



Undergraduate Handbook in Sociology

AY2020-21

Also available online: <https://sociology.princeton.edu/undergraduate-program>

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PART I. INFORMATION FOR PROSPECTIVE MAJORS

1 Introduction

1.1 What is Sociology?

Many people who major in sociology had never heard of it before they came to Princeton. These students learn that we offer a cutting-edge undergraduate major for people interested in the social dimensions of politics, economics, history, psychology, and 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, 155 Wallace Hall, 8-8040, E-mail: mduneier@princeton.edu

Director of Undergraduate Studies

Timothy Nelson, 106 Wallace Hall, 8-4530, E-mail: socrep@princeton.edu

Administrative Staff

Donna DeFrancisco, Department Manager, 108 Wallace Hall, 8-4531, E-mail: defran@princeton.edu

Lance Gilmore, Academic Support, 106 Wallace Hall, 8-4436, E-mail: lance.gilmore@princeton.edu

Amanda Rowe, Graduate Administrator, 104 Wallace Hall, 8-4543, E-mail: arowe@princeton.edu

Faculty

For faculty profiles, refer to <https://sociology.princeton.edu/people/faculty>, or Part II, Section 6 of this handbook.

2.2 Course Offerings, Fall 2020

2.2.1 Undergraduate Courses, Fall 2020

SOC 102 Police Violence, #BlackLivesMatter, and the COVID-19 Pandemic
F. Wherry TTH 11:00-11:50am

SOC 215 The Sociology of the Internet
J. Vertesi TTH 10:00-10:50am

SOC 226 Gender and Society: U.S. and Global Perspectives
S. Mojola MW 11:00-11:50am

SOC 300 Claims and Evidence in Sociology
(Required of Majors, Fall of Junior Year)
J. Jennings MW 10:00-10:50am

SOC 301 Statistical Methods in Sociology
(Required of Majors, Fall of Junior Year)
T. Hamilton TTH 8:30-9:50am

POL 345/ SOC 305/ WWS 211 Introduction to Quantitative Social Science
(Required of Majors, Fall of Junior Year)
M. Ratkovic MW 3:30-4:20pm

WWS 331/ SOC 312/ AAS 317 Race and Public Policy
D. Massey MW 11:00-11:50am

SOC 318/ EAS 378 Contemporary Japanese Society
J. Raymo TTH 11:00-11:50am

SOC 350 The Social Meaning of Money
V. Zelizer W 1:30-4:20pm

URB 385/ SOC 385/ HUM 385/ ARC 385 Mapping Gentrification
A. Shkuda TTH 11:00am-12:20pm

SOC 400 Applied Social Statistics
B. Stewart Lecture: MW 8:30-9:50am
Lab: F 9:00-10:50am

ANT 452/ SOC 452/ ENV 452 Alternative Economies: Before (and after) Growth
J. Elyachar and T. Mastnak M 1:30-4:20pm

2.2.2 Graduate Courses That May Be of Interest, Fall 2020

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

SOC 500 Applied Social Statistics
B. Stewart Lecture: MW 8:30-10:00am
Lab: F 9:00-10:50am

SOC 501 Classical Sociological Theory
K. L. Scheppele W 3:00-6:00pm

SOC 505 Research Seminar in Empirical Investigation
D. Conley W 1:00-4:00pm

SOC 508 Proseminar
M. Duneier M 10:30am-12:00pm

SOC 524 Criminology (half-term course)
P. Sharkey TH 1:30-4:30pm, 2nd half

SOC 529/ GSS 529 Gender and Sexuality

S. Majola T 1:30-4:30pm

POP 501/ SOC 531 Survey of Population Problems

A. Adsera T 1:30-4:30pm

SOC 533 Ethnography for Sociologists I (half-term course)

M. Duneier T 9:00am-12:00pm, 1st half

WWS 537/. SOC 537 Urban Inequality and Social Policy

P. Sharkey *TBD*

COS 597E/ SOC 555 Advanced Topics in Computer Science: Limits to Prediction

A. Narayanan and M. Salganik TTH 11:00am- 12:20pm

SOC 560 Topics in Social Stratification: Sociology of Elites (half-term course)

