Development Review*, *Sociological Methods and Research*. Her book, *On the Move: Changing Mechanisms of Mexico-US Migration*, has won three best book awards.

Sample publications:

2024. Julia Li Zhu, Nancy Chau, Amanda Rodewald, and Filiz Garip. "Weather deviations linked to undocumented migration and return between Mexico and the United States." *Proceedings of the National Academy of Sciences* (in press).

2024. Galli, Chiara, and Filiz Garip. "Bringing Children to the Center of Migration Theory." *International Migration Review*. (in press).

2021. Zhao, Linda, and Filiz Garip. "Network diffusion under homophily and consolidation as a mechanism for social inequality." *Sociological Methods & Research* 50, no: 1150-1185.

2016. Filiz Garip. *On the Move: Changing Mechanisms of Mexico-U.S. Migration*. Princeton, NJ: Princeton University Press.

2019. Mario Molina and Filiz Garip. "Machine Learning for Sociology." *Annual Reviews of Sociology* 45: 27- 45.

2014. Filiz Garip. "The Impact of Migration and Remittances on Wealth Accumulation and Distribution in Rural Thailand." *Demography* 51(2): 673-698.

2012. Filiz Garip. "Discovering Diverse Mechanisms of Migration: The Mexico-U.S. Stream from 1970 to 2000." *Population and Development Review* 38(3): 393-433.

2012. Paul DiMaggio and Filiz Garip. "Network Effects and Social Inequality." *Annual Review of Sociology* 38: 93-118.

2011. Paul DiMaggio and Filiz Garip. 2011. "How Network Externalities Can Exacerbate Intergroup Inequality." *American Journal of Sociology* 116(6): 1887-1933.

[ADAM GOLDSTEIN](#), Ph.D., University of California, Berkeley: Economic Sociology, Organizations and Social Stratification [114 Wallace Hall, amg5@princeton.edu, 8-8741].

Professor Goldstein is jointly appointed in the Department of Sociology and the Woodrow Wilson School of International and Public Affairs. He is an economic sociologist with interests in 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*.

Sample publications:

- “Revenge of the Managers: Labor Cost-Cutting and the Paradoxical Resurgence of Managerialism in the Shareholder Value Era, 1984-2001.” *American Sociological Review* 77: 268-94.
- “The Emergence of a Finance Culture in American Households: Some Preliminary Evidence.” *Socio-Economic Review* 13: 575-601 (with Neil Fligstein)
- “The Financialization of Higher Education in the United States, 2001-2012” *Socio-Economic Review* doi:10.1093/ser/mwv030 (with Charlie Eaton, Jacob Habinek, Cyrus Dioun, Daniela García Godoy, and Robert Osley-Thomas).

[TOD HAMILTON](#), Ph.D., University of Texas at Austin: Demography, Immigration, Health, and Stratification [128 Wallace Hall, todh@princeton.edu, 8-5938].

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

Sample publications:

- Immigration and the Remaking of Black America* (New York: Russell Sage Foundation, 2019).
- With Tia Palermo, and Tiffany Green, “Health Assimilation among Hispanic Immigrants in the United States: The Impact of Ignoring Arrival-Cohort Effects,” *Journal of Health and Social Behavior*, 56: 460-477, 2015.
- With Alexis Rosenblum, William Darity Jr., and Angel Harris, “Looking Through the Shades: The Effect of Skin Color on Earnings by Region of Birth and Race for Immigrants to the United States.” *Sociology of Race and Ethnicity* 2:87-105, 2015.
- “Selection, Language Heritage, and the Earnings Trajectories of Black Immigrants in the United States.” *Demography* 50: 975-1002, 2014.
- With Robert Hummer, “Immigration and the Health of U.S. Black Adults: Does Country of Origin Matter?” *Social Science and Medicine* 73:1551-1560, 2011.

[ARUN HENDI](#), Ph.D., University of Pennsylvania: Inequalities in Health and Mortality, Population Dynamics, Formal Demography [257 Wallace Hall, ahendi@princeton.edu, 8-5513].

Professor Hendi is a demographer who uses quantitative methods to study socioeconomic and racial inequalities in life expectancy and health; mathematical models of population growth and composition; and population dynamics in cities and rural areas. His current projects include an examination of geographic and racial variation in mortality in the United States and an analysis of how population flows between urban, suburban, and rural areas influence health and well-being. His research has been supported by the Robert Wood Johnson Foundation and the National Institute on Aging. He has a joint

appointment in the Princeton School of Public and International Affairs and is an affiliate of the Office of Population Research and the Center for Health and Wellbeing.

Sample publications:

With Jessica Y. Ho, “Immigration and Improvements in American Life Expectancy.” *Social Science & Medicine – Population Health* 15: 100914, 2021.

With Jessica Y. Ho, “Recent Trends in Life Expectancy Across High Income Countries: Retrospective Observational Study.” *BMJ*, 362:1-13, 2018.

“Globalization and Contemporary Fertility Convergence.” *Social Forces*, 96(1): 215-238, 2017.

“Trends in U.S. Life Expectancy Gradients: The Role of Changing Educational Composition.” *International Journal of Epidemiology*, 44(3): 946-955, 2015.

With Neil K. Mehta and Irma T. Elo, “Health Among Black Children by Maternal and Child Nativity.” *American Journal of Public Health*, 105(4): 703-710, 2014.

[JENNIFER JENNINGS](#), Ph.D., Columbia University: Education, Stratification [159 Wallace Hall, jlj@princeton.edu, 8-4422].

Professor Jennings is interested in how schools and educators structure the life chances of the children they serve, and how educator and family responses to education policies influence inequality in educational outcomes. Specifically, her research focuses on three areas: 1) the impacts of educational accountability systems on educators’ behavior and inequality in education and health outcomes; 2) the effects of teachers and schools on students’ cognitive and non-cognitive skills; and 3) the effects of school choice policies on the school choices of students and parents, the distribution of students between schools, and student outcomes.

Sample publications:

With David Deming, Christopher Jencks, Maya Lopuch, and Beth Schueler, “Do Differences in School Quality Matter More Than We Thought? Educational Opportunity in the 21st Century,” *Sociology of Education* 88 (1): 56-82, 2015.

With Jonathan M. Bearak*. “Teaching to the Test” in the NCLB Era: How Test Predictability Affects Our Understanding of Student Performance. *Educational Researcher* 43 (2014): 381-389.

With Heeju Sohn, “Measure for Measure: How Proficiency-Based Accountability Systems Affect Inequality in Academic Achievement,” *Sociology of Education* 87 (2014): 125141.

“School Choice or Schools’ Choice? Managing in an Era of Accountability,” *Sociology of Education* 83 (2010): 227-247.

[DEBORAH KAPLE](#), Ph.D., Princeton University. Comparative and Historical Sociology, Russian and Chinese Societies, Organizations, Immigrants in America [353 Wallace Hall, dkaple@princeton.edu, 8-9871].

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

Sample publications:

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

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

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

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

[SHAMUS RAHMAN KHAN](#), Ph.D., University of Wisconsin-Madison. Cultural Sociology and Stratification [177 Wallace Hall, shamuskhan@princeton.edu, 8-2762].

Shamus Khan is professor of sociology and American studies at Princeton University. He writes on culture, inequality, gender, and elites. He is the author of over 100 articles, books, and essays, including *Privilege: The Making of an Adolescent Elite at St. Paul's School* (Princeton), *The Practice of Research* (Oxford, with Dana Fisher), *Approaches to Ethnography: Modes of Representation and Analysis in Participant Observation* (Oxford, with Colin Jerolmack), and *Sexual Citizens: Sex, Power, and Assault on Campus* (W.W. Norton, with Jennifer Hirsch), which was named a best book of 2020 by NPR. He was a co-principal investigator of SHIFT, a multiyear study of sexual health and sexual violence at Columbia University. He directed the working group on the political influence of economic elites at the Russell Sage Foundation, is the series editor of “The Middle Range” at Columbia University Press and served as the editor of the journal *Public Culture*. He writes regularly for the popular press such as *The New Yorker*, *The New York Times*, *The Washington Post*, and has served as a columnist for *Time Magazine*. In 2016 he was awarded Columbia University’s highest teaching honor, the Presidential Teaching Award, and in 2018 he was awarded the Hans L. Zetterberg Prize from Upsala University for “the best sociologist under 40”.

Sample publications:

With Jennifer Hirsch. 2020, *Sexual Citizens: Sex, Power, and Assault on Campus*, W.W. Norton

With Joss Greene, Jennifer Hirsch, and Claude Mellins, 2020, “The Social Organization of Sexual Assault,” *Annual Review of Criminology*, Volume 3: 139-163.