P. Starr TH 1:30-4:30pm, 1st half

WWS 593E / SOC 585 Topics in Policy Analysis: Surveys, Polls, and Public Policy (half-term course)

E. Freeland *TBD*

WWS 590C / SOC 571 Sociological Studies of Inequality (half-term course)

D. Massey T 1:30-4:20pm, 1st half

POL 573/ SOC 595 Quantitative Analysis III

R. Titiunik MW 10:30-11:50am

2.3 Tentative Course Offerings, Spring 2021

2.3.1 Tentative Undergraduate Courses, Spring 2021

SOC 101 Introduction to Sociology

(Required of Majors)

T. Nelson

SOC 250 The Western Way of War

M. Centeno

SOC 302 Sociological Theory

TBD

SOC 306 Social Data Science

B. Stewart

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

D. Kaple

SOC 311 Population and Society

J. Raymo

SOC 409/ COS 409 Critical Approaches to Human Computer Interaction

J. Vertesi

2.3.2 Tentative Graduate Courses That May Be of Interest, Spring 2021

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

TBD

PART II. INFORMATION FOR SOCIOLOGY MAJORS

1 Structure of the 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 the Major

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:

1) 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.

2) In addition to SOC 101, SOC 300, SOC 301, and SOC 302, students are required to take at least one course at the 300-level or higher in order to graduate.

3) Complete a single Junior Paper and receive a passing grade (D or better), usually 35-40 pages in length, due in April.

4) Complete a Senior Thesis, and receive a passing grade (C or better), typically 75-100 pages in length, due in April.

5) Take an oral examination on the Senior Thesis and receive a passing grade (C or better).

6) 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-academic-programs/reading-courses> The professor must be willing to commit three-hours per week to meet with the student. The student completes the form <https://odoc.princeton.edu/sites/odoc/files/Reading%20Course%20Application%20Form%20Rev%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 Donna DeFrancisco 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 on 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: <https://ria.princeton.edu/human-research/meetings-and-deadlines>

2.1.3 Deadlines, Extensions, and Penalties

a. Final Deadline:

Independent work is due no later than **4:00pm, on Friday, April 9th, 2021.** Students are also expected to abide by other interim departmental deadlines beginning on page 14, section 2.14.

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 **Tuesday, May 5th, 2021** for Juniors, and **Monday, May 4th, 2021** 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 the Grading of Independent Work

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

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

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

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

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

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

- d. To merit the grade of D, independent work must treat a non-trivial subject in sociology and must show evidence that its writer has some substantial knowledge about, and understanding of, that subject. Beyond that little can be said in praise of independent work in the D range.
- 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 usually involve data collection and analysis via interviews, surveys, and the like. The student must include a critical analysis of the relevant sociological literature and conduct their investigation according to a stated research design producing a clear written account of issues and findings that emerge in the course of the investigation. JP's are usually 35-40 pages long.

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

2.2.1 Form, Style, Length, and Copies

a. **Form:**

The Junior Paper must be typed, **single-sided** and double-spaced on 8 ½ x 11 unlined white paper. There should be a title page which includes the student's name and advisor's name as well as the title and an Abstract of no more than 150 words on the following page. Submit **one (1)** hard copy and **one (1)** electronic copy as a PDF (not Google Docs) of the final paper to Donna DeFrancisco.

b. **Style:**

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

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.

(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 35-40 pages.

e. **Copies:**

One (1) electronic copy as a PDF (not Google Docs), and **one (1)** hard copy of the Junior Paper should be submitted to Donna DeFrancisco by **4:00pm**, on **Friday, April 9th, 2021**, in the Sociology Department office for distribution to the advisor. The paper must be signed with a pledge of authorship in accordance with University regulations.

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 2.12, p. 9 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 typed, **single-sided** and double-spaced on 8 ½ x 11 unlined white paper. Students are required to submit **one (1)** hard copy and **one (1)** electronic copy as a PDF (not Google Docs), of their Senior Thesis. The hard copy should be unbound. You may use a paper clip/clamp or file folder for this copy. Format it according to the following specifications. The margin on the left side of the page shall be 1 inch; on the right side, ¾ 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.