With Fabien Accominott, and Adam Storer, 2018, “How Cultural Capital Emerged in Gilded Age America: Musical Purification and Cross-Class Inclusion at the New York Philharmonic,” *American Journal of Sociology*, Vol. 123, No. 6: 1743-83.

2016, “*The Education of Elites in the United States*,” *Année Sociologique*, Vol 66, No 1: 171-192.

With Colin Jerolmack, 2014, “Talk is Cheap: Ethnography and the Attitudinal Fallacy,” *Sociological Methods and Research*, 43: 178-209.

With Erik Schneiderhan, 2008 “Reasons and Inclusion: The Foundation of Deliberation,” *Sociological Theory* 26:1–24.

Privilege: The Making of an Adolescent Elite at St. Paul's School, Princeton University Press, 2011

[SANYU MOJOLA](#), Ph.D., University of Chicago: Sociology of Sex and Gender, Medical Sociology, Children and Youth, Aging and the Life Course, Sociology of Population [147 Wallace Hall, smojola@princeton.edu, 8-8734].

Professor Mojola’s research examines how societies produce health and illness. She is especially interested in how gender, race/ethnicity, socio-economic status and the life course shape health outcomes. She has investigated how social processes within schools, communities, labor markets, cities and eco-systems can lead to health inequality. Her past and ongoing work primarily focuses on the HIV/AIDS pandemic as it unfolds in various settings such as Kenya, the United States and South Africa. She directs the Office of Population Research.

Sample publications:

Mojola, Sanyu A. 2011. *Fishing in Dangerous Waters: Ecology, Gender and Economy in HIV Risk*.

Social Science and Medicine 72(2): 149-156 <https://doi.org/10.1016/j.socscimed.2010.11.006>

Mojola, Sanyu A. 2014. Providing Women, Kept Men: Doing Masculinity in the Wake of the African HIV/AIDS Pandemic. *Signs* 39(2): 341-363. <https://doi.org/10.1086/673086>

Mojola, Sanyu A. *Love, Money and HIV: Becoming a Modern African Woman in the Age of AIDS*. (University of California Press, 2014).

Mojola, Sanyu A, Nicole Angotti, Enid Schatz and Brian Houle 2021. "A Nowadays Disease": HIV/AIDS and Social Change in a rural South African community. *American Journal of Sociology*, November 2021. 127(3): 950-1000. <https://doi.org/10.1086/718234>

Mojola, Sanyu A, Nicole Angotti, Danielle Denardo, Enid Schatz and F. Xavier Gómez-Olivé. 2022. The End of AIDS? HIV and the New Landscape of Illness in Rural South Africa. *Global Public Health*. 17(1): 13-25. <https://doi.org/10.1080/17441692.2020.1851743>

Mojola, Sanyu A, Erin Ice, Enid Schatz, Nicole Angotti, Brian Houle and F. Xavier Gómez-Olivé. 2022. The Meaning of Health in Rural South Africa: Gender, The Life Course and the Socio-Epidemiological Context. *Population and Development Review*, Forthcoming Sept 2022 48(3) <https://doi.org/10.1111/padr.12494>

TIMOTHY NELSON, Director of Undergraduate Studies, Ph.D. University of Chicago: Poverty and Inequality; Fatherhood; Religion; Qualitative Methods [181 Wallace Hall, tjnelson@princeton.edu, 8- 3623]

Professor Nelson is the author of numerous articles on low-income fathers and is the coauthor, with Kathryn Edin, of the book *Doing the Best I Can: Fatherhood in the Inner City*, published in June 2013 by the University of California Press. Currently, he is working on a book with Kathryn Edin and Laura Lein (University of Michigan) on the work and child support experiences of 440 low-income be fathers interviewed across four metropolitan areas: Philadelphia, Charleston, South Carolina, Austin and San Antonio. His prior research has focused on African American religion and congregational studies. His prior book, *Every Time I Feel the Spirit: Religious Experience and Ritual in an African American Congregation* was published by NYU Press in 2004.

Sample publications:

With Kathryn Edin and H. Luke Shaefer. Forthcoming in 2023. *The Injustice of Place: Uncovering the History of America's Internal Colonies*. Harper Collins.

With Kathryn Edin, *Doing the Best I Can: Fatherhood in the Inner City*. 2013. University of California Press.

"Transformations: Framing Religious Ritual." Pp.9-30 in *Understanding Religious Ritual: Theoretical Approaches and Innovations*, edited by John Hoffman. New York: Routledge.

RHACEL SALAZAR PARREÑAS, Ph.D., University of California, Berkeley: Labor, gender, international migration and human trafficking, the family and economic sociology [133 Corwin Hall, parrenas@princeton.edu, 8- 3628]

Rhacel Salazar Parreñas is the Doris Stevens Professor in Women's Studies and Professor of Sociology and Gender and Sexuality Studies. Her research examines the experiences of women from the Philippines to understand how gender shapes migration, how states manage migration, how gendered economies operate in globalization and how worker unfreedom is a constitutive element of development. She is a scholar of gender, migration, labor, and economic sociology.

She has completed four ethnographic studies including *Unfree: Migrant Domestic Work in Arab States*, which was recognized with the 2023 Distinguished Scholarly Book Award by the *American Sociological Association*. Her other books include *Servants of Globalization: Women, Migration and Domestic Work*; *Children of Global Migration: Transnational Families and Gendered Woes*; and *Illicit Flirtations:*

Labor, Migration and Sex Trafficking in Tokyo. Her articles have been published in *American Sociological Review*, *American Journal of Sociology and Gender & Society*. In 2019, she received the Jessie Bernard Award from the American Sociological Association, which is the discipline's highest award given to a gender scholar. For her commitment to transformative scholarship, she received the 2018 Feminist Activist Award from the ASA Sex and Gender Section. Her mentorship of junior scholars was recognized in 2020 with a Mentoring Award from Sociologists for Women in Society.

She teaches classes on feminist theory, gender and globalization, intimacy, and gender, sexuality and migration. Her current project examines the nurse migration industry in the Philippines.

Sample publications:

Parreñas, R.S. (2008) *Children of Global Migration: Transnational Families and gendered woes*. Stanford, Calif: Stanford Univ. Press.

Parreñas, R.S. (2011) *Illicit flirtations: Labor, migration, and sex trafficking in Tokyo*. Stanford, Calif: Stanford University Press.

Parreñas, R.S. (2015) *Servants of globalization: Migration and domestic work*. Stanford, CA: Stanford University Press.

Parreñas, R.S. (2022) *Unfree: Migrant domestic work in Arab States*. Stanford, CA: Stanford University Press.

[JAMES RAYMO](#), Ph.D., The University of Michigan: Demography, Family, Aging and Life Course, Japan. [183 Wallace Hall, raymo@princeton.edu, 8-7766].

Professor Raymo is Professor of Sociology and the Henry Wendt III '55 Professor of East Asian Studies at Princeton University. He is a social demographer whose research focuses on documenting and understanding the causes and potential consequences of demographic changes associated with population aging in Japan. His published research includes analyses of marriage timing, divorce, recession and fertility, marriage and women's health, single mothers' well-being, living alone, family change and social inequality, employment and health at older ages, and regional differences in health at older ages.

His research has been published in leading U.S. journals such as *American Sociological Review*, *American Journal of Sociology*, *Demography*, *Journal of Gerontology: Social Sciences*, and *Journal of Marriage and Family* as well as in Japanese journals. Raymo is incoming vice-president of the Population Association of America, an associate editor of *Journals of Gerontology: Social Sciences and Demography* and founding director of the Global Japan Lab at Princeton.

Sample publications:

With Jia Wang. "Loneliness at Older Ages in the U.S.: Lonely Life Expectancy and the Role of Loneliness in Health Disparities." *Demography* 59: 921-947.

With Masaaki Mizuochi. "Retirement Type and Cognitive Functioning in Japan." *Journal of Gerontology: Social Sciences* 77: 759-768.

With Jia Wang. "Household income and child well-being in Japan: The role of grandparental coresidence and residential proximity." *Chinese Journal of Sociology* 6: 286-314.

With Fumiya Uchikoshi and Shohei Yoda. "Marriage Intentions, Desires, and Pathways to Later and Less Marriage in Japan." *Demographic Research* 44: 67-98.

With Jia Wang. "Non-standard Employment and Life Satisfaction in Japan" *Journal of Marriage and Family*. 83: 845-864.