Sample Title Page

AN ANALYSIS OF VOLUNTARY GROUPS
AMONG THE MIDDLE CLASS
OF PRINCETON

By

Jane Q. Doe

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

Department of Sociology
Princeton University

2020

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), and **one** signed copy (unbound, paper clips/clamps or a file folder are allowed) must be delivered by the student to Donna DeFrancisco in the departmental office by the due date for Senior Thesis (**4:00pm, on Friday, April 9th, 2021**). The electronic and hard copy of the thesis must be signed with a pledge of authorship in accordance with University regulations. The students must also upload their thesis into Thesis Central on the Mudd Library website. You will receive instructions about this 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 5th, 2021** and **Thursday, May 6th, 2021**. 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>

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 (2020/ 2021)

<u>Month and Date</u>	<u>Brief Description of Materials Due</u>
Mon., March 22 nd *	First draft of complete Junior paper. Submit an electronic version to your adviser and Donna DeFrancisco, by 4:00pm . Hard copies will not be accepted.
Fri., April 9 th **	Final version of Junior paper. Submit one (1) hard copy and one (1) electronic copy as a PDF (<u>not Google Docs</u>). Due to Donna DeFrancisco, by 4:00pm .

**Unless an extension has been granted by the Director of Undergraduate Studies, students who fail to turn in their written work by the prescribed due date will be penalized one-third of a letter grade on their final independent-work grade.*

***Students who fail to turn in their final written work by **Fri., April 9th, 2021**, will be penalized one-third of a letter grade for every 48 hours (or fraction thereof) of unexcused lateness, weekend days included.*

January, TBD: Deadline for Juniors to Submit Integrated Draft

Submit the assignment for SOC 300 to your preceptor by the class' due date.

Mon., March 22nd: Complete First Draft of Independent Work Due

Submit an electronic copy only of the full first draft of your independent work to your adviser and Donna DeFrancisco, by 4:00pm. You should receive written comments on this draft. Hard copies will not be accepted.

Fri., April 9th: Final Independent Work Due

Submit **one (1)** hard copy and **one (1)** electronic copy in PDF (not Google Docs), of the final paper to Donna DeFrancisco, by **4:00pm**. See Part II, Section 2.21 for more information.

Be sure to include and sign the pledge on both the hard copy and electronic copy. Independent work should be submitted to Donna DeFrancisco no later than **4:00pm, on Friday, April 9th, 2021**. **Separate penalties apply for failing to meet this deadline.** Refer to Part II, Section 2.4 for penalties resulting from turning in independent work after the deadline.

2.4.2 Timeline and Deadline for Seniors (2020/ 2021)

<u>Month and Date</u>	<u>Brief Description of Materials Due</u>
Mon., Sept. 28th*	<p>Five-page prospectus including an outline, bibliography, summary of your sociological research question and its significance, and your hypothesis/65raims/ purposes. This progress report should also include a preliminary title page.</p> <p>Submit an electronic copy to your adviser and Donna DeFrancisco, by 4:00pm. Hard copies will not be accepted.</p>
Mon., Oct. 5th	<p>IRB application submitted as per their instructions. Due by 4:00pm.</p>
Fri., Oct., 16th	<p>Funding requests through SAFE. Last day of application period.</p>
Mon., Oct. 19th – Fri., Oct. 23rd	<p>Funding decisions made by Department.</p>
Mon., Oct 26th – Fri., Oct. 30th	<p>Intensive interviewing or data cleaning/ collection during Fall Break</p>
Fri., Dec. 4th*	<p>Draft of methods and data chapter including summary statistics for quantitative papers; for qualitative 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.</p> <p>Submit an electronic copy to your adviser and Donna DeFrancisco, by 4:00pm. Hard copies will not be accepted.</p>
Mon., Feb. 16th*	<p>Draft of complete thesis.</p> <p>Submit an electronic copy to your adviser and Donna DeFrancisco, by 4:00pm. Hard copies will not be accepted.</p>
Mon., Mar. 15th*	<p>Respond to adviser’s comments.</p> <p>Submit an electronic copy to your adviser and Donna DeFrancisco, by 4:00pm. Hard copies will not be accepted.</p>

Fri., Apr. 9th**	Final version of Senior Thesis. Submit one (1) unbound hard copy, and one (1) PDF, (not Google Docs), electronic copy. Due to Donna DeFrancisco, by 4:00pm . Upload a copy to Thesis Central at Mudd Library.
Weds., May 12th - Thurs., May 13th	Departmental Examinations and Posters. See Part II, Section 2.31, of the Department's Undergraduate Handbook for more information.