With Hyunjoon Park. 2019. "Marriage Trends in Korea: Changing Composition of the Domestic Marriage Market and Growth in International Marriage" *Demography* 57: 171-194.

With Setsuya Fukuda and Shohei Yoda. 2019. "Revisiting the Educational Gradient in Women's Marriage in Japan" *Journal of Marriage and Family* (online first version available).

[JOHN N. ROBINSON III](#), Ph.D., Northwestern University: Race, Poverty, Social Policy [Wallace Hall, jnr3@princeton.edu, 8-2654]

Professor Robinson studies the racial underpinnings of money and markets, with emphasis on housing and credit policies. His award-winning work examines how the rise of finance is reshaping place-based inequalities within and around American cities. His current book project explores the ongoing rise of the affordable housing industry in the US and its intersections with racial and economic inequality. A secondary project investigates the politics of race, punishment and municipal debt in suburban areas. His work appears or is forthcoming in leading journals such as the *American Journal of Sociology*, *Social Problems*, *Socio-Economic Review*, *Politics and Society*, *Law and Social Inquiry*, *Journal of Urban Affairs*, and *Housing Policy Debate*, and has earned recognition from the Institute for Advanced Study (Princeton), the Ford Foundation, the Horowitz Foundation for Social Policy, the Society for the Advancement of Socioeconomics, and the Paris Institute for Political Studies.

Sample publications:

"Making markets on the margins: Housing finance agencies and the racial politics of credit expansion." *American Journal of Sociology* 125.4 (2020): 974-1029.

With Pacewicz, Josh. "Pocketbook policing: How race shapes municipal reliance on punitive fines and fees in the Chicago suburbs." *Socio-Economic Review* (2020).

[MATTHEW SALGANIK](#), Ph.D., Columbia: Social Networks, Quantitative Methods, Computational Social Science [145 Wallace Hall, mjs3@princeton.edu, 8-8867].

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

Salganik's research has been published in journals such as *Science*, *PNAS*, *Sociological Methodology*, and *Journal of the American Statistical Association*. His papers have won the Outstanding Article Award from the Mathematical Sociology Section of the American Sociological Association (twice) and the Outstanding Statistical Application Award from the American Statistical Association. Popular accounts of his work have appeared in the *New York Times*, *Wall Street Journal*, *Economist*, and *New Yorker*.

Sample publications:

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

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

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

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

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

[KIM LANE SCHEPPELE](#), Ph.D., University of Chicago: Sociology of Law, Theory, Sociology of Knowledge, Political Sociology, Comparative Historical Sociology, Culture, Gender Studies [118 Wallace Hall, kimlane@princeton.edu, 8-6949].

Professor Scheppele is the Laurance S. Rockefeller Professor of Sociology and International Affairs in the School of Public and International Affairs and the University Center for Human Values at Princeton, in

addition to being a faculty fellow at the University of Pennsylvania Law School. Her primary field is the sociology of law, particularly comparative constitutional ethnography. Since 9/11, she has examined how constitutions fare under the stress of anti-terrorism campaigns, both in the United States and elsewhere. Before that, Professor Scheppele focused on how new constitutions were drafted in Eastern Europe where she did extensive fieldwork in Hungary and Russia. Now that those liberal constitutional experiments are failing, she has been studying the rise of new autocrats around the world, particularly those who are elected on populist political platforms and then use the law to undermine constitutional institutions. Given that the US is now a challenged democracy as well, she has brought her research back home to focus on the danger signals of creeping autocracy. In 2014, she received the Kalven Prize from the Law and Society Association for scholarship that has had an important influence on the development of sociolegal studies, and in 2016, she was elected to the American Academy of Arts and Sciences. She is also an elected member of the International Academy of Comparative Law and serves as a “global jurist” on the executive committee of the International Association of Constitutional Law. She served as the elected president of the Law and Society Association from 2017-2019. Her book, *Legal Secrets*, won Special Recognition in the Distinguished Scholarly Publication competition of the American Sociological Association as well as the Corwin Prize of the American Political Science Association. She has taught at the University of Michigan (in political science), at the University of Pennsylvania (in the law school), at Central European Studies (in gender studies) and on the law faculties of Harvard, Yale, Erasmus (Rotterdam) and Humboldt (Berlin) universities. She has been a member at the Institute for Advanced Studies (Princeton) and will spend spring 2023 as a fellow at the Institute for Humane Sciences (Vienna).