**Unless an extension has been granted by the Director of Undergraduate Studies, students who fail to turn in their written work by the prescribed due date will be penalized one-third of a letter grade on their final independent-work grade.*

***Students who fail to turn in their final written work by **Fri., Apr. 9th, 2021** will be penalized one-third of a letter grade for every 48 hours (or fraction thereof) of unexcused lateness, weekend days included.*

Mon., Sept. 28th: Prospectus Due

Five-page prospectus including an outline, bibliography, summary of your sociological research question and its significance, and your hypothesis/ aims/ purposes. This progress report should also include a preliminary title page. Submit an electronic copy to your adviser and Donna DeFrancisco, by **4:00pm**. **Hard copies will not be accepted.**

Mon., Oct. 5th: IRB Application Due

IRB application must be submitted to the IRB as per their instructions. Due by **4:00pm**.

Fri., Oct. 16th: Deadline for Departmental Funding Requests Through S.A.F.E.

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

Mon., Oct. 19th - Fri., Oct. 23rd: Funding Decisions Made by Department

Department completes funding decisions.

Mon., Oct. 26th - Fri., Oct. 30th: Interviewing or Data Cleaning/ Collection

Intensive interviewing or data cleaning/ collection during Fall break.

Fri., Dec. 4th: Partial Drafts Due

Draft of methods and data chapter including summary statistics for quantitative papers; for qualitative 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 adviser and Donna DeFrancisco, by **4:00pm. Hard copies will not be accepted.**

Mon., Feb. 16th: Complete First Draft of Thesis Due

Draft of complete thesis. Submit an electronic copy to your adviser and Donna DeFrancisco, by **4:00pm. Hard copies will not be accepted.**

Mon., Mar. 15th: Respond to Adviser's Comments

Respond to adviser's comments. Submit an electronic copy to your adviser and Donna DeFrancisco, by **4:00pm. Hard copies will not be accepted.**

Fri., Apr. 9th: Final Version of Independent Work Due

Final version of Senior Thesis. Submit **one (1)** hard, unbound copy and **one (1)** PDF (not Google Docs), electronic copy. Be sure to include and sign the pledge on both the hard copy and electronic copy. Due to Donna DeFrancisco no later than **4:00pm. Separate penalties apply for failing to meet this deadline.** Refer to Part II, Section 2.4 for penalties resulting from turning in independent work after the deadline.

Independent work should be submitted to Donna DeFrancisco no later than **4:00pm, on Friday, April 9th, 2021.**

For Seniors: Wed., May 12th and Thurs., May 13th: Departmental Examinations and Posters

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

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

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, is located at Stokes Library (Wallace Hall) and could 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 the 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 could 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 complete 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 with Poster

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

6 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.

MIGUEL A. CENTENO, Musgrave Professor of Sociology and Professor of Sociology and International Affairs at Princeton University. He obtained his BA in History in 1980, his MBA in 1987 and his Ph.D. in Sociology in 1990, all from Yale University. [116 Wallace Hall, cenmiga@princeton.edu, 8-4452], Vice-Dean, Woodrow Wilson School, 3-S-14 Green Hall, 8-4810.

He has published many articles, chapters, and books. His latest publications are *States in the Developing World* (Cambridge 2017), *War and Society* (Polity 2016), *Global Capitalism* (Polity 2010), and *State and Nation Making in the Iberian World* (Cambridge UP, Vol. I 2013, Vol. II, 2018). He the founder of the Research Community on Global Systemic Risk funded by PIIRS from 2013 (<http://risk.princeton.edu>) and has published early results in the *Annual Review of Sociology*. He is also starting a new book project on the sociology of discipline. In 2000, he founded the Princeton University Preparatory Program, which provides intensive supplemental training for lower income students in local high schools. (<http://pupp.princeton.edu/>) From 2003 to 2007, he served as the founding Director of the Princeton Institute for International and Regional Studies. From 1997-2004 he also served as Head of Wilson College at Princeton. He served as Chair of the Sociology Department from 2012-2017.

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. His publications include *Being Black, Living in the Red*; *The Starting Gate*; *Honky*; *The Pecking Order*; *You May Ask Yourself*; and *Parentology*. He is a Research Associate at the National Bureau of Economic Research and has been the recipient of Guggenheim, Robert Wood Johnson Foundation and Russell Sage Foundation fellowships as well as a CAREER award and the Alan T. Waterman Award of the National Science Foundation. He is an elected fellow of the American Academy of Arts and Sciences, the American Association for the Advancement of Science, and the National Academy of Sciences.

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."

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."

PATRICIA FERNÁNDEZ-KELLY, Ph.D., Rutgers University: International Economic Development; Gender, Class and Ethnicity; Urban Sociology [255 Wallace Hall, mpfk@princeton.edu, 8-2237]. **On Leave, Spring 2020.**

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 Paul DiMaggio, she edited *Art in the Lives of Immigrant Communities in the United States* (Rutgers University Press, 2010). With Alejandro Portes, she is the editor of *The State and the Grassroots: Immigrant Transnational Organizations in Four Continents* (Berghahn Books, 2015) and *Immigrant Children in the Age of Deportations* (Ethnic and Racial Studies Special Issue 2020). Her book, *The Hero's Fight: African Americans in West Baltimore and the Shadow of the State* (Princeton University Press, 2016) received a C. Wright Mills finalist Award from the Society for the Study of Social Problems. She is the 2020 recipient of the Distinguished Career Award for the Practice of Sociology, from the American Sociological Association. Her latest project is a book-length manuscript entitled *Hialeah Dreams: The Re-making of the Cuban American Working Class in South Florida*.

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.

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 earned his PhD in Sociology from the University of California at Berkeley and was a Robert Wood Johnson Post-Doctoral Scholar at Harvard. He is an economic sociologist with interests in markets, organizations, and social stratification. His current research focuses on the social consequences of financial capitalism in the contemporary United States. His work has been published in outlets including the *American Sociological Review* and the *Socio-Economic Review*.

TOD HAMILTON, Ph.D., University of Texas at Austin: Demography, Immigration, Health, and Stratification [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 Tiffany Green, "Maternal educational attainment and infant mortality in the United States." *Demographic Research* 41, 713-752.

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, Sociology of Marriage and Family, 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; changing trends in marriage, divorce, and assortative mating; 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 is supported by the Robert Wood Johnson Foundation and the National Institute on Aging. He has a joint affiliation in the Woodrow Wilson School and the Office of Population Research.

Sample Publications:

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): 125-141.

“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.

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

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

Sample publications:

With Len Albright, Rebecca Casciano, Elizabeth Derickson, and David Kinsey. *Climbing Mount Laurel: The Struggle for Affordable Housing and Social Mobility in an American Suburb* (Princeton, NJ: Princeton University Press).

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

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

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

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

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

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

SARA MCLANAHAN, Ph.D., University of Texas: Inequality, Family Demography, and Social Policy. Director of Bendheim-Thoman Center for Research on Child Wellbeing. (<https://crcw.princeton.edu/people/research-associates>) [265 Wallace Hall, mclanaha@princeton.edu, 8-4875]. **On Extended Leave.**

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

children's policies, and co-director of the Joint Degree Program in Social Policy (JDP). She is a member of the National Academy of Sciences, the American Academy of Arts and Sciences, the American Philosophical Society, and the National Academy of Political and Social Sciences. She served on the boards of the American Sociological Association and the Population Association of America and was president of the Population Association of America. She received the Robert J. Lapham Award from the Population Association of America in 2019 and the Graduate Student Mentoring Award from Princeton University in 2014.