Sample publications:

Kim Lane Scheppele, “[How Viktor Orbán Wins.](#)” *Journal of Democracy*, July 2022.

Kim Lane Scheppele and Arianna Vidaschi, (eds.). [9/11 And the Rise of Global Anti-Terrorism Law: How the UN Security Council Rules the World.](#) Cambridge University Press, 2021.

Kim Lane Scheppele, Dimitry Kochenov and Barbara Grabowska-Moroz. “[EU Values are Law, After All: Enforcing EU Values through Systemic Infringement Actions by the European Commission and the Member States of the European Union,](#)” *29 Yearbook of European Law* 3-121 (2021).

Kim Lane Scheppele, “[Autocratic Legalism.](#)” *University of Chicago Law Review* 85.2 (2018): 545- 584.

[PATRICK SHARKEY](#), Ph.D., Harvard University: Urban Inequality, Violence and Criminal Justice, Public Policy [126 Wallace Hall, psharkey@princeton.edu, 8-4742].

Professor Sharkey is a sociologist whose research focuses on urban inequality, violence, and public policy. He completed his PhD in Sociology and Social Policy at Harvard’s Kennedy School of Government in 2007, received a Robert Wood Johnson Health and Society postdoctoral fellowship at Columbia University, and taught at New York University for nine years before arriving at Princeton.

Much of his research examines the role of neighborhoods and cities in generating and maintaining inequality across multiple dimensions. In recent years, he has focused particular attention on community violence, and shown how the long-term decline of violence in the United States has affected cities and their residents. His first book, titled *Stuck in Place: Urban Neighborhoods and the End of Progress Toward Racial Equality*, received the Mirra Komarovsky Award for the best book of the year from the Eastern Sociological Society, the Otis Dudley Duncan Award from the Population Section of the American Sociological Association, and The American Publishers Award for Professional and Scholarly Excellence (PROSE Award) in Sociology and Social Work. His second book, *Uneasy Peace: The Great Crime Decline, The Renewal of City Life, and the Next War on Violence*, was published in 2018 and was reviewed in *The New York Times*, *The New Yorker*, *The Wall Street Journal*, and many other outlets.

Professor Sharkey has published dozens of articles in academic journals such as the Proceedings of the National Academy of Sciences, *Criminology*, *American Journal of Sociology*, *American Sociological Review*, *American Journal of Public Health*, and *Demography*, and he has written essays for *The Guardian*,

The New York Times, The Los Angeles Times, The Atlantic, and The Huffington Post. He has served as Director of the Institute for Human Development and Social Change, Scientific Director of Crime Lab New York, and is the founder of AmericanViolence.org.

Sample publications:

Uneasy Peace: The Great Crime Decline, the Renewal of City Life, and the Next War on Violence (New York: W.W. Norton, 2019).

With George Galster (eds.). *Spatial Foundations of Inequality*. New York: RSF: The Russell Sage Foundation Journal of the Social Sciences, 2017.

Stuck in Place: Urban Neighborhoods and the End of Progress toward Racial Equality (Chicago: University of Chicago Press, 2013).

[PAUL E. STARR](#), Ph.D., Harvard: Political Sociology, Communications, Theory, Historical Sociology [124 Wallace Hall, starr@princeton.edu, 8-4533].

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

Sample publications:

Entrenchment: Wealth, Power, and the Constitution of Democratic Societies (Yale University Press, 2019).

Remedy and Reaction: The Peculiar American Struggle over Health Care Reform, rev. ed. (New Haven: Yale University Press, 2013).

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, updated edition (New York: Basic Books, 2017), winner of the Pulitzer Prize for nonfiction and Bancroft prize in American history.

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

Professor Stewart is interested in developing new quantitative statistical methods for applications across the social sciences. 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 journals such as *American Journal of Political Science*, *Political Analysis* and the *Proceedings of the Association of Computational Linguistics*. His work has won the Edward R Chase Dissertation Prize, the Gosnell Prize for Excellence in Political Methodology, and the Political Analysis Editor's Choice Award.

Sample publications:

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

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

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

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

[FLORENCIA TORCHE](#), Ph.D., Columbia University: Stratification and Mobility, Sociology of Education, Sociology of the Family, Social Determinants of Health, Quantitative Methodology [128 Wallace Hall, ftorche@princeton.edu, 8-5384].