Sample publications:

Koss, Kalsea, Lisa Schneper, Jeanne Brooks-Gunn, Sara McLanahan, Colter Mitchell, and Daniel Notterman. "Early Puberty and Telomere Length in Preadolescent Girls and Mothers." *Journal of Pediatrics*. (forthcoming)

Peckins, Melissa K. Andrea G. Roberts, Tyler C. Hein, Luke W. Hyde, et al. "Violence Exposure and Social Deprivation is Associated with Cortisol Reactivity in Urban Adolescents." *Psychoneuroendocrinology*. 111: 104426. 2020

Jimenez, Manuel E, Nancy E. Reichman, Colter Mitchell, Lisa Schneper, Sara McLanahan, and Daniel Notterman. "Shared Reading at Age 1 Year and Later Vocabulary: A Gene-Environment Study." *Journal of Pediatrics*. 2016: 189-196. 2020

Kindel, Alexander, Vineet Bansal, Kristin D. Catena, Thomas H. Hartshorne, Kate Jaeger, Dawn Koffman, Sara McLanahan, Maya Phillips, Shiva Rouhani, Ryan Vinh, Matthew J. Salganik. "Metadata as data: Designing Metadata Systems for Data Preparation with Complex Surveys." *Socius*. (forthcoming)

Kiernan, Kathleen, Sara McLanahan, John Holmes and Melanie Wright Fox "Unmarried Families in the UK and the US" in *Handbook of Demographic Change and the Lifecourse.*, Falkingham, J.C., Evandrou, M. Vlachantoni, A. (eds) Edward-Elgar, Gloucestershire. 2020

Waller, Rebecca, Arianna M. Gard, Christopher S. Monk, et al. "The System for Coding Interactions and Family Functioning (SCIFF) in Low-Income and Urban Adolescents." *Psychological Assessment*. 31(8): 974-984. 2019.

Owen, Jayanti and Sara McLanahan. "Unpacking the Drivers of Racial Disparities in School Suspension and Expulsion." *Social Forces*: soz095, <https://doi.org/10.1093/sf/soz095>. 2019.

Goldberg, Rachel, Marta Tienda, Michelle Eilers, and Sara McLanahan. "Adolescent Relationship Quality: Is There an Intergenerational Link?" *Journal of Marriage and Family*. 81(4): 812-829. 2019.

Waller, Rebecca, Arianna M. Gard, Christopher S. Monk, Colter Mitchell, Benjamin Bazzi, Isaiah Sypher, Jeanne Brooks-Gunn, Sara McLanahan and Luke W. Hyde. "The system for Coding Interactions and Family Functioning (SCIFF) in Low-

Income and Urban Adolescents.” *Psychological Assessment*. 31(8): 974-984. 2019.

McLanahan, Sara, Jaeger, Kate, Catena, Kristin. “Children in Fragile Families.” *Oxford Handbook of Children and Law*. Online Publication April 2019. DOI: 10.1093/oxfordhb/9780190694395.013.12. 2019.

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, age and socio-economic status 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 is currently writing a book on the HIV epidemic among African Americans in Washington D.C and is Principal Investigator of an NIH funded project called HIV after 40 in rural South Africa: Aging in the Context of an HIV/AIDS epidemic. Her team is investigating the causes and consequences of the HIV epidemic among middle aged and older adults as they age in rural post-apartheid South Africa.

Before coming to Princeton, she was on the faculty of Sociology at the University of Michigan and the University of Colorado Boulder.

Sample publications:

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

With Jill Williams, Nicole Angotti and F. Xavier Gómez-Olivé, “HIV after 40 in Rural South Africa: A Life Course Approach to HIV Vulnerability among Middle Aged and Older Adults,” *Social Science and Medicine* 143: 204–212, October 2015.

“Providing Women, Kept Men: Doing Masculinity in the Wake of the African HIV/AIDS Pandemic,” *Signs* 39(2): 341-363, 2014.

“Fishing in Dangerous Waters: Ecology, Gender and Economy in HIV Risk,” *Social Science and Medicine* 72(2): 149-156, 2011.

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 co-author, 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 project with Kathryn Edin and H. Luke Shaefer (University of Michigan) using ethnography and in-depth interviews to explore the five counties in the US scoring highest on the Index of Deep Disadvantage. This index represents a holistic look at disadvantage, using health indicators (life expectancy, low infant birth weight), poverty metrics (rates of poverty and deep poverty), and social mobility data. 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.

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

Professor of Sociology and the Henry Wendt III Professor of East Asian Studies. Professor Raymo 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. He is currently engaged in three projects: In the first, he uses newly-available data to examine the socioeconomic and family correlates of children's academic performance, personal relationships, and emotional health. In the second project, he is examining the social, cultural, economic, and policy factors underlying striking demographic similarities among countries in East Asia and Southern Europe, with a particular focus on the roles of gender inequality, family ties, and growing unpredictability of the life course. In the third project, he is working with colleagues in Japan to document the well-being of single mothers and their children and to understand the ways in which intergenerational coresidence and intrafamilial exchanges of support may (or may not) offset some of the disadvantages faced by unmarried mothers.

Recent publications:

Raymo, James M. and Hao Dong. "Parental Resources and Children's Well-being in East Asia: An Overview." *Chinese Journal of Sociology* 6: 197-218.

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

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

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

Raymo, James M., Isabel Pike, and Jersey Liang. 2019. "A New Look at the Living

Arrangements of Older Americans using Multistate Life Tables.” *Journal of Gerontology: Social Sciences* 74: e84–e96.

Vogelsang, Eric, James M. Raymo, Jersey Liang, Erika Kobayashi, Taro Fukaya. 2019. “Population Aging and Health Trajectories at Older Ages.” *Journal of Gerontology: Social Sciences* 74: 1245–1255.

MATTHEW SALGANIK, Ph.D., Columbia University: 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.

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]. <https://lapa.princeton.edu/exec>

Professor Scheppele is the Laurance S. Rockefeller Professor of Sociology and International Affairs in the Woodrow Wilson School and the University Center for Human Values, in addition to being a faculty fellow at the University of Pennsylvania Law School. 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 (1994-1998) and Russia (2003). Now that those liberal constitutional experiments are failing, she has been studying the rise of new autocrats, particularly those who are elected on populist political platforms and then use the law to undermine constitutional institutions. She is also now examining changes within the European Union – BREXIT, the rise of illiberal democracies, the Euro crisis, the migration crisis – and developing a new theory of the sociology of law grounded in phenomenology. In 2014, she received the Kalven Prize for scholarship that has had an important influence on the development of socio-legal studies, and in 2016, she was elected to the American Academy of Arts and Sciences. She has been a visiting professor of law at Humboldt University, Berlin and Erasmus University, Rotterdam as well as at both Yale and Harvard Law Schools in the US. She was the elected president of the Law and Society Association from 2017-2019, serves as a “global jurist” on the executive committee of the International Association of Constitutional Law and is an elected member of the International Academy of Comparative Law. In 2020-2021, she will teach the required theory course for undergraduate majors.

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

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, forthcoming 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] brandonstewart.org

Professor Stewart is interested in developing new quantitative methods for applications in computational social science. A major focus of his research has been the field of automated text analysis with applications to the study of law, education and political science. He is also interested in the study of network and spatial data. He is the co-author of four open source software packages for the R language implementing his methods.

Sample Publications:

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

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

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

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

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

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

Sample publications:

With Rachel E. Goldberg, Michelle Eilers, and Sara S. McLanahan, “Adolescent Relationship Quality: Is There an Intergenerational Link?” *Journal of Marriage and Family* 81(4):812–29, 2019.

With Rachel Goldberg and Dawn Koffman, “Using Bi-Weekly Surveys to Assess Adolescent Relationship Flux: Lessons from a Mobile Diary Study,” *Journal of Research on Adolescence* 29(3):546-661, 2019.

With Kate Choi, “Intermarriage and the Lifecycle Timing of Migration,” *International Migration Review*, 52(3):929-962, 2018.

With Kate H. Choi, “Marriage-Market Constraints and Mate-Selection Behavior: Racial, Ethnic and Gender Differences in Intermarriage,” *Journal of Marriage and Family* 79(2):301-317, 2017.