Florencia Torche is the Edwards S. Sanford Professor in the Department of Sociology and the School of Public and International Affairs (SPIA). Her research and writing focus on social inequality and social mobility, educational disparities, and marriage and family dynamics. Her recent scholarship studies the influence of early-life exposures and circumstances –starting before birth– on individual health, development, and wellbeing using natural experiments and causal inference approaches.

Professor Torche was elected to the American Academy of Political and Social Sciences (AAPSS) in 2023, and to the National Academy of Sciences (NAS) and the American Academy of Arts and Sciences (AAAS) in 2020. She has led large collaborative data collection projects, including the first national social mobility surveys in Chile and in Mexico. Her research has been funded by the National Science Foundation, the National Institutes of Health, the Russell Sage Foundation, and the Ford Foundation, among others.

[ZEYNEP TUFEKCI](#), Ph.D., University of Texas at Austin [177 Wallace Hall, zeynep@princeton.edu, 8-2596].

Henry G. Bryant Professor of Sociology and Public Affairs Role
The Princeton School of Public and International Affairs Title
Center for Information Technology Policy

[SAM TREJO](#), Ph.D., Stanford University: Social Science Genomics, Social Demography, Education & Health Policy, Causal Inference, Quantitative Methods, [187 Wallace Hall, samtrejo@princeton.edu, 8-4436].

Professor Trejo is sociologist interested in how social and biological factors jointly shape human development across the life-course. He specializes in quasi-experimental, computational, and biosocial quantitative methods, and typically utilizes large administrative datasets and/or longitudinal studies containing molecular genetic data.

One branch of Professor Trejo's research surrounds polygenic scores, measures meant to summarize a person's genetic predisposition for a trait (ranging from height to depression to cognitive ability). While polygenic scores are becoming more and more predictive of social, behavioral, and health outcomes, there is much work to be done understanding what exactly is 'in' a polygenic score. He studies how the social environment mediates, moderates, and confounds associations between genes and outcomes.

Another strand of Professor Trejo's research leverages both field and natural experiments to explore the processes that produce educational and health inequality. His work in this area has examined, for example, childhood lead exposure, fatal school shootings, and economic segregation.

Sample publications:

With Yeomans-Maldonado, G. and Jacob, B., 2021. "*The Psychosocial Effects of the Flint Water Crisis on School-Age Children.*" NBER Working Paper.

With Domingue, B.W., et al. 2020. "*Interactions Between Polygenic Scores and Environments: Methodological and Conceptual Challenges.*" *Sociological Science* 7 (2020): 465-486.

With Rossin-Slater, M., et al. 2020. "Local Exposure to School Shootings and Youth Antidepressant Use." *Proceedings of the National Academy of Sciences* 117 (38): 23484- 23489.

With Martschenko, D., and Domingue, B.W., 2019. Genetics and Education: *Recent Developments in the Context of an Ugly History and an Uncertain Future*. *AERA Open*, 5(1): 2332858418810516.

[KRISTOPHER VELASCO](#), Ph.D., University of Texas at Austin: Global & Transnational Sociology, Organizations, Political Sociology, Culture, and Sexuality [Wallace Hall, kvelasco@princeton.edu, 8- 2607].

Professor Velasco's research lies at the intersections of global & transnational sociology, organizations, political sociology, culture, and sexuality. His research is driven by one overarching question: how do organizations and institutions facilitate social and cultural change? Kristopher addresses this question at two scales. Globally, he investigates how transnational advocacy networks, NGOs, and international institutions facilitate the expansion of LGBTI rights around the world by changing cultural understandings of gender and sexuality. This line of research, and the backlash these processes invite, is the subject of Kristopher's current book project. Domestically, he examines the cultural dimensions of nonprofit organizations (e.g., language use, emotionality, etc.) and how these attributes influence wider society, especially when it comes to normalizing diverse sexual and gender identities.

Kristopher's research has been published in the *American Journal of Sociology*, *American Sociological Review*, *Social Forces*, and *International Studies Quarterly*, among others.

Additionally, Kristopher has received awards for his research from the American Sociological Association, American Political Science Association, International Studies Association, Academy of Management, and the Ford Foundation.

Sample publications:

With Pamela Paxton, and Robert W. Ressler. 2020. "Use of Emotion in Mission Statements Increases Donations and Volunteers." *American Sociological Review* 85(6): 1051-1083.