“Brown Lecture in Education Research: Public Education and the Social Contract: Restoring the Promise in an Age of Diversity and Division,” *Educational Researcher* 46(6):271–83, 2017.

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

“Multiplying Diversity: Family Unification and the Regional Origins of Late Age Immigrants,” *International Migration*, 2015.

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. Her primary research site is with NASA’s robotic spacecraft teams as an ethnographer. Her books, *Seeing like a Rover: Images and Interaction on the Mars Exploration Rover Mission* (Chicago, 2015) and *Shaping Science: Organizations, Decisions, and Culture on NASA’s Teams* (Chicago, 2020) draws on her ethnographic studies of missions to Mars, Saturn, and the outer planets to examine how organizations matter to scientific discovery. Vertesi is also a leader in digital sociology, whether studying computational systems in social life, shifting research methods online, or applying social insights to build technologies along different lines. She holds a Master's degree from Cambridge and a PhD from Cornell, has received several grants from the National Science Foundation, and has been awarded top prizes for her work from the ASA’s Science, Knowledge and Technology Section and Communication, Information Technology and Media Section, and the Society for Social Studies of Science.

Sample publications:

Shaping Science: Organizations, Decisions, and Culture on NASA’s Teams (Chicago, IL: of Chicago Press, 2020)

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

With David Ribes (eds.), *DigitalSTS: A Fieldguide* (Princeton, NJ: Princeton University Press, 2019).

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

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

Professor Wherry is an economic and cultural sociologist who uses qualitative methods to examine how groups of people experience economic life in the United States and abroad. He has published nine books. He is currently studying how individuals and their families make financial decisions and how they experience debt. He also examines how debt collectors and other financial service providers intervene in the lives of the indebted. He directs the Dignity and Debt Network, a group of researchers and social entrepreneurs working across a dozen countries.

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:

“SSHA Presidential Address: The Pathways to Disadvantage.” *Social Science History* 44 (2020): 1-18.

With John W. Mohr et al-. *Measuring Culture*. (New York: Columbia University Press, 2020).

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

With Kristin Seefeldt and Anthony Alvarez, Foreword by José Quiñonez. *Credit Where It's Due: Rethinking Financial Citizenship* (New York: Russell Sage Foundation, 2019)

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

General Editor (with Juliet Schor, Consulting Editor). *The Encyclopedia of Economics and Society*, Volumes 1-4 (Thousand Oaks, CA: Sage, 2015).

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

ROBERT WUTHNOW, Ph.D., Berkeley: Sociology of Religion, Cultural Sociology, Theory, Survey Methods [wuthnow@princeton.edu]. **On Leave**

Professor Wuthnow is the author of numerous books, including *Remaking the Heartland: Middle America Since the 1950s*; *Acts of Compassion: Caring For Others and Helping Ourselves*; *Poor Richard's Principle: Recovering the American Dream through the Moral Dimension of Work, Business, and Money*; *Loose Connections: Joining Together in America's Fragmented Communities*; *Small-Town America*; *American Misfits and the Making of Middle Class Respectability*; *The Left Behind: Decline and Rage in Rural America*; and *America and the Challenges of Religious Diversity*. His teaching interests concern the sociology of religion, cultural sociology, civic involvement, voluntarism, small

communities, and rural America. His current research concentrates on religion and public policy and on social change in small communities.

Sample publications:

In the Blood: Understanding America's Farm Families (Princeton: Princeton University Press, 2015).

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

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

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

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

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: PMC PMC4024912, 2014.

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

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

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

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

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

VIVIANA A. ZELIZER, Ph.D., Columbia University: Economic Sociology, Social History, Family and Childhood [120 Wallace Hall, vzelizer@princeton.edu, 8-4557].

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

Sample publications:

With Lauren Gaydosh, "Class on Campus: How Students Manage Everyday Inequalities," Princeton Alumni Weekly, January 2019.

Money Talks: Explaining How Money Really Works, with Nina Bandelj and Frederick Wherry, co-eds. (Princeton, N.J.: Princeton University Press, 2017).

The Social Meaning of Money (new edition, with prologue by Nigel Dodd and afterword by author) (Princeton, N.J.: Princeton University Press, [1994] 2017).

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

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

7 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.