"A growing queer divide: The divergence between transnational advocacy networks and foreign aid in diffusing LGBT policies." *International Studies Quarterly* 64.1 (2020): 120-132.

"Human rights INGOs, LGBT INGOs, and LGBT policy diffusion, 1991–2015." *Social Forces* 97.1 (2018): 377-404.

With Pamela Paxton. Forthcoming. "Deconstructed and Constructive Logics: Explaining Inclusive Language Change in Queer Nonprofits, 1998-2016." *American Journal of Sociology*.

[JANET VERTESI](#), Ph.D., Cornell University: Sociology of Science, Sociology of Technology, Organizations, Ethnography [122 Wallace Hall, jvertesi@princeton.edu, 8-8724].

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

Science in 2015), and her paper on the London subway map (from the ASA's Science, Knowledge and Technology Section in 2007).

Sample publications:

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

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

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

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

[FREDERICK F. WHERRY](#), Ph.D., Princeton University: Economic Sociology, Cultural Sociology, International Economic Development [102 Wallace Hall, fwwherry@princeton.edu, 8-2375].

Professor Wherry is an economic and cultural sociologist who focuses on debt, credit, and household finances. He uses qualitative methods to examine how groups of people experience economic life in the United States and abroad. He has published nine books and edited volumes. His research trajectory has evolved in three phases: first, exploring how people use narratives, social ties, and dynamic performances to understand, contest, and transform the value of places and things; second, investigating the role of morals, social relationships, and institutions on household budgeting decisions. In the third phase, he is looking to the intersections of the law, debt, and racial inequities. He directs the Dignity and Debt Network and the Debt Collection Lab.

Before coming to Princeton, he served as the Director of Undergraduate Studies for the Department of Sociology at Yale and the Co-Director of the Center for Cultural Sociology. He has also taught at Michigan and Columbia.

Sample publications:

"Accounting for Credit," with Parijat Chakrabarti. *Annual Review of Sociology* (2022).

Measuring Culture, with John Mohr et al. (New York: Columbia University Press, 2020)

The Oxford Handbook of Consumption, with Ian Woodward (eds.) (New York: Oxford University Press, 2019).

"To Lend or Not to Lend to Friends and Kin: Awkwardness, Obfuscation, and Negative Reciprocity." With Kristin S. Seefeldt and Anthony S. Alvarez. *Social Forces* 98 (2019): 753-793.

Money Talks: How Money Really Works, with Nina Bandelj and Viviana Zelizer (eds.), (Princeton: Princeton University Press, 2017).

The Philadelphia Barrio: The Arts, Branding, and Neighborhood Transformation. (Chicago: University of Chicago Press, 2011).

The Cultural Wealth of Nations. With Nina Bandelj (eds.), (Stanford: Stanford University Press, 2011).

"The Social Sources of Authenticity in Global Handicraft Markets: Evidence from Northern Thailand," *Journal of Consumer Culture* 6 (1): 5-32, 2006.

[YU XIE](#), Ph.D., University of Wisconsin, Madison: Social Stratification, Methods and Statistics, Demography, Sociology of Science, Chinese Studies [188 Wallace Hall, yuxie@princeton.edu, 8-7080].

Professor Xie is Bert G. Kerstetter '66 University Professor of Sociology and has a faculty appointment at the Princeton Institute of International and Regional Studies, Princeton University. He is also a Visiting Chair Professor of the Center for Social Research, Peking University. His main areas of interest are social stratification, demography, statistical methods, Chinese studies, and sociology of science. His recently

published works include: *Marriage and Cohabitation* (University of Chicago Press 2007) with Arland Thornton and William Axinn, *Statistical Methods for Categorical Data Analysis with Daniel Powers* (Emerald 2008, second edition), and *Is American Science in Decline?* (Harvard University Press, 2012) with Alexandra Killewald. He was elected a member of the American Academy of Arts and Sciences (2004), Academia Sinica (2004), and the National Academy of Sciences (2009).

Sample publications:

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

With Amy Hsin, "Explaining Asian Americans' Academic Advantage over Whites," *Proceedings of the National Academy of Sciences* (PNAS) 111 (23): 8416-8421 (doi: 10.1073/pnas.140640211) PMID: PMC4060715, 2014.

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

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

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

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